Graduate Council
Mississippi State University

Number: 5
Date: January 27, 2012


Absent: J. Gilbert, R. Hernandez, B. Mikel, A. Pearson, A. Rollins, D. Shaw, D. Wise

Guests: D. Eakin, J. Fowler

1. Graduate Council Chair Dr. Juan Silva announced that Dr. Burnette Hamil has retired. The Graduate Council minutes of November 18, 2011 will be reviewed at the next meeting.

2. University Committee on Courses and Curricula (UCCC)

   All proposals had previously been reviewed by Graduate Council subcommittees (Subcommittee for Education proposals – Drs. Dooley (Chair), Dodds and Hare; Subcommittee for Engineering proposals – Drs. Allen (Chair), Hernandez and Seale)

   Dr. Kathy Dooley (also a representative for the Department of Counseling and Educational Psychology) made a motion to approve all three modifications as presented. Dr. David Lewis seconded the motion.

   • Modification to EDS in Education/School Psychology
   • Modification to MS in Counselor Education (change emphasis to concentrations)
   • Modification to PhD in Ed. Psych (add concentrations)

   After a brief discussion, Graduate Council members voted on the three modification proposals as presented and approved them by acclamation.

   Dr. Ed Allen made a motion to approve all four modifications as presented. Dr. David Monts seconded the motion.

   • Name Change – MS in Electrical and Computer Engineering
   • Name Change – PhD in Electrical and Computer Engineering
   • Name Change – MS in Electrical and Computer Engineering (Distance)
   • Name Change – PhD in Electrical and Computer Engineering (Distance)

   After a brief discussion and questions answered by departmental representative Dr. Jim Fowler, Graduate Council members voted to approve the four modification proposals as presented.
3. Report from the Office of the Graduate School (OGS)

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

- **Position announcement – Office of the Graduate School**
  Recently, we offered the position of Program Coordinator to Ms. Margaret McMullen who has verbally accepted. She will begin working in the Office of the Graduate School effective March 5. Ms. Kim Parrott has occupied this position as an intermittent worker since the beginning of October of last year.

- **Graduate School Application Fee**
  Provost and Executive Vice President Gilbert approved the request for an increase in the application fee from $40 to $60. The new fee becomes effective July 1, 2012.

- **Graduate Student Grievance Policy as an AOP**
  The graduate student grievance policy that was prepared by the Graduate Council has been put into the form of an AOP, following the same format as that of the Faculty Grievance AOP. This proposed AOP will be subject of the same review as any other AOP.

- **Applications, Admissions, Enrollment**
  Applications for the spring semester were slightly down from last year 1,155 vs. 1254. Applications for International students were down considerably (17.6%). The trend was also reflected in the number of admission 621 (this spring) vs. 744 spring 2011). Total admissions were down by 16.5% with international admissions down 27.8%. (57 vs. 79). However, the total number of graduate students (3,612) enrolled is slightly higher than last spring. Graduate students represent 19.5% of all the enrolled students at MSU. Five years ago, graduate students composed 21.4% if the total student population. The percentage has been dropping with the emphasis of increasing undergraduate enrollment goals continues to be on track to meet the 2015 goal of 22,000 students. Total student population has increased by approximately 4,000 in the past 4.5 years, since 2007.

- **Fall 2011 Graduation**
  For Fall 2011, we had a total of 319 students apply for graduation and 272 (85.3%) graduated.
  - Master's - 216
  - Educational Specialist - 4
  - Doctor of Philosophy - 52 (85% of the PhD's who applied actually graduated)

  A total of 73 Ph.D.s have been awarded for summer and fall 2011. This time last year, there was a total of 78. With the addition of the spring 2012 Ph.D.s, I estimate that there will be approximately 135-140 Ph.D.s for 2011-2012. Last year the number was 139 and the highest number ever was 144 for the 2009-2010 year.

- **Graduate Teaching Assistantship (GTA) Orientation; Classroom Certification**
  Forty-nine students attended the GTA Orientation held on January 4th for the first time. All those students who participated in the Orientation passed a my Courses Assessment that tested their knowledge/understanding gained from the Orientation session. Thirteen participants achieved a GTA1 level classification. Forty-nine students who sought to achieve a GTA2/GTA3 level participated in the MicroTeaching Simulation held January 5th. Forty-six (93.9%) of these students were successful. Six international students met the requirements and were required to enroll in ESL5313 to permit them to hold GTA2/GTA3 appointments for spring 2012.
We introduced a new option this semester, a two hour MyCourses workshop that was held during the afternoon of Friday, January 6th. This workshop opportunity was well received by the students, as 36 of the 46 who passed the microteaching simulation participated. We plan to continue to provide students with the option of participating in this workshop on the final day before classes begin each semester.

Students were asked to fill out an evaluation of the workshop so that we can modify the orientation so that we design the orientation to be most effective for them.

The fall 2012 GTA Certification Program will be held August 13-15. The International Teaching Assistant Workshop will be held August 6 through 10. Details become available on the OGS website sometime in late March or early April.

- **Graduate Student Orientation**
  A total of 34 new graduate students attend the *Graduate Student Orientation* held on the morning of January 6, 2012. Representatives from eight campus service units presented information to orient the students with available resources on campus.

- **Bulletin of the Graduate School**
  Yes, it is that time again! Early next month a memo will be sent to Academic Deans. Directors, Department Heads, and Graduate Coordinators requesting program changes/revisions that need to be included in the printing of the 2012-2013 Bulletin of the Graduate School.

- **Graduate Student and Professional Appreciation Week**
  Graduate Student and Professional Appreciation Week will be held on campus April 2 through 6. This is a national observance week. A number of activities are scheduled including the screening of the very popular PhD movie. Other plans include special graduate student discounts at local restaurants, a graduate student forum, and an ice cream social.

- **Call for application for OGS assistantships**
  Within the next 2-3 weeks, a call for applications for assistantships awarded through the OGS will go out. Awards will be for bridge assistantships, stipend enhancements, and 2.0 (possibly 2.5) year assistantships, starting in the spring of 2013 and possibly the fall of 2012. A total of approximately $200,000 in awards will be available. Graduate coordinators will be informed and details will be available on the OGS website.

- **Update contribution to FutureState 2015**
  Recently I prepared a brief data update in response to part of the content of the current MSU strategic plan, FutureState 2015, as it pertains to the Graduate School. Some information of note follows:

  **During the past five years (from 2006 to 2011)**
  - The mean stipends for Graduate Teaching, Service, and Research Assistantships have increased by 19.5%, 3.9% per year.
  - The mean annual increase in the number of doctorates awarded was 4.9%.
  - The mean enrollment (fall semester) has increased by 2.83% each year.

4. **Report from Graduate Student Association (GSA)**

   GSA Representatives were unable to attend – no report.
1. New Business

   a) Honor Code/Graduate Students (Coats)

   Dr. Karen Coats stated that she is currently serving as a representative of the Graduate School on a special committee to revise the Honor Code. The committee is charged to draft an AOP for the Honor Code.

   Dr. Coats asked for a discussion of the issue. Dr. D’Abramo explained the zero tolerance policy for graduate students after adjudication that he is advocating. International and distance graduate student violations are of particular concern. Would a mandatory online ethics course during the first semester help with this issue? Online course would include the distance learners. Dean Coleman stated that the Library has already developed such material and offered assistance.

   Dr. Coats again invited Graduate Council members to advise her of any concerns or issues in regard to the Honors Code and volunteered to bring those issues and concerns to the committee.

   b) Standards for Preparing Theses and Dissertations (Hare - Handout)

   Subcommittee Chair Dr. Hare disseminated a handout that detailed the proposed changes to the Standards for Preparing Thesis and Dissertations. He stated that the request to accept electronic signatures is withdrawn until a policy for the entire University is in place. Dr. Hare made a motion to accept the following changes to the Standards for Preparing Theses and Dissertations, seconded by Dr. Dooley:

   • Exceptions. A number of departments/colleges have exceptions to the Standards on file with OTD.

   • Template. - A template has been developed by OTD which greatly assists in submission of theses and dissertations. The exceptions mentioned above can be included in a template developed specifically for a department/college.

   • Procedure for approval - Advisors/Graduate Coordinators are requested to inform students early of the process for the submission of theses and dissertations.

   A brief discussion followed. Graduate Council members voted and approved the revised Standards for Preparing Theses and Dissertations.

   c) Quality Enhancement Plan (Bourgeois)

   Dr. Angi Bourgeois presented an overview of the QEP and asked Graduate Council members for input.
Meeting adjourned at 2:55 p.m.

The date for the next Graduate Council meeting has been set for Friday, February 27, 2012 at 1:30 p.m. in 611 Allen Hall.
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: Education  Department: Counseling and Educational Psychology
Contact Person: Tony Doggett, Ph.D.  Mail Stop: 9727  E-mail: tdoggett@colled.msstate.edu
Nature of Change: Modification  Date Initiated: 8/10  Effective Date: Fall 2011
Current Degree Program Name: Educational Specialist
Major: Education  Concentration: School Psychology

New Degree Program Name: Educational Specialist
Major: Education  Concentration: School Psychology

Summary of Proposed Changes:
Currently, the Educational Specialist with a Concentration in School Psychology is a 31-hour degree program. This is a proposal to change the degree to a 42-hour EdS degree program with course removals, modifications, and additions that will maintain compliance with standards and expectations outlined by accrediting bodies (e.g., American Psychological Association, National Association of School Psychologist, National Council for the Accreditation of Teacher Education) and the State Department of Education. The specific proposed changes are outlined with the accompanying material. In addition, requirements and standards outlined by the MDE, NASP, and APA are attached. Finally, the required letters of support are attached.

Approved

Date: 1-6-2011
1-21-11
1-25-11
1-12-11

Chair, College or School Curriculum Committee
Chair, University Committee on Courses and Curricula
Chair, Graduate Council (if applicable)
Chair, Deans Council

☐ IHL Action Required
☐ SACS Letter Sent
DEGREE MODIFICATION
FOR THE EDUCATIONAL SPECIALIST DEGREE
WITH AN EMPHASIS IN SCHOOL PSYCHOLOGY

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.

Overview: The Department of Counseling and Educational Psychology houses several degrees in Counselor Education and several degrees in Educational Psychology. At MSU the Educational Psychology faculty have identified two concentrations: Educational Psychology (which might be considered to focus on theoretical aspects of psychology and learning) and School Psychology (which might be considered to focus on the application of the theories of psychology and learning). Thus, Educational Psychology considers itself to have two programs: Educational Psychology and School Psychology. Students are considered by the programs and the Department to be in one or the other program, not both. Students interested in a General Educational Psychology degree currently can pursue either a master's or a doctoral degree. Students interested in a School Psychology related degree current can pursue a master's, educational specialist (Ed.S.), or doctoral (Ph.D.) degree. However, the School Psychology students enroll in the master's with another degree (i.e., master's and Ed.S. or the master's and Ph.D.), but not the master's degree only. The School Psychology educational specialist degree is approved by the National Association of School Psychologists (NASP). The School Psychology doctoral degree is also approved by NASP and by the American Psychological Association (APA). There is no accrediting body for the Educational Psychology side of the degrees. As such, the only practical way to consider the two aspects of Educational Psychology is to consider each as a concentration, answering to different roles, educational expectations and goals, and career paths. Finally, by delineating two distinct concentrations for the master's degree in Educational Psychology and two concentrations for the Ph.D., the Educational Psychology faculty across the two areas will bring themselves into compliance with current MSU curricular requirements to show different emphases (now known as concentrations).

This proposal is intended to address the master degree in Educational Psychology only and does not address any degree in Counselor Education. Based on the above information, we propose the following for Educational Psychology have two concentrations: General Educational Psychology and School Psychology.

1. CATALOG DESCRIPTION

See table below, left column for current description and right column for proposed description.

<table>
<thead>
<tr>
<th>CURRENT Degree Description</th>
<th>PROPOSED Degree Description</th>
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<tr>
<td>Degree: Educational Specialist</td>
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<td>Concentration: School Psychology</td>
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<td>&quot;[Click here and type new degree description]&quot;</td>
</tr>
<tr>
<td>Old Degree Description: Note: The following description is taken from pages 63 of the 2010-2011 Bulletin of the Graduate School.</td>
<td>New Degree Description:</td>
</tr>
</tbody>
</table>
The educational specialist degree, offered in the College of Education, is comprised of a planned program of at least 30 semester hours above the master's degree under the direction of a major advisor. If a thesis option is chosen, the program of study must contain at least 24 hours of coursework and at least one-half of the coursework at the 8000-level or higher and at least 6 hours of research/thesis. For a non-thesis option, the program of student consists of a minimum of 30 hours of coursework with at least 15 hours of 8000-level courses (per Graduate Council, April 2004). The non-thesis option requires completion of a Directed Individual Study. The program is designed to provide advanced coursework in education and in other fields and disciplines supplementary to the basic core in the major field. Students enrolled in the educational specialist degree program section of publication and the College of Education Graduate Handbook for specific rules and regulations. Students should also refer to departmental Web pages.

Old Concentration Description:
Note: The following departmental, program, and course descriptions are taken from pages 185-188 of the 2010-2011 Bulletin of the Graduate School. Also, please note that other degree modifications submitted by the school psychology faculty contain essential information for the department and students in the Educational Specialist with a concentration of School Psychology are expected to read and adhere to those policies and guidelines.

The School Psychology Programs—The school psychology programs are based on a scientist-practitioner model with a behavioral focus. In addition to training in assessment, training is provided in consultation, academic interventions, behavior assessment, system-wide and individualized positive behavior interventions and supports, applied behavior analysis, and single-case research methodology so students in the program can identify, prevent, and remedy students’ academic, behavioral, and psychosocial problems. The deadline for applications to all programs (Ph.D. and Ed.S.) is January 15. For further information, write to Graduate Coordinator, Department of Counseling and Educational Psychology; PO Box 9727; Mississippi State, MS 39762.

