Graduate Council
Mississippi State University

Number: 3
Date: October 28, 2011


Absent: R. Carr, J. Gilbert, D. Lewis, B. Mikel, D. Seale, J. Silva

Guest: S. King

1. Vice Chair Dr. David Monts asked for a motion to approve the Graduate Council minutes of September 23, 2011.

Dr. Burnette Hamil made a motion to approve the minutes, seconded by Dr. Dan Reynolds. Graduate Council approved the September 23, 2011 minutes by acclamation.

2. University Committee on Courses and Curricula (UCCC)

Dr. Angi Bourgeois presented the following proposal:

Modification to PhD in Community College Leadership (AOCE Approval)

Dr. Edward Allen Hamil made a motion to accept the proposal as presented. Dr. Wesley Schilling seconded the motion. After brief discussion, the Graduate Council approved the modification to the existing AOCE approval for the PhD in Community College Leadership by acclamation.

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

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

- Ms. Julie Goodin, OGS Program Coordinator, voluntarily resigned after an extended absence from work. Ms. Kim Parrott, hired as an intermittent worker has assumed Julie’s responsibilities until a permanent replacement for Julie is found.

- Applications, Admissions, Enrollment
  We received a total of 3183 applications for the fall 2011 term, a 3.2 % decrease compared to the fall 2010 term. The slight reduction is characteristic of a national trend; however the extent of the decrease for MSU is low compared to those of other institutions. The number of students admitted was 1444, a 4.8 % decrease when
compared to fall 2010. Those admitted were 45.4% of the total who applied (46.4% for fall 2010). We are just beginning to enter the period of receipt of a high volume of applications for the spring 2012 term.

- **Fall 2011 Graduation**
  A total of 286 students ($50 fee) applied by the initial deadline of October 14. 219 students applied for a master's degree, and 6 for the Educational Specialist degree. A total of 61 applied for a Ph.D., but some will be red-lined due to deficiencies arising from their audit.

  The deadline to apply at a cost of $100 is October 31. Thereafter, the fee is $250 until November 18, the last day that students will be permitted to apply for fall 2011 graduation.

  There will be one graduation ceremony for all colleges on Friday, December 9 at 7 p.m. in Humphrey Coliseum.

- **Graduate Student Health Insurance**
  A total of 485 students received health insurance supplements totaling $108,200. The amount is based on 429 students who received a $200 supplement and 56 students who received a $400 supplement. This supplement, expressed as a percent of the total cost of the insurance premium, is very competitive with many other institutions.

  The University provides a health insurance supplement for Graduate Assistants (GTAs, GRAs, and GSAs) who purchase the university sponsored health insurance plan through MSU Student Health Center. A $200 supplement is provided to each Graduate Assistant who purchases health insurance for fall semester. A $400 health insurance supplement is provided to each Graduate Assistant who purchases health insurance for the entire year.

- **Programs/Grants**

  **Graduate Recruitment Assistance Grants (GRAGs)**
  For academic year 2010-11, OGS awarded Graduate Recruitment Assistance Grants (total = $27,100) to 17 departments in 5 colleges. Departments were required to provide a report on the outcome of the funded recruitment activities to OGS by September 30, 2011. Two departments did not provide a report, one department asked to roll over the funds to AY 2011-12 and one department returned the grant funds because the grant recipient left MSU.

  A summary of the reports of the remaining 13 departments for the 2010-11 GRAGs follows.
  
  - 657 students were contacted
  - 95 were minority
  - 67 applied to MSU
  - 60 were admitted
• 59 enrolled

The 59 enrolled graduate students consisted of 9 Ph.D.s and 50 master's; 21 of the 59 were minority students. One of the objectives of the GRAGs is to recruit minority/underrepresented graduate students.

The deadline for application for funds for the 2011-12 GRAGs program is today, October 28. Those faculty who apply will receive the decision concerning their funding request on November 15, 2011.

Fulbright Fellowships
Three graduate students completed Fulbright applications which were officially submitted this week. The plans of study for the three students include creative writing in Dublin, Ireland, industrial engineering/transportation in Grenoble, France, and sociology in New Zealand. Interim Associate Dean, Dr. Karen Coats, did an outstanding job of getting together MSU faculty who are former Fulbrighters to review the applications. The review committee also assisted in providing students with input to improve the quality of submissions so they would be highly competitive.

• Graduate Teaching Assistantship (GTA) Orientation; Classroom Certification
The Graduate Teaching Assistantship Orientation is scheduled for January 4, 2012 and the Classroom Certification is scheduled for January 5, 2012. New graduate student orientation is scheduled for January 6, 2012. An electronic sign up for those students who are planning to serve as graduate teaching assistants will be available soon through the OGS website. Please note that a departmental representative is responsible for signing up the students. Names should be submitted by no later than December 1, 2011 so that OGS can accordingly schedule a location and plan for resources to accommodate the students.

• Bulletin of the Graduate School
The 2011/2012 Bulletin of the Graduate School is now available online in PDF format. Print and CD copies will be available next Friday, November 4. An e-mail has been sent to departments/units requesting information about the number of print copies that will be needed.

• Application to Graduate School
A revised application to graduate school will be implemented soon. The revisions will be directed at improving format and providing sufficient detail to eliminate confusion that has resulted in application errors. Some new features will be derived from the undergraduate application. Two other noteworthy additions will be 1) the ability to save an incomplete application and subsequently return to it to prepare it for final submission, 2) required payment of the application fee before the application can be submitted for processing. The goal is to have this new application in place by no later than February 2012.

4. Report from Graduate Student Association (GSA)
GSA President Aaron Rollins presented the following report:

The guest speakers for our first two meetings were Dr. Gilbert, our Provost and Dr. Deborah Lee from the Library. Ms. Caragh Boyles from the Career Center presented at our last meeting and Mr. James Orr from the Honors Code Office is scheduled to be our guest speaker for the November 10 meeting. GSA is open to suggestions for guest speakers next semester.

Graduate Research Symposium is scheduled for Saturday, April 14, 2012. You will be contacted for help with judging. The Graduate Student Awards Banquet is scheduled for April 24, 2012.

GSA added two new rules to the GSA Travel Grant requirements. Graduate students are now required to attend the GSA meetings and they also must present their research during the Awards Banquet.

1. Old Business

   a) Subcommittee Report Dual Degree Status/Sharing of Hours (Monts – Handout)

      Subcommittee Chair Dr. Monts discussed the handout that was disseminated via email prior to the meeting.

      A lengthy discussion followed. It was decided that this item will be returned to committee to draft appropriate wording for inclusion in the Graduate Bulletin. Dr. D’Abramo suggested that any changes be identified in bold for clarification. This item will again be discussed during the November meeting.

   b) Subcommittee Report Graduate Admission Fee (Reynolds)

      Subcommittee Chair Reynolds stated that he is not prepared to present a full report yet. He pointed out that the new application policy mentioned in Dr. D’Abramo’s report will plug the hole of applications being processed without paying the application fee.

      Dr. Reynolds stated that his subcommittee will make a formal recommendation at the November meeting for Graduate Council members to vote on.

2. New Business

   a) Distance International Students and TOEFL Requirement (D’Abramo)

      Dr. D’Abramo asked Graduate Council to consider how the TOEFL requirement will be dealt with when it comes to international students who apply to online degree
programs. He suggested that a subcommittee for AOCE International Distance Education be formed at a later date to review the potential problems with this issue.

Meeting adjourned at 2:37 p.m.

The date for the next Graduate Council meeting has been set for Friday, November 18, 2011, at 1:30 p.m. in 611 Allen Hall.
At the August 26, 2011 Graduate Council meeting, a subcommittee was formed to consider the sharing of graduate course credit between graduate programs. The current MSU graduate policy is explicit for the case of two master’s degree programs, but does not address other situations. In response to concerns expressed at the September 23, 2011 Graduate Council meeting that each degree program needs to explicitly have the freedom to accept or decline requests for sharing of graduate credit, our subcommittee wishes to submit the revised summary wording below:

“Provided approval is granted by the student’s committee or department, a maximum of 9 hours of graduate course credit can count on the Programs of Study of no more than two graduate degrees, both degrees granted by MSU, or one degree granted by MSU and the other degree granted by another institution.”