Prerequisite Undergraduate Courses for School Psychology Programs—Students should have the following undergraduate courses before entering the Ed.S. or Ph.D. program in school psychology:
1. Psychological Basis of Behavior (e.g., Introductory Psychology)

New Concentration Description:
Note: the following is a reformatted description as requested by the Registrar's Office to facilitate CAPP compliance. The complete Educational Psychology degrees description to appear in the Bulletin is attached to this packet.

School Psychology Concentrations
The Ed.S. degree in Education with a concentration in School Psychology, is accredited by the National Association of School Psychologists (NASP) and requires an additional 39 hours beyond the M.S. degree in Educational Psychology with a concentration in Psychometry. The Ed.S. leads to AAA educator's licensure as a School Psychologist by the Mississippi State Department of Education and qualifies students to become Nationally Certified School Psychologists (which allows students to become certified as a school psychologist in most states). The Ed.S. degree is designed to be completed in four years which typically requires the equivalent of one additional academic year of formal coursework beyond the M.S. in Educational Psychology with a concentration in Psychometry including additional practica, and a minimum of a 1500-hour internship completed in the schools during the fourth year. Ed.S. students are required to complete and defend an approved supervised directed independent study and pass the PRAXIS II examination in school psychology (i.e., obtain a passing score as established by the Mississippi Department of Education).
2. Developmental Psychology (e.g., child development)

3. Education, Learning, or Cognition (e.g., Theories of Learning).

A student who has not met these prerequisite course requirements may enroll in the program and take these undergraduate courses as he/she progresses through the degree program. As students progress through the Ed.S. or Ph.D. program, they are required to complete the requirements for the M.S. degree in School Psychometry and obtain an AA license in School Psychometry from the Mississippi State Department of Education.

The Ed.S. program, a major in education with a concentration in school psychology, is accredited by the National Association of School Psychologists (NASP) and requires an additional 31 hours beyond the M.S. degree in psychometry. The Ed.S. leads to AAA licensure in school psychology by the Mississippi State Department of Education and qualifies students to become Nationally Certified School Psychologists (which allows students to become certified as a school psychologist in most states). The Ed.S. degree typically requires an additional academic year of formal coursework beyond the M.S. in psychometry with an additional 300-hour practicum, and a 1500-hour internship completed in the schools during the fourth year. Ed.S. students are required to complete and defend an approved supervised research project and pass the PRAXIS II examination in school psychology. All Ed.S. students in school psychology are required to take the following courses: COE 8073, EPY 8794, EPY 9703, EPY 7000, EPY 8550 or EPY 8890, EPY 8780 (12 hours), and an advanced psychology or special education elective.

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Ed.S. Courses (39 hours)
EPY 7000 Special Topics (3 hours min)
EPY 8763 Advanced Behavioral and Cognitive Behavioral Interventions
EPY 8690 Supervised Experiences in School Psychology I (3 hours min)
EPY 8790 Supervised Experiences in School Psychology II (6 hours min)
EPY 8780 Specialist Internship (12 hours)
EPY 9443 Single Subject Research Design
EPY 8133 Crisis Prevention & Intervention in Schools and Related Settings
COE 8073 Multicultural Foundations in Counseling (or Equivalent)

Choose one of the following:
EPY 8123 Assessment of Infants, Toddlers, and Special Populations
EPY 8890 Supervised Experiences in School Psychology III (3 hours min)

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2. CURRICULUM OUTLINE

See table below, left column for current program outline and right column for proposed description.

Note: Courses in italics represent course removals. Courses in bold represent course additions.

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<tr>
<th>CURRENT CURRICULUM OUTLINE</th>
<th>Required Hours</th>
<th>PROPOSED CURRICULUM OUTLINE</th>
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Updated 10/26/11 @ 12:00 pm
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<th>Course Code</th>
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<tr>
<td>EPY 7000</td>
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<td>COE 8073</td>
<td>Cultural Foundations in Counseling</td>
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<td>EPY 8794</td>
<td>Supervised Experiences in School Psychology: Consultation</td>
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<tr>
<td>EPY 8550</td>
<td>Supervised Experience in School Psychology (hours vary) or EPY 8890 Supervised Experiences in School Psychology (Clinic/Supervision)</td>
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<td>EPY 8780</td>
<td>Internship in School Psychology (Ed.S. level)</td>
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<tr>
<td>EPY 9703</td>
<td>Contemporary, Legal, Ethical, and Professional Issues in School Psychology</td>
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<tr>
<th>Hours</th>
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<td>EPY 9703</td>
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<td>Contemporary, Legal, Ethical, and Professional Issues in School Psychology</td>
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<tr>
<td>Elective:</td>
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<td>Advanced Psychology or Special Education Elective</td>
</tr>
</tbody>
</table>

**Existing Courses to be added to the degree:**

- EDF/EPY 9443 – Single Subject Research Designs in Education (3)
- EPY 8763 – Advanced Behavioral and Cognitive Behavioral Interventions (3)
- EPY 8690 – Supervised Experience in School Psychology I (3 min)
- EPY 8133 – Crisis Prevention and Intervention in the School and Related Settings (3)
- EPY Elective

**Choose One:**

- EPY 8123 – Assessment of Infants, Toddlers, and Special Populations (3)
- EPY 8890 – Supervised Experiences in School Psych III (3)

**Total Hours** 31

**Total Hours** 39

3. **JUSTIFICATION AND LEARNING OUTCOMES**

The proposal is intended to ensure that program faculty offer course work that is consistent with expectations and standards currently outlined and required by accreditation bodies (e.g., American Psychological Association, National Association of School Psychologists, National Council for the Accreditation of Teacher Education) for students in school psychology who have a specialist level degree. It will also allow us to offer coursework across the three degree programs (e.g., Master of Science, Educational Specialist, and Doctor of Philosophy) that is sequenced and graduated in nature which is also a requirement set forth by NASP, and NCATE. NASP recently (February 2010)

Updated 10/26/11 @ 12:00 pm
approved a new set of standards for graduate preparation and credentialing. These course changes in the MS and EdS concentrations reflect those newly published standards. The proposed changes will ensure that current coursework is consistent with best practices in the field of School Psychology and our program model (e.g., Scientist-Practitioner). For example, curricula changes will add skills in the following: (a) new response to intervention model and federal mandates for data-based decision making in educational settings, (b) supervision of others (e.g., in-training, entry level, and other employees) which is a relatively new skill requirement in many settings, (c) crisis management and preparedness (also a growing need in the schools and communities in which students will work when they graduate), and (d) a choice in specialization that the student can select [either (i) assessment of very young children in early identification of disabilities (e.g., developmental delays, autism, genetic disorders) or (b) specialized experiences with school age children with significant disabilities (e.g., severe ADHD, autism, depression, anxiety) either of which will make them more competitive for internship and career options.

The re-sequecing of supervised experiences will allow students to have a clearer understanding of their applied experiences and will allow faculty to more effectively evaluate skills across the students’ training. Students will obtain didactic and applied experiences consistent with the specialist level of training in the areas of professional school psychology, assessment, consultation, intervention, and research. These experiences will allow students to build approximately 1200 to 1800 hours of documented and supervised applied experiences in schools and related settings. As such this will provide them with competitive resumes when they apply for internship and employment following graduation.

The proposed changes will also ensure that students complete coursework and experiences necessary to allow them to be credentialed as school psychologist by the State Department of Education (see attached requirements) and to obtain national certification (i.e., Nationally Certified School Psychologist).

Often students in school psychology must obtain a letter from the university to qualify for their license in school psychology from Departments of Education and other entities. By having a transcript that reflects the added number of courses to their transcript at the specialist level, students will experience a smoother transition from graduate school into their professional career.

Finally, these changes have been vetted through the program and departmental faculty (see attached documentation).

4. SUPPORT
This program modification will require no additional support, either in personnel, resources, or materials.

5. PROPOSED FOUR LETTER ABBREVIATION
No changes proposed.

6. EFFECTIVE DATE
Fall 2012
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, Mall Stop 9699 (25 Morgan Ave), Phone: 325-0831.

College: College of Education Department: Counseling & Educational Psychology

Contact Person: Charles Palmer Mall Stop: 9727 E-mail: cpalmer@colled.msstate.edu

Nature of Change: Modification Date Initiated: 2/16/2011 Effective Date: 8/16/2012

Current Degree Program Name: Master of Science

Major: Counselor Education Emphases

New Degree Program Name: Master of Science

Major: Counselor Education Concentrations

Summary of Proposed Changes:

Change degree program Emphases to Concentrations.

Alternate elective and required courses within three emphases/concentrations.

Approved:

Date: 9-14-2011

[Signatures]

10-19-11

[Signatures]

10-20-11

[Signatures]

1-12-12

[Signatures]

[Signatures]

IHL Action Required

SACS Letter Sent
<table>
<thead>
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<th>CURRENT Degree Description</th>
<th>PROPOSED Degree Description</th>
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<tbody>
<tr>
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<td>Degree: Master of Science</td>
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<td>Major: Counselor Education</td>
<td>Major: Counselor Education</td>
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<tr>
<td>Emphasis: Community Counseling, Rehabilitation Counseling, Student Affairs, College Counseling</td>
<td>Concentration: Clinical Mental Health Counseling, Rehabilitation Counseling, Student Affairs, College Counseling</td>
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<tr>
<td>Old Degree Description</td>
<td>New Degree Description</td>
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<td>M.S. degree program in school counseling, rehabilitation counseling, or student affairs in higher education is a planned program consisting of 48 semester hours. The M.S. degree program in community counseling or college counseling is a planned program consisting of 60 semester hours. An optional 60 semester hour program is available for rehabilitation counseling students.</td>
<td>M.S. degree program in school counseling, rehabilitation counseling, or student affairs in higher education is a planned program consisting of 48 semester hours. The M.S. degree program in clinical mental health counseling or college counseling is a planned program consisting of 60 semester hours. An optional 60 semester hour program is available for rehabilitation counseling students.</td>
</tr>
<tr>
<td>Emphasis Description</td>
<td>Concentration Description</td>
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<tr>
<td>Counselor Education/School Counseling and Guidance Services. A program that prepares individuals to apply the theory and principles of guidance and counseling to the provision of support for the personal, social, educational, and vocational development of students, and the organizing of guidance services within elementary, middle and secondary educational institutions. Includes instruction in legal and professional requirements, therapeutic counselor intervention, vocational counseling, and related sociological and psychological foundations.</td>
<td>No change.</td>
</tr>
<tr>
<td>Vocational Rehabilitation Counseling/ Counselor. A program that prepares individuals to counsel disabled individuals and recovering patients in psychological, personal, social, and vocational adjustment in order to have fulfilling and productive lives. Includes instruction in patient evaluation and testing, rehabilitation program planning, patient support services and referral, job analysis, adjustment psychology, rehabilitation services provision, patient counseling and education, applicable law and regulations, and professional standards and ethics.</td>
<td>No change.</td>
</tr>
<tr>
<td>College Student Counseling and Personnel Services. A program that focuses on the organization and provision of counseling, referral, assistance and administrative services to students in post secondary educational institutions and adult education facilities, and that may prepare individuals to function as professional counselors in such settings. Includes instruction in applicable laws and policies, residential counseling and services, vocational counseling and placement services, remedial skills counseling, and therapeutic counselor intervention.</td>
<td>No change.</td>
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<tr>
<td>CURRENT CURRICULUM OUTLINE</td>
<td>Required Hours</td>
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<td><strong>Major Core Courses</strong></td>
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<td>EPY 8263 Psych Testing in Education.</td>
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<td>COE 8013 Counseling Skills Devel (COE 8023)</td>
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<td>COE 8023 Counseling Theory, COE 8043 Group Techniques and Procedures (COE 8013, 8023), COE 8053/8150 Practicum (COE 8013, 8023, and permission of department), COE 8063 Research Techniques for Counselor COE 8730/8740 Internship (COE 8053).</td>
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<tr>
<td>COE 6903 Develop Counsel and Mental Health.</td>
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<tr>
<td>COE 8073 Cultural Foundations in Counseling, COE 8203 Placement and Career Develop</td>
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<tr>
<td>COE 8303 Family Counsel Theory (COE 8023).</td>
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<tr>
<td>COE 8633 Psychosocial Rehabilitation.</td>
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<tr>
<td>COE 8703 Community Counseling. Approved Electives 18 hours</td>
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<td>COE 8363 Psychological Aspects of Disability.</td>
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<td>COE 8543 Legal Issues.</td>
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<td>COE 8553 Student Affairs in Higher Education.</td>
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<td>HED 8113 Admin of Student Personnel Services.</td>
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<td>COE 8543 Legal Issues.</td>
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JUSTIFICATION AND STUDENT LEARNING OUTCOMES

The primary change, changing the individual counseling programs from EMPHASIS to CONCENTRATION will accomplish two (2) results. First, the University, College of Education, and Department of Counseling and Educational Psychology have interacted with each “emphasis” as if it were a concentration without the corresponding administrative oversight “concentrations” typically receive. Second, because of the “emphasis” status, graduate students from our programs have no identifier within their transcript (or degree) that they sought and achieved the distinctive “concentration” that is so often highly recruited by the various counseling professions.

The secondary change sought in this proposal will remove one elective course and add one required course to the graduate Rehabilitation Counseling program of study. This change is justified by the professional expectations delineated by the national accrediting organization of rehabilitation counseling graduate programs. The Council on Rehabilitation Education (CORE) requires graduate students in accredited programs to receive knowledge of, experience applying, and training interpreting the many vocational instruments widely used within professional rehabilitation counseling. The course, COE 6373 -- Vocational Assessment of Special Needs Persons, is currently taught on a yearly basis as an “approved elective” but will become (with your approval) a “required” course within the approved program of study. Also, this program’s Community Advisory Board has discussed and approved this addition to the required curriculum (September, 2010).