Specifically, the subcommittee recommends the following changes to the following sections of the MSU Graduate Bulletin:

1. Concurrent (dual) degrees, pp. 17 and 51 (BGS 2011-2012): Currently reads:

   “An applicant may apply and be admitted to be in more than one degree program concurrently. This requires prior approval of each department. If the student is approved to pursue two same-level degrees (master’s or doctoral) concurrently at MSU, no more than 9 hours of coursework from one degree program may be applied toward meeting the requirements for the second degree. This policy only applies to same-level degrees; master’s program courses cannot be applied to a doctoral program of study, nor can doctoral courses be applied to a master’s program.”

   We propose that this be changed to:

   “An applicant may apply and be admitted to be in more than one degree program concurrently. This requires prior approval of each department. If the student is approved to pursue two degrees concurrently at MSU, no more than 9 hours of coursework from one degree program may be applied (with approval by the student’s second committee or department) toward meeting the Program of Study requirements for the second degree. The student will complete a Concurrent Degree form, indicating which program is the primary curriculum and which is the secondary curriculum.”

2. Programs of Study for General Graduate School Requirements section, p. 52 (BGS 2011-2012): Add

   “Provided approval is granted by the student’s committee or department, a maximum of 9 hours of graduate course credit can count on the Programs of Study of no more than two graduate degrees, both degrees granted by MSU, or one degree granted by MSU and the other degree granted by another institution.”
3. For Master Degree Program of Study Requirements section, pp. 58-59 (BGS 2011-2012): Add

“*Provided approval is granted by the student’s committee or department, a maximum of 9 hours of graduate course credit that were earned prior to admission to an MSU master degree program can count on that degree's Program of Study.”

“*For master degree programs requiring 40 hours or less, a maximum of 9 hours of graduate course credit can be transferred from another institution to appear on the degree's Program of Study and the student's transcript provided that approval is granted by the student’s committee or department.”

“*For master degree programs requiring more than 40 hours, up to 30% of graduate course credit requirements can be transferred from another institution to appear on the degree's Program of Study and the student's transcript provided that approval is granted by the student’s committee or department.”

4. For Educational Specialist Program of Study section, p. 61 (BGS 2011-2012): Add

“Provided approval is granted by the student’s committee or department, a maximum of 9 hours of graduate course credit taken prior to admission to an MSU Educational Specialist degree program can count on that degree's Program of Study.”

“For Educational Specialist degrees, the Graduate Program of Study Attachment Sheet is used to list course credit relevant to degree requirements, but not listed on the Program of Study, provided that a minimum of 30 hours of coursework after the master’s degree is listed on the Program of Study. The Attachment Sheet is submitted to the Graduate School with the Program of Study and is modified by the same procedures as the Program of Study.”

5. For Doctoral Program of Study sections, pp. 65 and 68 (BGS 2011-2012): Add

“For doctoral degrees, up to one-half of graduate course credit requirements can be transferred from another institution to appear on the degree's Program of Study and the student's transcript provided that approval is granted by the student’s committee or department.”

“For doctoral degrees, the Graduate Program of Study Attachment Sheet is used to list course credit relevant to degree requirements but not listed on the Program of Study. The Attachment Sheet is not considered part of the Program of Study. The Attachment Sheet is submitted to the Graduate School with the Program of Study and is modified by the same procedures as the Program of Study. Examples include relevant graduate course credit: (1) earned for another degree; (2) earned prior to admission to the doctoral
degree program; and (3) other graduate course credit relevant to degree program
requirements.”

At the September 23, 2011, the Provost’s Office requested information about what is the policy
of other universities with regard to sharing credit. At the request of the subcommittee, Ms. Karin
Lee collected information about the current policy of ten universities; this information is
summarized in the table below. It is seen that a wide variety of policies are followed, ranging
from those that encourage credit sharing to those that forbid it.