The third change in this proposal is a change in the Student Affairs program of study. This change (with your approval) would make COE 8563: Introduction to Student Affairs Assessment a “required” course and make COE 8533: Literature of Student Affairs an “elective” course. This change is justified by the new professional standards for Student Affairs programs as delineated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). New CACREP standards require Student Affairs students to “participate in the design, implementation, management, and evaluation of student affairs programs, and is aware of various systems and environmental contexts that affect participants” (CACREP Standard SACC-B6). This standard will be met via a requirement of the COE 8563: Introduction in Student Affairs Assessment course.

The fourth change sought in this proposal includes the following: (a) changing the name of the Community Counseling program to Clinical Mental Health Counseling; (b) adding the approved course COE 8803 Crisis Response in Counseling; and (c) adding approved course(s) COE 8773 Counseling the Chemically Dependent Client or COE 8783 Counseling the Chemically Dependent Family to the list of required courses. All of these changes are designed to comply with accreditation (CACREP) curriculum requirements.

All of these proposed changes are intended to improve our graduates’ professional standing and performance and therefore improve their credentials for employment within the field of counseling.

SUPPORT

No additional resources will be required for any of these changes.

Faculty approval - please see the attached CEP department signature page.

EFFECTIVE DATE

Fall 2012
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 (244 Magruder Street, 2nd Floor), Phone: 325-0831.

College: Engineering
Department: Electrical and Computer Engineering
Contact Person: James E. Fowler
Mail Stop: 9571
E-mail: fowler@ece.msstate.edu
Date: Jul. 14, 2011
Nature of Change: Name Change - IHL Approval Required
Program will be offered at: Distance Learning (Campus 5)

Current Degree Program Name: Master of Science
Major: Electrical Engineering
Concentration:

New Degree Program Name: Master of Science
Major: Electrical & Computer Engineering
Concentration:

Effective Date: Aug. 16, 2012

Summary of Proposed Changes:
Rename of campus-5 MS degree in Electrical Engineering to MS degree in Electrical and Computer Engineering

Nicolas Younan
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

SEP 9, 2011

9/23/2011

9/23/11

12/1, 11

SACS Letter Sent
1. CURRENT TITLE AND DESCRIPTION

Master of Science in Electrical Engineering (MS EE), campus 5

2. PROPOSED TITLE AND DESCRIPTION

Master of Science in Electrical and Computer Engineering (MS ECE), campus 5

3. JUSTIFICATION

The Department of Electrical and Computer Engineering is deleting both the Computer Engineering Master of Science (MS CPE) degree and the Computer Engineering Doctor of Philosophy (PhD CPE) degree. In anticipation of these deletions, the Electrical Engineering Master of Science degree and the Electrical Engineering Doctor of Philosophy degree are to be renamed as “Electrical and Computer Engineering (ECE).” This deletion and renaming is being made primary due to difficulty in assessing the CPE degrees for SACS accreditation due to low graduation rates as well as an anticipation of an upcoming productivity trigger for the CPE PhD. In addition, the reduction of the number of graduate degrees would also yield other operational benefits in terms of streamlining graduate procedures in the department, such as the administration of the doctoral qualifying examinations, assessment for accreditation purposes, and graduation-audit paperwork. The changes are also consistent with recent national trends that have seen Electrical and Computer Engineering departments eliminate stand-alone graduate CPE degrees, opting instead for a combined ECE degree. The deletions and renamings are intended to apply to both campus-1 and campus-5 degrees, effectively reducing the number of graduate degrees offered by the department from eight to four. Submission of the paperwork for the deletions of the graduate CPE degrees is planned to occur once all currently enrolled graduate CPE students complete their degrees. However, admission to the graduate CPE programs will be suspended once IHL approval is obtained for the present renaming proposals.

4. RELATION TO EXISTING CURRICULA

No other institution in the state offers graduate degrees in Computer Engineering. The changing of the name of the Electrical Engineering degrees reflects the continued inclusion of computer-engineering instruction within the department despite the deletion of the Computer Engineering degrees. In this respect, the Electrical and Computer Engineering degrees offered by the department continue to be unique in the state.

5. PROPOSED 4-LETTER ABBREVIATION

ECE

6. EFFECTIVE DATE

August 16, 2012
Appendix 9a: Modifications to Existing Degree Program Proposal  
(Renaming)

<table>
<thead>
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<th>Institution:</th>
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<tr>
<th>Date of Implementation:</th>
<th>Present Six Digit CIP Code(s):</th>
<th>New Six Digit CIP Code:</th>
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<th>Present Program Title(s) as Appear(s) on Academic Program Inventory, Diploma, and Transcript:</th>
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<td>Electrical and Computer Engineering</td>
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<th>Degree(s) to be Awarded:</th>
<th>Credit Hour Requirements:</th>
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<tbody>
<tr>
<td>Master of Science</td>
<td>30 (thesis), 33 (non-thesis)</td>
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List any institutions within the state offering similar programs:

University of Mississippi, Jackson State University

<table>
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<tr>
<th>Responsible Academic Unit(s):</th>
<th>Institutional Contact:</th>
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<tr>
<td>Department of Electrical and Computer Engineering</td>
<td>James E. Fowler</td>
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<th>Number of Students Enrolled in Last Six Years:</th>
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<tr>
<td>Year One: 59</td>
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<td>Total: 318</td>
<td>Total: 132</td>
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</table>

Program Summary:
The overall objective of the graduate programs in electrical engineering and computer engineering is to enable students to develop as successful professionals by equipping students with more depth of knowledge in their area of specialization, to enable students to apply this knowledge to new challenges, to effectively communicate the outcomes to the public and their peers, and to carry out independent research on challenging problems of benefit to society. The department provides nationally recognized programs in electrical and computer engineering at the baccalaureate, masters, and doctoral levels. These student-oriented educational programs are enhanced by maintaining a continuous synergy among teaching, research and service, all within the framework of a comprehensive research university.
1. Describe how the proposed modification fits within the mission of the institution.

The overall objective of the graduate degree programs in electrical engineering and computer engineering is to enable students to develop as successful professionals by equipping students with more depth of knowledge in their area of specialization, to enable students to apply this knowledge to new challenges, to effectively communicate the outcomes to the public and their peers, and to carry out independent research on challenging problems of benefit to society. The department provides nationally recognized programs in electrical and computer engineering at the baccalaureate, masters, and doctoral levels. These student-oriented educational programs are enhanced by maintaining a continuous synergy among teaching, research and service, all within the framework of a comprehensive research university. The proposed modification of the degree name recognizes the fact that the department continues to carry out this mission, offering graduate-level instruction in Computer Engineering despite the upcoming deletion of the graduate degrees in Computer Engineering.

2. Is this modification unnecessarily duplicative of other programs within the System?

No. The Department of Electrical and Computer Engineering at Mississippi State continues to be the sole academic department in the state to offer comprehensive graduate education at both the masters as well as doctoral levels in both electrical engineering and computer engineering, capitalizing on the natural synergy between these two fields.

3. Describe the anticipated institutional impact including any research efforts associated with this program.

The changing of the name of the degree will have limited institutional impact. All courses offered by the department, as well as all ongoing research programs taking place within the department, will continue unchanged. The sole impact is anticipated to be an increased administrative efficiency given that the proposed deletion of the graduate Computer Engineering degrees coupled with the renaming of the Electrical Engineering degrees to Electrical and Computer Engineering will effectively reduce the number of graduate degrees to be managed within the department from eight to four.

4. Are there any anticipated budget savings associated with the proposed modification?

No. All currently ongoing research activities and courses will continue unchanged.

5. Are there any changes to the educational objectives of the degree program associated with the proposed modification?

No.

6. Are there any changes to the curriculum of the degree program associated with the proposed modification?

No. The current Computer Engineering and Electrical Engineering masters programs have exactly the same degree requirements, with the exception that Computer Engineering students are required to have at least one member from each of the Department of Electrical and Computer Engineering and the Department of Computer Science and Engineering on their committee. Additionally, Computer Engineering students are required to take a certain number of courses from the Department of Computer Science and Engineering—either 9 or 12 hours depending on thesis or non-thesis. Neither the Computer Engineering or Electrical Engineering programs have any specific required courses; rather, each student's program of study is individually tailored in consultation with the student's graduate committee. Thus, changing the name of the masters degree from Electrical Engineering to Electrical and Computer Engineering will have no effect on current Electrical Engineering students (or future Electrical and Computer Engineering students who would have formerly been Electrical Engineering students) in terms of curriculum. On the other hand, future Electrical and Computer Engineering students who would have formerly been Computer Engineering students will no longer face the committee-member or Computer Science and Engineering course requirements imposed by the current Computer Engineering curriculum; however, the student's graduate committee will always be able to impose either or both in the process of
7. Describe how the proposed modification will affect program faculty.

Faculty will be unaffected by the proposed change since all currently ongoing research activities and courses will continue unchanged.

8. Describe the evaluation process which led to the request for the proposed modification.

The Department of Electrical and Computer Engineering is deleting both the Computer Engineering Master of Science (MS CPE) degree and the Computer Engineering Doctor of Philosophy (PhD CPE) degree. In anticipation of these deletions, the Electrical Engineering Master of Science degree and the Electrical Engineering Doctor of Philosophy degree are to be renamed as "Electrical and Computer Engineering (ECE)." This deletion and renaming is being made primary due to difficulty in assessing the graduate CPE degrees for SACS accreditation due to low graduation rates as well as an anticipation of an upcoming productivity trigger for the CPE PhD.
August 16, 2011

University Committee on Courses and Curricula
244 Magruder St.
Mailstop 9699
Mississippi State University

UCC Committee:

With this letter, the Department of Electrical and Computer Engineering requests approval to rename the Master of Science degree in Electrical Engineering, Campus 5, to the Master of Science degree in Electrical and Computer Engineering, Campus 5.

I thank you in advance for your kind attention to this matter. Please do not hesitate to contact me if any additional information is needed.

Sincerely,
The Graduate Committee of the Department of Electrical & Computer Engineering

James E. Fowler
Yaroslav Koshka
Robert Reese

Yong Pu
Michael Mazzola
Clayborne Taylor

Erdem Topsakal
Subject: Re: CPE Graduate Program
From: "Edward B. Allen" <eba2@mailhost.groupwise.msstate.edu>
Date: 08/31/2011 08:21 AM
To: Younan, Nick <younan@ece.msstate.edu>, "Fowler, James" <fowler@ece.msstate.edu>
CC: Donna Reese <dreese@cse.msstate.edu>, "Bethel, Cindy" <cbethel@cse.msstate.edu>, "Niu, Nan" <niu@cse.msstate.edu>, "Perkins, Andy" <perkins@cse.msstate.edu>

Jim,

Attached is the results of a survey of CSE faculty regarding involvement with CPE graduate students. Please note that currently

--- 9 CPE grad student have CSE major professors, the bulk of whom are M.S. students
--- A number of CPE grad student have CSE faculty are their committees.

On behalf of the CSE Dept., we are supportive of your planned changes in the CPE program outlined in your email below. We anticipate that CSE faculty will continue to be interested in serving on CPE graduate committees and as dissertation directors or as thesis directors when appropriate.

Moving forward, please contact involved faculty whenever changes in Committee roles are desirable.

Best regards,

Ed

edward.allen@computer.org

---------------------------------------
Edward B. Allen, Ph.D.
Associate Professor
and Graduate Coordinator
Department of Computer Science and Engineering
Mississippi State University
Office: (662)325-7449
Mailing address:
Box 9637
Mississippi State, MS 39762-9637

-----Original Message-----
From: James E. Fowler [mailto:fowler@ece.msstate.edu]
Sent: Monday, August 22, 2011 1:18 PM
To: Donna Reese
Cc: Nick Younan
Subject: Re: CPE Graduate Program

On 08/22/2011 10:22 AM, Nick Younan wrote:

Donna,

Probably Bob has already mentioned to you that we are planning to eliminate the graduate program in Computer Engineering and having a combined ECE degree. Accordingly, there will be changes made to the qualifying exam, advising, etc.

If you see that it is necessary for us to meet, please let me know. Jim can provide you with the changes that will be made to accomplish this.

Nick
The ECE Graduate Committee determined that the elimination of the graduate CPE degrees, merging them into the existing graduate EE degrees as combined ECE degrees, would involve only a minimal number of changes to the existing EE programs, and the effects on the CPE graduate students (or those that would have been CPE) are likewise anticipate to be minimal. Specifically:

- Once the graduate EE degrees receive IHL approval to be renamed ECE (expected April 2012), admissions into the graduate CPE degrees will be suspended effective Fall 2012. Graduate CPE degree will thus be expected to be removed from the 2012-2013 edition of the Graduate Bulletin.

- Current graduate CPE students will have the option of finishing their CPE degree under their existing program (with their existing graduate committee and program of study), or transferring to the corresponding ECE program.

- A single PhD Qualifying Exam will be offered by the department. This will consist of the existing EE exam (20 questions) with the addition of a number of fundamental CPE-oriented problems (e.g., programming, data structures) to be written and graded by ECE faculty. CSE faculty will no longer need to provide questions or grading.

- CSE faculty will no longer be able to serve as major professor for graduate students in the ECE department; CSE faculty will continue to be able to serve as committee member for ECE graduate students, however.

- MS students in ECE will not be required to have a balance between ECE and CSE courses on their programs of study. Rather, all graduate ECE students will continue to have the option of taking CSE courses as out-of-department hours subject to the out-of-department rules associated with their degree, including the option of pursuing a minor in CSE.

Let me know if there are any questions or if further clarification is needed.
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 (244 Magruder Street, 2nd Floor), Phone: 325-0831.

College: Engineering
Department: Electrical and Computer Engineering

Contact Person: James E. Fowler
Mail Stop: 9571
E-mail: fowler@ece.msstate.edu

Nature of Change: Name Change - IHL Approval Required

Program will be offered at: Starkville (Campus 1)

Date: Jul. 14, 2011
Effective Date: Aug. 16, 2012

Current Degree Program Name: Master of Science
Major: Electrical Engineering
Concentration:

New Degree Program Name: Master of Science
Major: Electrical & Computer Engineering
Concentration:

Summary of Proposed Changes:
Rename of campus-1 MS degree in Electrical Engineering to MS degree in Electrical and Computer Engineering

Signature: Nicholas Youman
Date: SEP 9, 2011

Chair, College or School Curriculum Committee
Signature: N. Bowden
Date: 9/23/2011

Dean of College or School
Signature: [Signature]
Date: 9/23/11

Chair, University Committee on Courses and Curricula
Signature: [Signature]
Date: 12/1/11

Chair, Graduate Council (if applicable)
Signature: [Signature]

Chair, Deans Council
Signature: [Signature]

SACS Letter Sent
1. CURRENT TITLE AND DESCRIPTION

Master of Science in Electrical Engineering (MS EE), campus 1

2. PROPOSED TITLE AND DESCRIPTION

Master of Science in Electrical and Computer Engineering (MS ECE), campus 1

3. JUSTIFICATION

The Department of Electrical and Computer Engineering is deleting both the Computer Engineering Master of Science (MS CPE) degree and the Computer Engineering Doctor of Philosophy (PhD CPE) degree. In anticipation of these deletions, the Electrical Engineering Master of Science degree and the Electrical Engineering Doctor of Philosophy degree are to be renamed as "Electrical and Computer Engineering (ECE)." This deletion and renaming is being made primary due to difficulty in assessing the CPE degrees for SACS accreditation due to low graduation rates as well as an anticipation of an upcoming productivity trigger for the CPE PhD. In addition, the reduction of the number of graduate degrees would also yield other operational benefits in terms of streamlining graduate procedures in the department, such as the administration of the doctoral qualifying examinations, assessment for accreditation purposes, and graduation-audit paperwork. The changes are also consistent with recent national trends that have seen Electrical and Computer Engineering departments eliminate stand-alone graduate CPE degrees, opting instead for a combined ECE degree. The deletions and renamings are intended to apply to both campus-1 and campus-5 degrees, effectively reducing the number of graduate degrees offered by the department from eight to four. Submission of the paperwork for the deletions of the graduate CPE degrees is planned to occur once all currently enrolled graduate CPE students complete their degrees. However, admission to the graduate CPE programs will be suspended once IHL approval is obtained for the present renaming proposals.

4. RELATION TO EXISTING CURRICULA

No other institution in the state offers graduate degrees in Computer Engineering. The changing of the name of the Electrical Engineering degrees reflects the continued inclusion of computer-engineering instruction within the department despite the deletion of the Computer Engineering degrees. In this respect, the Electrical and Computer Engineering degrees offered by the department continue to be unique in the state.

5. PROPOSED 4-LETTER ABBREVIATION

ECE

6. EFFECTIVE DATE

August 16, 2012
Appendix 9a: Modifications to Existing Degree Program Proposal
(Renaming)

Institution:

<table>
<thead>
<tr>
<th>Date of Implementation</th>
<th>Present Six Digit CIP Code(s):</th>
<th>New Six Digit CIP Code:</th>
</tr>
</thead>
</table>

Present Program Title(s) as Appear(s) on Academic Program Inventory, Diploma, and Transcript:

Electrical Engineering

New Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript:

Electrical and Computer Engineering

Degree(s) to be Awarded:

Master of Science

Credit Hour Requirements:

30 (thesis), 33 (non-thesis)

List any institutions within the state offering similar programs:

University of Mississippi, Jackson State University

Responsible Academic Unit(s):

Department of Electrical and Computer Engineering

Institutional Contact:

James E. Fowler

Number of Students Enrolled In Last Six Years:

<table>
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<th>Year</th>
<th>Number</th>
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</thead>
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<td>Year One</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 Six</td>
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<tr>
<td>Total</td>
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Number of Graduates Expected in Next Six Years:

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<th>Year</th>
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<td>22</td>
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<tr>
<td>Total</td>
<td>132</td>
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Program Summary:

The overall objective of the graduate programs in electrical engineering and computer engineering is to enable students to develop as successful professionals by equipping students with more depth of knowledge in their area of specialization, to enable students to apply this knowledge to new challenges, to effectively communicate the outcomes to the public and their peers, and to carry out independent research on challenging problems of benefit to society. The department provides nationally recognized programs in electrical and computer engineering at the baccalaureate, masters, and doctoral levels. These student-oriented educational programs are enhanced by maintaining a continuous synergy among teaching, research and service, all within the framework of a comprehensive research university.
1. Describe how the proposed modification fits within the mission of the institution.

The overall objective of the graduate degree programs in electrical engineering and computer engineering is to enable students to develop as successful professionals by equipping students with more depth of knowledge in their area of specialization, to enable students to apply this knowledge to new challenges, to effectively communicate the outcomes to the public and their peers, and to carry out independent research on challenging problems of benefit to society. The department provides nationally recognized programs in electrical and computer engineering at the baccalaureate, masters, and doctoral levels. These student-oriented educational programs are enhanced by maintaining a continuous synergy among teaching, research and service, all within the framework of a comprehensive research university. The proposed modification of the degree name recognizes the fact that the department continues to carry out this mission, offering graduate-level instruction in Computer Engineering despite the upcoming deletion of the graduate degrees in Computer Engineering.

2. Is this modification unnecessarily duplicative of other programs within the system?

No. The Department of Electrical and Computer Engineering at Mississippi State continues to be the sole academic department in the state to offer comprehensive graduate education at both the masters as well as doctoral levels in both electrical engineering and computer engineering, capitalizing on the natural synergy between these two fields.

3. Describe the anticipated institutional impact including any research efforts associated with this program.

The changing of the name of the degree will have limited institutional impact. All courses offered by the department, as well as all ongoing research programs taking place within the department, will continue unchanged. The sole impact is anticipated to be an increased administrative efficiency given that the proposed deletion of the graduate Computer Engineering degrees coupled with the renaming of the Electrical Engineering degrees to Electrical and Computer Engineering will effectively reduce the number of graduate degrees to be managed within the department from eight to four.

4. Are there any anticipated budget savings associated with the proposed modification?

No. All currently ongoing research activities and courses will continue unchanged.

5. Are there any changes to the educational objectives of the degree program associated with the proposed modification?

No.

6. Are there any changes to the curriculum of the degree program associated with the proposed modification?

No. The current Computer Engineering and Electrical Engineering masters programs have exactly the same degree requirements, with the exception that Computer Engineering students are required to have at least one member from each of the Department of Electrical and Computer Engineering and the Department of Computer Science and Engineering on their committee. Additionally, Computer Engineering students are required to take a certain number of courses from the Department of Computer Science and Engineering—either 9 or 12 hours depending on thesis or non-thesis. Neither the Computer Engineering or Electrical Engineering programs have any specific required courses; rather, each student's program of study is individually tailored in consultation with the student's graduate committee. Thus, changing the name of the masters degree from Electrical Engineering to Electrical and Computer Engineering will have no effect on current Electrical Engineering students (or future Electrical and Computer Engineering students who would have formerly been Electrical Engineering students) in terms of curriculum. On the other hand, future Electrical and Computer Engineering students who would have formerly been Computer Engineering students will no longer face the committee-member or Computer Science and Engineering course requirements imposed by the current Computer Engineering curriculum; however, the student's graduate committee will always be able to impose either or both in the process of
7. Describe how the proposed modification will affect program faculty.

Faculty will be unaffected by the proposed change since all currently ongoing research activities and courses will continue unchanged.

8. Describe the evaluation process which led to the request for the proposed modification.

The Department of Electrical and Computer Engineering is deleting both the Computer Engineering Master of Science (MS CPE) degree and the Computer Engineering Doctor of Philosophy (PhD CPE) degree. In anticipation of these deletions, the Electrical Engineering Master of Science degree and the Electrical Engineering Doctor of Philosophy degree are to be renamed as "Electrical and Computer Engineering (ECE)." This deletion and renaming is being made primarily due to difficulty in assessing the graduate CPE degrees for SACS accreditation due to low graduation rates as well as an anticipation of an upcoming productivity trigger for the CPE PhD.
August 16, 2011

University Committee on Courses and Curricula
244 Magruder St.
Mailstop 9699
Mississippi State University

UCCC Committee:

With this letter, the Department of Electrical and Computer Engineering requests approval to rename the Master of Science degree in Electrical Engineering, Campus 1, to the Master of Science degree in Electrical and Computer Engineering, Campus 1.

I thank you in advance for your kind attention to this matter. Please do not hesitate to contact me if any additional information is needed.

Sincerely,
The Graduate Committee of the Department of Electrical & Computer Engineering

James E. Fowler
Yaroslav Koshka
Robert Reese

Erdem Topsakal
Subject: Re: CPE Graduate Program
From: "Edward B. Allen" <eb2@mailhost.groupwise.msstate.edu>
Date: 08/31/2011 08:21 AM
To: "Younan, Nick" <younan@ece.msstate.edu>, "Fowler, James" <fowler@ece.msstate.edu>
CC: Donna Reese <dreese@cse.msstate.edu>, "Bethel, Cindy" <cbethel@cse.msstate.edu>, "Niu, Nan" <niu@cse.msstate.edu>, "Perkins, Andy" <perkins@cse.msstate.edu>

Jim,

Attached is the results of a survey of CSE faculty regarding involvement with CPE graduate students. Please note that currently

--- 9 CPE grad student have CSE major professors, the bulk of whom are M.S. students
--- A number of CPE grad student have CSE faculty as their committees.

On behalf of the CSE Dept., we are supportive of your planned changes in the CPE program outlined in your email below. We anticipate that CSE faculty will continue to be interested in serving on CPE graduate committees and as dissertation directors or as thesis directors when appropriate.

Moving forward, please contact involved faculty whenever changes in Committee roles are desirable.

Best regards,

Ed
edward.allen@computer.org

Edward B. Allen, Ph.D.
Associate Professor
and Graduate Coordinator
Department of Computer Science and Engineering
Mississippi State University
Office: (662)325-7449
Mailing address:
Box 9637
Mississippi State, MS 39762-9637

-----Original Message-----
From: James E. Fowler [mailto:fowler@ece.msstate.edu]
Sent: Monday, August 22, 2011 1:18 PM
To: Donna Reese
Cc: Nick Younan
Subject: Re: CPE Graduate Program

On 08/22/2011 10:22 AM, Nick Younan wrote:

Donna,

Probably Bob has already mentioned to you that we are planning to eliminate the graduate program in Computer Engineering and having a combined ECE degree. Accordingly, there will be changes made to the qualifying exam, advising, etc.

If you see that it is necessary for us to meet, please let me know. Jim can provide you with the changes that will be made to accomplish this.

Nick
The ECE Graduate Committee determined that the elimination of the graduate CPE degrees, merging them into the existing graduate EE degrees as combined ECE degrees, would involve only a minimal number of changes to the existing EE programs, and the effects on the CPE graduate students (or those that would have been CPE) are likewise anticipate to be minimal. Specifically:

- Once the graduate EE degrees receive IHL approval to be renamed ECE (expected April 2012), admissions into the graduate CPE degrees will be suspended effective Fall 2012. Graduate CPE degree will thus be expected to be removed from the 2012-2013 edition of the Graduate Bulletin.

- Current graduate CPE students will have the option of finishing their CPE degree under their existing program (with their existing graduate committee and program of study), or transferring to the corresponding ECE program.

- A single PhD Qualifying Exam will be offered by the department. This will consist of the existing EE exam (20 questions) with the addition of a number of fundamental CPE-oriented problems (e.g., programming, data structures) to be written and graded by ECE faculty. CSE faculty will no longer need to provide questions or grading.

- CSE faculty will no longer be able to serve as major professor for graduate students in the ECE department; CSE faculty will continue to be able to serve as committee member for ECE graduate students, however.

- MS students in ECE will not be required to have a balance between ECE and CSE courses on their programs of study. Rather, all graduate ECE students will continue to have the option of taking CSE courses as out-of-department hours subject to the out-of-department rules associated with their degree, including the option of pursuing a minor in CSE.

Let me know if there are any questions or if further clarification is needed.
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: Education

Department: Counseling and Educational Psychology

Contact Person: Carlen Henington, PhD

Mail Stop: 9727

E-mail: cdh@colled.msstate.edu

Nature of Change: Modification

Date Initiated: Aug., 2010

Effective Date: Fall 2012

Current Degree Program Name: Doctor of Philosophy

Major: Educational Psychology

Concentration: None

New Degree Program Name: Doctor of Philosophy

Major: Educational Psychology

Concentration: General Educational Psychology

School Psychology

Summary of Proposed Changes: Currently, the Doctoral of Philosophy does not have concentrations. However, there are two curriculum "tracks" within this degree presented in the 2010-11 Graduate Bulletin: (a) Educational Psychology and (b) School Psychology. The School Psychology is accredited by the American Psychological Association (APA) and is approved by the National Association of School Psychologists (NASP). School Psychology has a mainly separate set of curriculum requirements from Educational Psychology and the accrediting bodies have unique requirements (e.g., practicum and internship) from Educational Psychology. This proposal identifies core Educational Psychology courses and delineates two concentrations with unique degree requirements in (a) General Educational Psychology, and (b) School Psychology. The General Educational Psychology remains the same as the 2010-11 curriculum; whereas, the School Psychology seeks to modify curriculum to respond to current accreditation requirements.

Approved:

[Signatures]

Date:

12/1/11

11/30/11

12/1/11

1/2/12

Chair, Graduate Council (if applicable)

Chair, Deans Council

[] IHL Action Required

[ ] SACS Letter Sent
DEGREE MODIFICATION
FOR THE DOCTOR OF PHILOSOPHY IN EDUCATIONAL PSYCHOLOGY

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.

Overview: The Department of Counseling and Educational Psychology houses several degrees in Counselor Education and several degrees in Educational Psychology. At MSU the Educational Psychology faculty propose two concentrations: Educational Psychology (which might be considered to focus on theoretical aspects of psychology and learning) and School Psychology (which might be considered to focus on the application of the theories of psychology and learning). Students will be considered by the programs and the Department to be in one or the other concentration, not both. Currently, the School Psychology portion of the Educational Psychology degree calls itself a “program”. The School Psychology doctoral “program” is approved by the National Association of School Psychologists (NASP) and is accredited by the American Psychological Association (APA). There is no accrediting body for Educational Psychology. As such, the only practical way to consider the two aspects of Educational Psychology is to consider each as a **concentration**, answering to different roles, educational expectations and goals, and career paths. Finally, by delineating two distinct concentrations, the Educational Psychology faculty will bring themselves into compliance with current MSU curricular requirements to show different emphases (now known as concentrations).

In summary, we propose that the Doctoral of Philosophy in Educational Psychology have two concentrations: (a) **General Educational Psychology** and (b) **School Psychology**.

1. **CATALOG DESCRIPTION** (see table below)

<table>
<thead>
<tr>
<th>CURRENT Degree Description</th>
<th>PROPOSED Degree Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree: Doctor of Philosophy</td>
<td>Degree: Doctor of Philosophy</td>
</tr>
<tr>
<td>Major: Educational Psychology</td>
<td>Major: Educational Psychology</td>
</tr>
<tr>
<td>Concentrations: None currently</td>
<td>Concentrations: General Educational Psychology or School Psychology</td>
</tr>
</tbody>
</table>

Old Degree Description:
Note: The following departmental, program, and course descriptions are taken from pages 185-188 of the 2010-2011 Bulletin of the Graduate School.

The Department of Counseling and Educational Psychology offers graduate programs including a Doctor of Philosophy (Ph.D.) in Educational Psychology with emphasis in either Educational Psychology or School Psychology. An educational specialist (Ed.S.) is available with a major in Education with a concentration in School Psychology. At the master’s level, major areas of study are general educational psychology and psychometry (nonterminal). Some teaching, research, and applied assistantships are available.

New Degree Description:
Note: This description is formatted as requested by the Registrar’s Office to facilitate CAPP compliance.

A Masters of Science degree (M.S.) and a Doctor of Philosophy degree (Ph.D.) are offered in Educational Psychology. At the master’s level, concentrations of study are in General Educational Psychology and Psychometry (a nonterminal degree). At the doctoral level, a Ph.D. in Educational Psychology is offered with a concentration in either General Educational Psychology or School Psychology. An Educational Specialist (Ed.S.) is available as a major in Education with a concentration in School Psychology. Some teaching, research, and applied assistantships are available. Contact specific degree coordinators for additional information.
The following are admission criteria for either program (additional requirements may be required): a) An overall GPA on the bachelor's degree of at least 2.75; b) Recent Graduate Record Examination (GRE) verbal, quantitative, and analytical writing scores; c) An interview is generally required. Students admitted to an educational or school psychology program must maintain continuous enrollment. A student who is not enrolled or is inactive for one calendar year must be re-screened for readmission into the department prior to reenrollment in the University.

Provisional Admission—A student who has not fully met the requirements stipulated by the University and the appropriate department for admission to graduate study may be granted admission as a degree-seeking graduate student with provisional status. Such student must have as his or her initial objective advancement to regular status. A provisional student must receive at least a 3.00 GPA on the first 9 hours of graduate-level courses after admission to a degree program at Mississippi State University (courses with an S grade, transfer credits, or credits earned while in Unclassified status cannot be used to satisfy this requirement) in order to achieve regular status. If a 3.00 is not attained, the provisional student may be dismissed from graduate study. While in provisional status, a student is not eligible to hold a graduate assistantship.

Satisfactory Academic Performance—A student in any of the educational or school psychology programs is required to earn a grade of B or better in program core courses before he or she is permitted to progress to the next course in the sequence. Unsatisfactory performance in graduate level coursework is defined as a grade of U, D, or F in any course and/or more than two grades below a B after admission to the program. Unsatisfactory performance also includes failing the master's comprehensive examination twice, failing the written preliminary/comprehensive examination twice, failing the oral doctoral preliminary/comprehensive examination twice, or failing the doctoral dissertation defense twice. Any of these or combination of these failures will result in termination of the student's graduate in educational or school psychology.

GENERAL EDUCATIONAL PSYCHOLOGY
The concentration in General Educational Psychology is designed to prepare an individual for employment in research, teaching, and service settings. The four-year doctoral program involves coursework in psychological foundations, research, educational psychology, and, if the student chooses, a minor. Within the Educational Psychology specialty, students can choose to specialize in either cognition, learning, instruction, or measurement, statistics, and testing.

<<<Masters of Science description goes here -- not included to avoid confusion with current proposal (see proposed bulletin for entire degree)>>>

The Ph.D. degree in Educational Psychology with a concentration in General Educational Psychology requires approximately 120 semester hours of coursework beyond the baccalaureate degree.

Applications are due March 1 each year. For further information, write to Graduate Coordinator, Department of Counseling and Educational Psychology; PO Box 9727, Mississippi State, MS 39762.

SCHOOL PSYCHOLOGY/PSYCHOMETRY
The School Psychology/Psychometry concentration tiers are based on a scientist-practitioner model with a behavioral focus. In addition to training in assessment, training is provided in consultation, academic interventions, behavior assessment, system-wide and individualized positive behavior interventions and supports, applied behavior analysis, and single-case research methodology so students in the program can identify, prevent, and remedy students' academic, behavioral, and psychosocial problems.

The Ph.D. program in Educational Psychology with a concentration in School Psychology is accredited by the National Association of School Psychologists (NASP) and the American Psychological Association (APA). Students accepted into the Ph.D. program in School Psychology should either hold a master's degree in Psychometry or obtain AA certification in Psychometry within the first three years in the program. For students entering the program with only an undergraduate degree, the Ph.D. concentration in School Psychology is designed to be completed in five years. A minimum of 120 semester hours beyond the baccalaureate degree is necessary to earn a doctorate from the Department of Counseling and Educational Psychology. For students entering the program with an advanced degree, the Ph.D. program with a concentration in School Psychology will require a minimum of three years of formal coursework. In addition to required coursework, doctoral students in the School
Psychology concentration are required to present a minimum of one refereed presentation at a regional or national conference, submit one manuscript to a refereed journal or seek to publish one book chapter or formal test review. Doctoral School Psychology students must also pass three examinations including the Praxis II in School Psychology (i.e., students must obtain a passing score as outlined by the National Association of School Psychologists), Doctoral Written Comprehensive Exam, and Doctoral Oral Comprehensive Exam. Also, students are required to complete a 2000-hour internship (APA-accredited preferred).

The deadline for applications to all programs (Ph.D. and Ed.S.) is January 15. For further information, write to Graduate Coordinator, Department of Counseling and Educational Psychology; PO Box 9727; Mississippi State, MS 39762.

Admission Criteria to the Educational Psychology Degree

The following are admission criteria for admission in to the Educational Psychology Degree (additional requirements may be required):

a) An overall GPA on the bachelor's degree of at least 2.75;

b) Recent Graduate Record Examination (GRE) verbal, quantitative, and analytical writing scores;

c) An interview is generally required.

Students admitted to the Educational Psychology graduate degree must maintain continuous enrollment. A student who is not enrolled or is inactive for one calendar year must be re-screened for readmission into the department prior to reenrollment in the University.

Prerequisite Undergraduate Courses for School Psychology and Psychometry Concentrations

Students should have the following undergraduate courses before entering the concentration in either School Psychology or Psychometry:

1. Psychological Basis of Behavior (e.g., Introductory Psychology)

2. Developmental Psychology (e.g., Child Development)

3. Education, Learning, or Cognition (e.g., Theories of Learning).

A student who has not met these prerequisite course requirements may enroll in the program and take these undergraduate courses as he/she progresses through the degree program. As students progress through the Ed.S. or Ph.D. program with a concentration in School Psychology, they are required to complete the requirements for the M.S. degree in Psychometry and obtain an AA license in Psychometry from the Mississippi
State Department of Education.

**Provisional Admission**—A student who has not fully met the requirements stipulated by the University and the appropriate department for admission to graduate study may be granted admission as a degree-seeking graduate student with provisional status. Such student must have as his or her initial objective advancement to regular status. A provisional student must receive at least a 3.00 GPA on the first 9 hours of graduate-level courses after admission to a degree program at Mississippi State University (courses with an S grade, transfer credits, or credits earned while in Unclassified status cannot be used to satisfy this requirement) in order to achieve regular status. If a 3.00 is not attained, the provisional student may be dismissed from graduate study. While in provisional status, a student is not eligible to hold a graduate assistantship.

**Satisfactory Academic Performance**—A student in any of the General Educational Psychology, School Psychology, or Psychometry concentrations is required to earn a grade of B or better in program core courses before he or she is permitted to progress to the next course in the sequence. Unsatisfactory performance in graduate level coursework is defined as a grade of U, D, or F in any course and/or more than two grades below a B after admission to the program. Unsatisfactory performance also includes failing the master’s comprehensive examination twice, failing the written preliminary/comprehensive examination twice, failing the oral doctoral preliminary/comprehensive examination twice, or failing the doctoral dissertation defense twice. Any of these or combination of these failures will result in termination of the student’s graduate work in Educational or School Psychology.

**Current Concentration Description**
Note: These descriptions are of two emphases but no concentrations currently exist for Educational Psychology.

**Educational Psychology Programs**
*These programs are designed to prepare an individual for employment in research, teaching, and service settings. The four-year doctoral program involves coursework in psychological foundations, research, educational psychology, and, if the student chooses, a minor. Within the educational psychology specialty, students can choose to specialize in either cognition, learning, instruction, or measurement, statistics, and testing. Applications are reviewed continuously throughout the year. For further information, write to Graduate Coordinator; Department of Counseling and Educational Psychology; PO Box 9727; Mississippi State, MS 39762.*

**New Concentration Description**
Note: This description reflects requested formatting requested by the Registrar’s Office to facilitate CAPP compliance. A complete copy of the Educational Psychology degrees description for the Bulletin is attached to this packet.

**Programs of Study/Completion Requirements**

**Doctor of Philosophy**
The program of study for the Ph.D. in Educational Psychology includes the following courses from Educational Psychology core. Student must select take courses identified in their corresponding concentration.

**Major Core (38 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPY 6214</td>
<td>Educational and Psychological Statistics</td>
</tr>
<tr>
<td>EPY 8113</td>
<td>History and Systems of Psychology</td>
</tr>
<tr>
<td>EPY 8253</td>
<td>Child and Adolescent Development and Psychopathology (or equivalent)</td>
</tr>
<tr>
<td>EPY 8214</td>
<td>Advanced Educational and Psychological Statistics</td>
</tr>
</tbody>
</table>
The Ph.D. degree program in educational psychology with an emphasis in general educational psychology requires a minimum of 120 semester hours of coursework beyond the baccalaureate degree. All educational psychology Ph.D. students are required to complete successfully EPY 8523, EPY 8533, EPY 6613, EDF 8353, EPY 8263, EPY 9723, EPY 9313, PSY 6403, EPY 8293, PSY 8613, EPY 8253, PSY 8223, EPY 8223, EPY 6214, EPY 8214, EPY 9213, EPY 8593, EDF 8363, EDF 9373, EPY 9263, EPY 7003, EPY 9020, 6 hours of PSY-related electives, 3 hours of EDS electives, 9 hours in subspecialty electives, and 12-18 hours of minor area coursework. Participation in colloquia is also expected.

School Psychology Programs—The school psychology programs are based on a scientist-practitioner model with a behavioral focus. In addition to training in assessment, training is provided in consultation, academic interventions, behavior assessment, system-wide and individualized positive behavior interventions and supports, applied behavior analysis, and single-case research methodology so students in the program can identify, prevent, and remedy students' academic, behavioral, and psychosocial problems. The deadline for applications to all programs (Ph.D. and Ed.S.) is January 15. For further information, write to Graduate Coordinator, Department of Counseling and Educational Psychology; PO Box 9727; Mississippi State, MS 39762.

Prerequisite Undergraduate Courses for School Psychology Programs—Students should have the following undergraduate courses before entering the Ed.S. or Ph.D. program in school psychology:
1. Psychological Basis of Behavior (e.g., Introductory Psychology)
2. Developmental Psychology (e.g., child development)
3. Education, Learning, or Cognition (e.g., Theories of Learning).

A student who has not met these prerequisite course requirements may enroll in the program and take these undergraduate courses as he/she progresses through the degree program. As students progress through the Ed.S. or Ph.D. program, they are required to complete the requirements for the M.S. degree in School Psychometry and obtain an AA license in School Psychometry from the Mississippi State Department of Education.

The Ph.D. program in educational psychology with a concentration in school psychology is accredited by the National Association of School Psychologists (NASP).

Choose from one of the following concentrations:

**General Educational Psychology Concentration (57-63 hours)**

- EPY 8523 Psychology of the Gifted
- EPY 8533 Practicum in Teaching Educational Psychology
- EDF 8353 Seminar in Educational Psychology
- EPY 9313 Educational Evaluation Methods
- EPY 8223 Psychology of Education Foundations
- EDF 8363 Functions and Methods
- EPY 9263 Applied Research Seminar
- EPY 7000 Special Topics in Educational Psychology (3 hours)

PSY electives (6 hours) *
EDS elective (3 hours) *
subspecialty electives (9 hours) *
minor coursework (12 – 18 hours) *

* See Advisor

**School Psychology Concentration (84 hours)**

- EPY 6113 Behavioral and Cognitive Behavioral Intervention
- EPY 6123 Applications in School Psychology
- EPY 6133 Data-based Decision Making for Interventions in the School Setting
- EPY 8123 Assessment of Infants, Toddlers, and Special Populations
- EPY 8133 Crisis Prevention & Intervention in Schools and Related Settings
- EPY 8493 Personality Assessment in Educational and Related Settings
- EPY 8690 Supervised Experiences in School Psychology I (9 hours minimum)
- EPY 8703 Introduction to School Psychology
- EPY 8723 Individual Assessment for Educational and Related Settings
- EPY 8763 Advanced Behavioral and Cognitive Behavioral Interventions
- EPY 8773 Academic Assessment and Interventions
- EPY 8790 Supervised Experiences in School

Updated 12/31/11 3:00 pm
and the American Psychological Association (APA). Students accepted into the Ph.D. program in School Psychology should either hold a master’s degree in school psychology/psychometry or obtain AA certification in school psychometry within the first three years in the program. For students entering the program with only an undergraduate degree, the Ph.D. program in school psychology is designed to be completed in five years. A minimum of 120 semester hours beyond the baccalaureate degree is necessary to earn a doctorate from the Department of Counseling and Educational Psychology. Courses required for the doctoral degree in school psychology include: EPY 6113, EPY 6214, EPY 8214, EPY 8253, EPY 8263, EPY 8293 or equivalent, EPY 8493, EPY 8593, EPY 8703, EPY 8723, EPY 8763, EPY 8773, EPY 8694, EPY 8794, EPY 8890, EPY 8933, EPY 9000 (20 hours), EPY 9213, EPY 9703, EPY 9713, EPY 9730 (18 credit hours), COE elective, COE 8073, EDF 8363 or equivalent, EDF 9373, EDF 9443, PSY 6403 or equivalent, PSY 8223, special education electives (6 hours), advanced social psychology elective, and coursework in a focus area (12 hours). In addition to required coursework, doctoral students are required to present a minimum of one refereed presentation at a regional or national conference and one submitted publication to a refereed journal, pass three comprehensive examinations: focus area exam, written and oral examinations, and a dissertation defense. Also, students are required to complete a 2000-hour internship (APA- accredited preferred).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPY 8890</td>
<td>Psychology II (9 hours minimum)</td>
</tr>
<tr>
<td>EPY 8933</td>
<td>Supervised Experiences in School Psychology III (3 hours minimum)</td>
</tr>
<tr>
<td>EPY 9273</td>
<td>Integration of Intelligence/Psychometric Instruments</td>
</tr>
<tr>
<td>EPY 9443</td>
<td>Seminar in Contemporary School Psychology</td>
</tr>
<tr>
<td>EPY 9703</td>
<td>Single Subject Research Design</td>
</tr>
<tr>
<td>EPY 9713</td>
<td>Contemporary Ethics, Legal, and Professional Issues in School Psychology</td>
</tr>
<tr>
<td>EPY 9730</td>
<td>Advanced Consultation and Supervision in School Psychology</td>
</tr>
<tr>
<td>COE 8073</td>
<td>Doctoral Internship in School Psychology (18 credit hours)</td>
</tr>
<tr>
<td></td>
<td>Multicultural Foundations in Counseling (or Equivalent)</td>
</tr>
</tbody>
</table>

**Doctoral Minor in School Psychology**

A doctoral minor in School Psychology will constitute a minimum of 12 hours of coursework in the field of school psychology. The doctoral student will meet with the intended minor professor for an interview. The minor professor will determine specific courses to be included in the minor program of study. The minor will consist of coursework in 1) introduction to the field of school psychology; 2) behavior and personality assessment of children and youth; 3) typical and atypical development of children and youth; and 4) school-based and psychological interventions for children and youth.

Students with a minor in school psychology will be required to pass a minor examination. The School Psychology faculty will determine the content of the written minor examination. The minor examination is completed during a four-hour examination period. A student who fails the minor examination cannot apply to take another examination until four months have elapsed from the date of the original examination. Two failures of the minor examination will result in the student's being dropped from further consideration as a minor.

**Doctoral Minor in School Psychology**

A doctoral minor in School Psychology will constitute a minimum of 12 hours of coursework in the field of school psychology. The doctoral student will meet with the intended minor professor for an interview and to obtain approval from the School Psychology faculty for enrolling in the School Psychology minor coursework. The minor professor will determine specific courses to be included in the minor program of study. The minor will consist of coursework in 1) introduction to the field of school psychology; 2) behavior and personality assessment of children and youth; 3) typical and atypical development of children and youth; and 4) school-based and psychological interventions for children and youth.

Students with a minor in School Psychology will be required to pass a minor examination. The School Psychology faculty will determine the content of the written minor examination. The minor examination is completed during a four-hour examination period. A student who fails the minor examination cannot apply to take another examination until four months have elapsed from the date of the original examination. Two failures of
student with a minor in school psychology. the minor examination will result in the student being dropped from further consideration as a student with a minor in School Psychology.

2. CURRICULUM OUTLINE (see table below). These courses are based upon list in the 2011-2012 Graduate Bulletin (p. 183-186).

<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>Major Required Courses (these are currently courses in common)</td>
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<td>Major Required Courses</td>
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<tr>
<td>PSY 8223 – History and Systems of Psychology</td>
<td>3</td>
<td>EPY 8113 – History and Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EPY 8253 – Child and Adolescent Dev and Psychopathology</td>
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<td>EPY 8253 – Child and Adolescent Dev and Psychopathology</td>
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<tr>
<td>EPY 8263 – Psych Testing in Ed and Related Settings</td>
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<td>EPY 8263 – Psych Testing in Ed and Related Settings</td>
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<td>EPY 8293 – Cognitive Development</td>
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<td>EPY 8990 – Special Topics: Psychometric Theory</td>
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<td>EPY 8513 – Psychometric Theory</td>
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<td>EPY 9000 – Dissertation hours</td>
<td>Min. 20</td>
<td>EPY 9000 – Dissertation hours</td>
<td>Min. 20</td>
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<tr>
<td>EPY 9213 – Advanced Analysis in Ed Res</td>
<td>3</td>
<td>EPY 9213 – Advanced Analysis in Ed Res</td>
<td>3</td>
</tr>
<tr>
<td>EPY 9723 – Seminar in Cont School Psych</td>
<td>3</td>
<td>EPY 9723 – Seminar in Cont School Psych</td>
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<tr>
<td>PSY 6403 – Physiological Psych (or equivalent)</td>
<td>3</td>
<td>PSY 6403 – Physiological Psych (or equivalent)</td>
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<tr>
<td>PSY 8613 – Social Psych (or equivalent)</td>
<td>3</td>
<td>PSY 8613 – Social Psych (or equivalent)</td>
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<tr>
<td>Total Hours</td>
<td>58</td>
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Concentration 1 (General Educational Psychology) Courses

<table>
<thead>
<tr>
<th>Required Hours</th>
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<th>Required Hours</th>
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<tbody>
<tr>
<td>EPY 8523 – Psych of the Gifted</td>
<td>3</td>
<td>EPY 8523 – Psych of the Gifted</td>
<td>3</td>
</tr>
<tr>
<td>EPY 8533 – Prac in Teaching Ed Psych</td>
<td>3</td>
<td>EPY 8533 – Prac in Teaching Ed Psych</td>
<td>3</td>
</tr>
<tr>
<td>EPY 6613 – Seminar in Ed Psych</td>
<td>3</td>
<td>EPY 6613 – Seminar in Ed Psych</td>
<td>3</td>
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<tr>
<td>EDF 8353 – Principles of Curr Dev</td>
<td>3</td>
<td>EDF 8353 – Principles of Curr Dev</td>
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</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
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</tr>
<tr>
<td>EPY 8223 – Psych Ed Foundations</td>
<td>3</td>
<td>EPY 8223 – Psych Ed Foundations</td>
<td>3</td>
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<tr>
<td>EDF 8363 – Functions and Methods</td>
<td>3</td>
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<tr>
<td>EPY 7000 – Special Topics in Ed Psych</td>
<td>3</td>
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<tr>
<td>PSY-related electives</td>
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<td>PSY-related electives</td>
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<td>EDS elective</td>
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<td>subspecialty electives</td>
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<td>subspecialty electives</td>
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<td>minor area coursework</td>
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<td></td>
<td>12-18</td>
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<td>Concentration Hrs in General Educational Psychology</td>
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<td>Total Hrs in General Educational Psychology</td>
<td>115-121</td>
<td>Total Hrs in General Educational Psychology</td>
<td>115-121</td>
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<tr>
<td>(Note: 120 Hrs. min required by COE)</td>
<td></td>
<td>(Note: 120 Hrs. min required by COE)</td>
<td></td>
</tr>
<tr>
<td>Concentration 2 (School Psychology) Courses</td>
<td></td>
<td>Concentration 2 (School Psychology) Courses</td>
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<tr>
<td>EPY 6113 – Behavioral and Cognitive Behavioral Interventions</td>
<td>3</td>
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<td>3</td>
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<tr>
<td>EPY 8493 – Personality Assess in Ed and Related Settings</td>
<td>3</td>
<td>EPY 6123 – Applications of School Psych</td>
<td>3</td>
</tr>
<tr>
<td>EPY 8703 – School Psychology</td>
<td>3</td>
<td>EPY 8123 – Assess of Infant, Toddler, and Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>EPY 8723 – Individual Assess for Ed and Related Settings</td>
<td>3</td>
<td>EPY 8133 – Crisis Prevention and Intervention in Schools and Related Settings</td>
<td>3</td>
</tr>
<tr>
<td>EPY 8763 – Adv Behavioral and Cognitive Behavioral Interventions in Ed and Related Settings</td>
<td>3</td>
<td>EPY 8493 – Personality Assess in Ed and Related Settings</td>
<td>3</td>
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<tr>
<td>EPY 8773 – Assess and Interventions for Academic Skills Deficits</td>
<td>3</td>
<td>EPY 8690 – Supervised Experiences in School Psychology I</td>
<td>9 min</td>
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<td>EPY 8790 – Supervised Experiences in School Psych: Consultation</td>
<td>4</td>
<td>EPY 8703 – School Psychology</td>
<td>3</td>
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<tr>
<td>EPY 8890 – Supervised Experiences in School Psych: Clinic</td>
<td>4</td>
<td>EPY 8723 – Individual Assess for Ed and Related Settings</td>
<td>3</td>
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<td>EPY 8933 – Integration of Intelligence/Psychometric Instruments</td>
<td>3</td>
<td>EPY 8763 – Adv Behavioral and Cognitive Behavioral Interventions in Ed and Related Settings</td>
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8

Updated 12/31/11 3:00 pm
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<td>EPY 9703</td>
<td>Cont Legal, Ethical, and Professional Issues in School and Ed Psych</td>
<td>3</td>
<td></td>
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<tr>
<td>ERY 9713</td>
<td>Adv Psych Consultation: Theory and Practice</td>
<td>18</td>
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<td>ERY 9730</td>
<td>Doc Internship in School Psych</td>
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<td>EDF 8373</td>
<td>Functions &amp; Methods of Ed. Res.</td>
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<tr>
<td>EDF 9443</td>
<td>Single Subj Res Design</td>
<td>3</td>
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<tr>
<td>COE 8073</td>
<td>Cultural Foundations in Counseling (or equivalent)</td>
<td>3</td>
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</tr>
<tr>
<td>COE ----</td>
<td>Counselor Education Elective</td>
<td>6</td>
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</tr>
<tr>
<td>EDX ----</td>
<td>Special Education Electives</td>
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**Focus Area Coursework**

<table>
<thead>
<tr>
<th>Concentration Hrs in School Psychology</th>
<th>87</th>
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<tbody>
<tr>
<td>Total Hrs in School Psychology</td>
<td>145</td>
</tr>
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</table>

3. **JUSTIFICATION AND LEARNING OUTCOMES**

There is a need to have two concentrations within the Doctor of Philosophy in Educational Psychology to clearly delineate to students the general educational psychology and school psychology coursework. This proposal allow for these two concentrations. There is no change to the coursework specific to the Doctor of Philosophy with a concentration in General Educational Psychology. However, the school psychology concentration includes a number of course changes to ensure that program faculty offer coursework that is consistent with expectations and standards currently outlined and required by accreditation bodies, e.g., American Psychological Association (APA), National Association of School Psychologists (NASP), National Council for the Accreditation of Teacher Education (NCATE). NASP recently (February 2010) approved a new set of standards for graduate preparation and credentialing. These course changes in the Doctoral Degree in Educational Psychology with a concentration in School Psychology reflect those new published standards. Furthermore, the proposed changes will ensure that current coursework is consistent with best practices in the field of School Psychology, Mississippi Department of Education identified needs, and school psychology “program model” (e.g., Scientist-Practitioner). For example, curricula changes will add skills in the following: (a) new response to intervention model, and federal and state mandates for data-based decision making in educational settings; (b) supervision of others (e.g., in-training, entry level, and other employees) which is a relatively new skill requirement in many settings and will allow graduates of the school psychology concentration to develop skills for the supervision of others in the schools they serve; (c) crisis management and preparedness (also a growing need in the schools and communities in which students will work when they graduate); and (d) assessment of very young children which will provide MSU school psychology students with skills in early identification of disabilities (e.g., developmental delays, autism, genetic disorders) which will make them more competitive for internship and career options.
There have been some courses that previously did not have a corresponding number and were taught as Special Topics (EPY 8890); these courses have now been assigned a course number and changes reflect those numbers. Additionally, some courses (e.g., PSY 8223 – History and Systems) are no longer taught and replacement courses were necessary (e.g., EPY 8113).

The College of Education (COE) has modified requirements for the doctoral programs in the college (e.g., greater freedom to show mastery of topics, greater numbers of research design classes to reflect current research trends) with a reduction in required hours. The changes in school psychology curriculum reflect those changes (e.g., deletion of EDF 8363) and will also reduce the number of required hours in the school psychology concentration while still adhering to the COE doctoral requirements.

The re-sequecing of supervised experiences with multiple requirements (intended to be sequenced across the four years of required coursework) will allow students to have a clearer understanding of their didactic coursework as those skills are evolve and are applied in the school and clinical settings. Having students take these courses in a sequential manner will allow faculty to more effectively complete formative evaluation of applied skills across time. Students will obtain applied experiences consistent with the doctoral level of training in the areas of professional school psychology, assessment, consultation, intervention, and research. These experiences will allow students to build approximately 1800 to 2000 hours of documented and supervised applied experiences in schools and related settings. As such this will provide them with competitive resumes when they apply for internship and employment following graduation.

The proposed changes will also ensure that students complete coursework and experiences necessary to allow them to be credentialed as school psychologist by the State Department of Education (see attached requirements) and to obtain national certification (i.e., Nationally Certified School Psychologists) and licensure as a psychologist by the state Board of Psychology.

Finally, the change in the degree to offer two concentrations in Educational Psychology will allow applicants, students, accrediting bodies, and licensure boards to distinguish between those with courses in general educational psychology and either psychometry or school psychology. As the degrees on transcripts are currently, most students in school psychology must obtain a letter from the university to qualify for their license in school psychology from Departments of Education. By placing the concentration on their transcript, students will experience a smoother transition from graduate school into their professional career.

These changes have been vetted through the program and departmental faculty (see attached documentation).

4. SUPPORT
   This program modification will require no additional support, either in personnel, resources, or materials.

5. PROPOSED FOUR LETTER ABBREVIATION
   No changes proposed.

6. EFFECTIVE DATE
   Fall 2012
December 3, 2010

Box Council and UCCC Members

Dear Committee Members:

This letter of support is offered by faculty in the Department of Counseling and Educational Psychology for the proposed program modifications to the School Psychology programs and related degrees. Specifically, departmental faculty offer support for the following:

- Program Modification to the Master of Science degree in Educational Psychology with a concentration in Psychometry
- Course additions, modifications, and deletions related to the program modification to the Master of Science degree in Educational Psychology with a concentration in Psychometry
- Program Modification to the Educational Specialist in Education with a Concentration in School Psychology
- Course additions, modifications, and deletions related to the program modification to the Educational Specialist in Education with a Concentration in School Psychology
- Program Modification to the Doctor of Philosophy in Educational Psychology with a concentration in School Psychology
- Course additions, modifications, and deletions related to the program modification to the Doctor of Philosophy in Educational Psychology with a concentration in School Psychology

Departmental faculty include: Daniel Wong (Department Head), Tony Doggett (Graduate Coordinator), Kathy Dooley, Anastasia Elder, Donna Gainer, Rebecca Goldberg, Kimberly Hall, Carlen Henington, April Heiselt, Deborah Jackson, Cheryl Justice, Joan Looby, Tawny McCleon, David Morse, Linda Morse, Charles Palmer, Carmen Reisener, Deb Wells

Sincerely,
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 (244 Magruder Street, 2nd Floor), Phone: 325-0831.

College: Engineering
Contact Person: James E. Fowler
Mail Stop: 9571
E-mail: fowler@ece.msstate.edu

Nature of Change: Name Change - IHL Approval Required
Program will be offered at: Starkville (Campus 1)

Current Degree Program Name: Doctor of Philosophy
Major: Electrical Engineering

New Degree Program Name: Doctor of Philosophy
Major: Electrical & Computer Engineering

Summary of Proposed Changes:
Rename of campus-1 PhD degree in Electrical Engineering to PhD degree in Electrical and Computer Engineering

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
1. CURRENT TITLE AND DESCRIPTION

Doctor of Philosophy in Electrical Engineering (PhD EE), campus 1

2. PROPOSED TITLE AND DESCRIPTION

Doctor of Philosophy in Electrical and Computer Engineering (PhD ECE), campus 1

3. JUSTIFICATION

The Department of Electrical and Computer Engineering is deleting both the Computer Engineering Master of Science (MS CPE) degree and the Computer Engineering Doctor of Philosophy (PhD CPE) degree. In anticipation of these deletions, the Electrical Engineering Master of Science degree and the Electrical Engineering Doctor of Philosophy degree are to be renamed as "Electrical and Computer Engineering (ECE)." This deletion and renaming is being made primary due to difficulty in assessing the CPE degrees for SACS accreditation due to low graduation rates as well as an anticipation of an upcoming productivity trigger for the CPE PhD. In addition, the reduction of the number of graduate degrees would also yield other operational benefits in terms of streamlining graduate procedures in the department, such as the administration of the doctoral qualifying examinations, assessment for accreditation purposes, and graduation-audit paperwork. The changes are also consistent with recent national trends that have seen Electrical and Computer Engineering departments eliminate stand-alone graduate CPE degrees, opting instead for a combined ECE degree. The deletions and renamings are intended to apply to both campus-1 and campus-5 degrees, effectively reducing the number of graduate degrees offered by the department from eight to four. Submission of the paperwork for the deletions of the graduate CPE degrees is planned to occur once all currently enrolled graduate CPE students complete their degrees. However, admission to the graduate CPE programs will be suspended once IHL approval is obtained for the present renaming proposals.

4. RELATION TO EXISTING CURRICULA

No other institution in the state offers graduate degrees in Computer Engineering. The changing of the name of the Electrical Engineering degrees reflects the continued inclusion of computer-engineering instruction within the department despite the deletion of the Computer Engineering degrees. In this respect, the Electrical and Computer Engineering degrees offered by the department continue to be unique in the state.

5. PROPOSED 4-LETTER ABBREVIATION

ECE

6. EFFECTIVE DATE

August 16, 2012
**Appendix 9a: Modifications to Existing Degree Program Proposal**

**Renaming**

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<th>Institution:</th>
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<td>Date of Implementation:</td>
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<table>
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<tr>
<th>Present Program Title(s) as Appear(s) on Academic Program Inventory, Diploma, and Transcript:</th>
<th>New Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript:</th>
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</thead>
<tbody>
<tr>
<td>Electrical Engineering</td>
<td>Electrical and Computer Engineering</td>
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<table>
<thead>
<tr>
<th>Degree(s) to be Awarded:</th>
<th>Credit Hour Requirements:</th>
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<tbody>
<tr>
<td>Doctor of Philosophy</td>
<td>48 (admit from MS); 66 (admit from BS)</td>
</tr>
</tbody>
</table>

List any institutions within the state offering similar programs:

- University of Mississippi

**Responsible Academic Unit(s):**

- Department of Electrical and Computer Engineering

<table>
<thead>
<tr>
<th>Institutional Contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>James E. Fowler</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Students Enrolled In Last Six Years:</th>
<th>Number of Graduates Expected in Next Six Years:</th>
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<tbody>
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<td>Year One</td>
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<tr>
<td>Year Two</td>
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<td>Year Three</td>
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<td>Year Five</td>
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<td>Year Six</td>
<td>57</td>
</tr>
<tr>
<td>Total</td>
<td>318</td>
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</table>

**Program Summary:**

The overall objective of the graduate programs in electrical engineering and computer engineering is to enable students to develop as successful professionals by equipping students with more depth of knowledge in their area of specialization, to enable students to apply this knowledge to new challenges, to effectively communicate the outcomes to the public and their peers, and to carry out independent research on challenging problems of benefit to society. The department provides nationally recognized programs in electrical and computer engineering at the baccalaureate, masters, and doctoral levels. These student-oriented educational programs are enhanced by maintaining a continuous synergy among teaching, research and service, all within the framework of a comprehensive research university.

---

Institutional Executive Officer Signature ____________________________ Date ________________
1. Describe how the proposed modification fits within the mission of the institution.

The overall objective of the graduate degree programs in electrical engineering and computer engineering is to enable students to develop as successful professionals by equipping students with more depth of knowledge in their area of specialization, to enable students to apply this knowledge to new challenges, to effectively communicate the outcomes to the public and their peers, and to carry out independent research on challenging problems of benefit to society. The department provides nationally recognized programs in electrical and computer engineering at the baccalaureate, masters, and doctoral levels. These student-oriented educational programs are enhanced by maintaining a continuous synergy among teaching, research and service, all within the framework of a comprehensive research university. The proposed modification of the degree name recognizes the fact that the department continues to carry out this mission, offering graduate-level instruction in Computer Engineering despite the upcoming deletion of the graduate degrees in Computer Engineering.

2. Is this modification unnecessarily duplicative of other programs within the System?

No. The Department of Electrical and Computer Engineering at Mississippi State continues to be the sole academic department in the state to offer comprehensive graduate education at both the masters as well as doctoral levels in both electrical engineering and computer engineering, capitalizing on the natural synergy between these two fields.

3. Describe the anticipated institutional impact including any research efforts associated with this program.

The changing of the name of the degree will have limited institutional impact. All courses offered by the department, as well as all ongoing research programs taking place within the department, will continue unchanged. The sole impact is anticipated to be an increased administrative efficiency given that the proposed deletion of the graduate Computer Engineering degrees coupled with the renaming of the Electrical Engineering degrees to Electrical and Computer Engineering will effectively reduce the number of graduate degrees to be managed within the department from eight to four.

4. Are there any anticipated budget savings associated with the proposed modification?

No. All currently ongoing research activities and courses will continue unchanged.

5. Are there any changes to the educational objectives of the degree program associated with the proposed modification?

No.

6. Are there any changes to the curriculum of the degree program associated with the proposed modification?

No. The Computer Engineering and Electrical Engineering doctoral programs have exactly the same degree requirements, with the exception that Computer Engineering students are required to have at least one member from each of the Electrical and Computer Engineering and Computer Science and Engineering departments on their committee. Neither the Electrical Engineering or Computer Engineering programs have any specific required courses; rather, the each student's program of study is individually tailored in consultation with the student's graduate committee. Thus, changing the name of the doctoral degree from Electrical Engineering to Electrical and Computer Engineering will have no effect on current Electrical Engineering students (or future Electrical and Computer Engineering students who would have been Electrical Engineering students) in terms of curriculum. On the other hand, future Electrical and Computer Engineering students who would have been Computer Engineering students will no longer face the committee-member requirement imposed by the current Computer Engineering curriculum; however, the student's graduate committee will always be able to impose it in the process of formulating the student's program of study.
7. Describe how the proposed modification will affect program faculty.

Faculty will be unaffected by the proposed change since all currently ongoing research activities and courses will continue unchanged.

8. Describe the evaluation process which led to the request for the proposed modification.

The Department of Electrical and Computer Engineering is deleting both the Computer Engineering Master of Science (MS CPE) degree and the Computer Engineering Doctor of Philosophy (PhD CPE) degree. In anticipation of these deletions, the Electrical Engineering Master of Science degree and the Electrical Engineering Doctor of Philosophy degree are to be renamed as "Electrical and Computer Engineering (ECE)." This deletion and renaming is being made primary due to difficulty in assessing the graduate CPE degrees for SACS accreditation due to low graduation rates as well as an anticipation of an upcoming productivity trigger for the CPE PhD.
August 16, 2011

University Committee on Courses and Curricula
244 Magruder St.
Mailstop 9699
Mississippi State University

UCCC Committee:

With this letter, the Department of Electrical and Computer Engineering requests approval to rename the Doctor of Philosophy degree in Electrical Engineering, Campus 1, to the Doctor of Philosophy degree in Electrical and Computer Engineering, Campus 1.

I thank you in advance for your kind attention to this matter. Please do not hesitate to contact me if any additional information is needed.

Sincerely,
The Graduate Committee of the Department of Electrical & Computer Engineering

James E. Fowler
Yaroslav Roshka
Robert Reese

Erdem Topsakal
Jim,

Attached is the results of a survey of CSE faculty regarding involvement with CPE graduate students. Please note that currently

--- 9 CPE grad student have CSE major professors, the bulk of whom are M.S. students
--- A number of CPE grad student have CSE faculty are their committees.

On behalf of the CSE Dept., we are supportive of your planned changes in the CPE program outlined in your email below. We anticipate that CSE faculty will continue to be interested in serving on CPE graduate committees and as dissertation directors or as thesis directors when appropriate.

Moving forward, please contact involved faculty whenever changes in Committee roles are desirable.

Best regards,

Ed

edward.allen@computer.org

Edward B. Allen, Ph.D.
Associate Professor
and Graduate Coordinator
Department of Computer Science and Engineering
Mississippi State University
Office: (662)325-7449
Mailing address:
Box 9637
Mississippi State, MS 39762-9637

-----Original Message-----
From: James E. Fowler [mailto:fowler@ece.msstate.edu]
Sent: Monday, August 22, 2011 1:18 PM
To: Donna Reese
Cc: Nick Younan
Subject: Re: CPE Graduate Program

On 08/22/2011 10:22 AM, Nick Younan wrote:

Donna,

Probably Bob has already mentioned to you that we are planning to eliminate the graduate program in Computer Engineering and having a combined CCE degree. Accordingly, there will be changes made to the qualifying exam, advising, etc.

If you see that it is necessary for us to meet, please let me know. Jim can provide you with the changes that will be made to accomplish this.

Nick
The ECE Graduate Committee determined that the elimination of the graduate CPE degrees, merging them into the existing graduate EE degrees as combined ECE degrees, would involve only a minimal number of changes to the existing EE programs, and the effects on the CPE graduate students (or those that would have been CPE) are likewise anticipate to be minimal. Specifically:

- Once the graduate EE degrees receive IHL approval to be renamed ECE (expected April 2012), admissions into the graduate CPE degrees will be suspended effective Fall 2012. Graduate CPE degree will thus be expected to be removed from the 2012-2013 edition of the Graduate Bulletin.

- Current graduate CPE students will have the option of finishing their CPE degree under their existing program (with their existing graduate committee and program of study), or transferring to the corresponding ECE program.

- A single PhD Qualifying Exam will be offered by the department. This will consist of the existing EE exam (20 questions) with the addition of a number of fundamental CPE-oriented problems (e.g., programming, data structures) to be written and graded by ECE faculty. CSE faculty will no longer need to provide questions or grading.

- CSE faculty will no longer be able to serve as major professor for graduate students in the ECE department; CSE faculty will continue to be able to serve as committee member for ECE graduate students, however.

- MS students in ECE will not be required to have a balance between ECE and CSE courses on their programs of study. Rather, all graduate ECE students will continue to have the option of taking CSE courses as out-of-department hours subject to the out-of-department rules associated with their degree, including the option of pursuing a minor in CSE.

Let me know if there are any questions or if further clarification is needed.
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 (244 Magruder Street, 2nd Floor), Phone: 325-0831.

College: Engineering  Department: Electrical and Computer Engineering

Contact Person: James E. Fowler  Mail Stop: 9571  E-mail: fowler@ece.msstate.edu

Nature of Change: Name Change - IHL Approval Required  Date: Jul. 14, 2011

Program will be offered at: Distance Learning (Campus 5)

Current Degree Program Name: Doctor of Philosophy  Effective Date: Aug. 16, 2012

Major: Electrical Engineering  Concentration:

New Degree Program Name: Doctor of Philosophy

Major: Electrical & Computer Engineering  Concentration:

Summary of Proposed Changes:

Rename of campus-5 PhD degree in Electrical Engineering to PhD degree in Electrical and Computer Engineering

__________________________  ____________________________  ____________________________  ____________________________
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
1. CURRENT TITLE AND DESCRIPTION

Doctor of Philosophy in Electrical Engineering (PhD EE), campus 5

2. PROPOSED TITLE AND DESCRIPTION

Doctor of Philosophy in Electrical and Computer Engineering (PhD ECE), campus 5

3. JUSTIFICATION

The Department of Electrical and Computer Engineering is deleting both the Computer Engineering Master of Science (MS CPE) degree and the Computer Engineering Doctor of Philosophy (PhD CPE) degree. In anticipation of these deletions, the Electrical Engineering Master of Science degree and the Electrical Engineering Doctor of Philosophy degree are to be renamed as "Electrical and Computer Engineering (ECE)." This deletion and renaming is being made primary due to difficulty in assessing the CPE degrees for SACS accreditation due to low graduation rates as well as an anticipation of an upcoming productivity trigger for the CPE PhD. In addition, the reduction of the number of graduate degrees would also yield other operational benefits in terms of streamlining graduate procedures in the department, such as the administration of the doctoral qualifying examinations, assessment for accreditation purposes, and graduation-audit paperwork. The changes are also consistent with recent national trends that have seen Electrical and Computer Engineering departments eliminate stand-alone graduate CPE degrees, opting instead for a combined ECE degree. The deletions and renamings are intended to apply to both campus-1 and campus-5 degrees, effectively reducing the number of graduate degrees offered by the department from eight to four. Submission of the paperwork for the deletions of the graduate CPE degrees is planned to occur once all currently enrolled graduate CPE students complete their degrees. However, admission to the graduate CPE programs will be suspended once IHL approval is obtained for the present renaming proposals.

4. RELATION TO EXISTING CURRICULA

No other institution in the state offers graduate degrees in Computer Engineering. The changing of the name of the Electrical Engineering degrees reflects the continued inclusion of computer-engineering instruction within the department despite the deletion of the Computer Engineering degrees. In this respect, the Electrical and Computer Engineering degrees offered by the department continue to be unique in the state.

5. PROPOSED 4-LETTER ABBREVIATION

ECE

6. EFFECTIVE DATE

August 16, 2012
Appendix 9a: Modifications to Existing Degree Program Proposal (Renaming)

Institution:

Date of Implementation: Present Six Digit CIP Code(s): New Six Digit CIP Code:

Present Program Title(s) as Appear(s) on Academic Program Inventory, Diploma, and Transcript:
Electrical Engineering

New Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript:
Electrical and Computer Engineering

Degree(s) to be Awarded: Credit Hour Requirements:
Doctor of Philosophy 48 (admit from MS); 66 (admit from BS)

List any institutions within the state offering similar programs:

University of Mississippi

Responsible Academic Unit(s): Institutional Contact:
Department of Electrical and Computer Engineering James E. Fowler

Number of Students Enrolled in Last Six Years: Number of Graduates Expected in Next Six Years:

| Year One | 38 | Year One | 12 |
| Year Two | 39 | Year Two | 12 |
| Year Three | 38 | Year Three | 12 |
| Year Four | 43 | Year Four | 12 |
| Year Five | 58 | Year Five | 12 |
| Year Six | 57 | Year Six | 12 |
| Total | 318 | Total | 72 |

Program Summary:
The overall objective of the graduate programs in electrical engineering and computer engineering is to enable students to develop as successful professionals by equipping students with more depth of knowledge in their area of specialization, to enable students to apply this knowledge to new challenges, to effectively communicate the outcomes to the public and their peers, and to carry out independent research on challenging problems of benefit to society. The department provides nationally recognized programs in electrical and computer engineering at the baccalaureate, masters, and doctoral levels. These student-oriented educational programs are enhanced by maintaining a continuous synergy among teaching, research and service, all within the framework of a comprehensive research university.

Institutional Executive Officer Signature __________________________ Date __________
1. Describe how the proposed modification fits within the mission of the institution.

The overall objective of the graduate degree programs in electrical engineering and computer engineering is to enable students to develop as successful professionals by equipping students with more depth of knowledge in their area of specialization, to enable students to apply this knowledge to new challenges, to effectively communicate the outcomes to the public and their peers, and to carry out independent research on challenging problems of benefit to society. The department provides nationally recognized programs in electrical and computer engineering at the baccalaureate, masters, and doctoral levels. These student-oriented educational programs are enhanced by maintaining a continuous synergy among teaching, research and service, all within the framework of a comprehensive research university. The proposed modification of the degree name recognizes the fact that the department continues to carry out this mission, offering graduate-level instruction in Computer Engineering despite the upcoming deletion of the graduate degrees in Computer Engineering.

2. Is this modification unnecessarily duplicative of other programs within the System?

No. The Department of Electrical and Computer Engineering at Mississippi State continues to be the sole academic department in the state to offer comprehensive graduate education at both the masters as well as doctoral levels in both electrical engineering and computer engineering, capitalizing on the natural synergy between these two fields.

3. Describe the anticipated institutional impact including any research efforts associated with this program.

The changing of the name of the degree will have limited institutional impact. All courses offered by the department, as well as all ongoing research programs taking place within the department, will continue unchanged. The sole impact is anticipated to be an increased administrative efficiency given that the proposed deletion of the graduate Computer Engineering degrees coupled with the renaming of the Electrical Engineering degrees to Electrical and Computer Engineering will effectively reduce the number of graduate degrees to be managed within the department from eight to four.

4. Are there any anticipated budget savings associated with the proposed modification?

No. All currently ongoing research activities and courses will continue unchanged.

5. Are there any changes to the educational objectives of the degree program associated with the proposed modification?

No.

6. Are there any changes to the curriculum of the degree program associated with the proposed modification?

No. The Computer Engineering and Electrical Engineering doctoral programs have exactly the same degree requirements, with the exception that Computer Engineering students are required to have at least one member from each of the Electrical and Computer Engineering and Computer Science and Engineering departments on their committee. Neither the Electrical Engineering or Computer Engineering programs have any specific required courses; rather, the each student's program of study is individually tailored in consultation with the student's graduate committee. Thus, changing the name of the doctoral degree from Electrical Engineering to Electrical and Computer Engineering will have no effect on current Electrical Engineering students (or future Electrical and Computer Engineering students who would have been Electrical Engineering students) in terms of curriculum. On the other hand, future Electrical and Computer Engineering students who would have been Computer Engineering students will no longer face the committee-member requirement imposed by the current Computer Engineering curriculum; however, the student's graduate committee will always be able to impose it in the process of formulating the student's program of study.
7. Describe how the proposed modification will affect program faculty.

Faculty will be unaffected by the proposed change since all currently ongoing research activities and courses will continue unchanged.

8. Describe the evaluation process which led to the request for the proposed modification.

The Department of Electrical and Computer Engineering is deleting both the Computer Engineering Master of Science (MS CPE) degree and the Computer Engineering Doctor of Philosophy (PhD CPE) degree. In anticipation of these deletions, the Electrical Engineering Master of Science degree and the Electrical Engineering Doctor of Philosophy degree are to be renamed as “Electrical and Computer Engineering (ECE).” This deletion and renaming is being made primary due to difficulty in assessing the graduate CPE degrees for SACS accreditation due to low graduation rates as well as an anticipation of an upcoming productivity trigger for the CPE PhD.
August 16, 2011

University Committee on Courses and Curricula
244 Magruder St.
Mailstop 9699
Mississippi State University

UCCC Committee:

With this letter, the Department of Electrical and Computer Engineering requests approval to rename the Doctor of Philosophy degree in Electrical Engineering, Campus 5, to the Doctor of Philosophy degree in Electrical and Computer Engineering, Campus 5.

I thank you in advance for your kind attention to this matter. Please do not hesitate to contact me if any additional information is needed.

Sincerely,
The Graduate Committee of the Department of Electrical & Computer Engineering

James E. Fowler
Yaroslav Koshka
Robert Reese

Erdem Topsakal
Subject: Re: CPE Graduate Program
From: "Edward B. Allen" <eba2@mailhost.groupwise.msstate.edu>
Date: 08/31/2011 08:21 AM
To: "Younan, Nick" <younan@ece.msstate.edu>, "Fowler, James" <fowler@ece.msstate.edu>
CC: Donna Reese <dreese@cse.msstate.edu>, "Bethel, Cindy" <cbethel@cse.msstate.edu>, "Niu, Nan" <nlu@cse.msstate.edu>, "Perkins, Andy" <perkins@cse.msstate.edu>

Jim,

Attached is the results of a survey of CSE faculty regarding involvement with CPE graduate students. Please note that currently

--- 9 CPE grad student have CSE major professors, the bulk of whom are M.S. students
--- A number of CPE grad student have CSE faculty are their committees.

On behalf of the CSE Dept., we are supportive of your planned changes in the CPE program outlined in your email below. We anticipate that CSE faculty will continue to be interested in serving on CPE graduate committees and as dissertation directors or as thesis directors when appropriate.

Moving forward, please contact involved faculty whenever changes in Committee roles are desirable.

Best regards,

Ed
edward.allen@computer.org

Edward B. Allen, Ph.D.
Associate Professor
and Graduate Coordinator
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Mailing address:
Box 9637
Mississippi State, MS 39762-9637

-----Original Message-----
From: James E. Fowler [mailto:fowler@ece.msstate.edu]
Sent: Monday, August 22, 2011 1:18 PM
To: Donna Reese
Cc: Nick Younan
Subject: Re: CPE Graduate Program

On 08/22/2011 10:22 AM, Nick Younan wrote:

Donna,

Probably Bob has already mentioned to you that we are planning to eliminate the graduate program in Computer Engineering and having a combined ECE degree. Accordingly, there will be changes made to the qualifying exam, advising, etc.

If you see that it is necessary for us to meet, please let me know. Jim can provide you with the changes that will be made to accomplish this.

Nick
The ECE Graduate Committee determined that the elimination of the graduate CPE degrees, merging them into the existing graduate EE degrees as combined ECE degrees, would involve only a minimal number of changes to the existing EE programs, and the effects on the CPE graduate students (or those that would have been CPE) are likewise anticipate to be minimal. Specifically:

- Once the graduate EE degrees receive IHL approval to be renamed ECE (expected April 2012), admissions into the graduate CPE degrees will be suspended effective Fall 2012. Graduate CPE degree will thus be expected to be removed from the 2012-2013 edition of the Graduate Bulletin.

- Current graduate CPE students will have the option of finishing their CPE degree under their existing program (with their existing graduate committee and program of study), or transferring to the corresponding ECE program.

- A single PhD Qualifying Exam will be offered by the department. This will consist of the existing EE exam (20 questions) with the addition of a number of fundamental CPE-oriented problems (e.g., programming, data structures) to be written and graded by ECE faculty. CSE faculty will no longer need to provide questions or grading.

- CSE faculty will no longer be able to serve as major professor for graduate students in the ECE department; CSE faculty will continue to be able to serve as committee member for ECE graduate students, however.

- MS students in ECE will not be required to have a balance between ECE and CSE courses on their programs of study. Rather, all graduate ECE students will continue to have the option of taking CSE courses as out-of-department hours subject to the out-of-department rules associated with their degree, including the option of pursuing a minor in CSE.

Let me know if there are any questions or if further clarification is needed.