<table>
<thead>
<tr>
<th>University</th>
<th>Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purdue University</td>
<td>Maximum of 12 hours of credit from previous degree/certificate program at Purdue.</td>
</tr>
<tr>
<td>North Carolina State University</td>
<td>Graduate credit previously earned at NC State may be considered for transfer to master’s program.</td>
</tr>
<tr>
<td>University of North Carolina</td>
<td>For master’s program, up to 20% of total hours may be unclassified hours. For doctoral program, no limit to number of hours transferred from other graduate programs within UNC.</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>University is completely decentralized. Only credits are accepted in transfer; grades are not transferred. Both School of Business Administration and School of Leadership and Public Policy have dual degree programs that require simultaneous enrollment is a second graduate degree program. Graduate School of Arts and Sciences permits students to take graduate courses in other departments.</td>
</tr>
<tr>
<td>Vanderbilt University</td>
<td>Accepts up to 6 hours credit for master’s degree and up to 48 hours for Ph.D. students from professional degree programs at Vanderbilt. Does not allow use of unclassified hours.</td>
</tr>
<tr>
<td>University of Tennessee, Knoxville</td>
<td>Cannot find policy on transfer of credit between degrees. Only have policy on transfer of credit from another institution.</td>
</tr>
<tr>
<td>Louisiana State University</td>
<td>Maximum of 12 hours of unclassified hours for master’s degree.</td>
</tr>
<tr>
<td>South Carolina State University</td>
<td>Can transfer credit from another graduate program only if student did not complete the other graduate degree. Can transfer up to 12 hours for 30-36 hour master’s; up to 15 hours for 37-45 hour master’s; and up to 18 hours for master’s with more than 46 hours.</td>
</tr>
<tr>
<td>Iowa State University</td>
<td>Allows concurrent master’s degree programs. Students may transfer from one graduate program to another graduate program. Only explicit policy on transfer of credit concerns credit from another institution.</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>Course credit used to satisfy the requirements of one degree cannot be used to satisfy the requirements of another degree.</td>
</tr>
</tbody>
</table>
DEGREE PROGRAMS
MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Education
Contact Person: Stephanie King
Nature of Change: AOCE Approval
Current Degree Program Name: Doctor of Philosophy
Major: Community College Leadership
Concentration: N/A

Department: Leadership and Foundations
Phone: 5-7066 E-mail: SKing@colled.msstate.edu
Date Initiated: 1/18/11 Effective Date: Upon approval

Summary of Proposed Changes:

1. Replace four EDA courses (designed for K12 administrators) with new CCL courses in order to alter content and reduce student confusion.
2. Permit students to take CCL 8113 (currently required for all programs so some students have already taken it), CCL 8373 (new curriculum course), or CCL 8363 (new activities course).
3. Delete SO 8303 from the program because it is no longer offered by the University.
4. Add EPY 6214 Ed and Psych Statistics, currently a prerequisite, since many students have not had it.
5. Add EDF 9453 Intro to Qualitative Research to give students coursework in qualitative research.
6. Remove the 12-18 hours of career concentration/minor area and 3-6 hours electives, reducing the program to 79 semester hours beyond the Master's degree. Originally, students were not required to have a Master's degree for admission; now students must have the Master's degree and thus have already met this requirement.

Approved: Shagrin Kin Williams
Department Head

Chair, College or School Curriculum Committee

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

Date: 5-4-11
5/4/11
5/4/11
9/27/11
**Appendix 10: Declaration of Intent to Offer a Degree Program by Distance Learning**

<table>
<thead>
<tr>
<th>Date of Initial Program Approval:</th>
<th>Date of Implementation:</th>
<th>Cost of Implementation:</th>
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<tbody>
<tr>
<td>February 2000</td>
<td>Fall 2000</td>
<td>Minimal</td>
</tr>
</tbody>
</table>

**Program Title as Appears on Academic Program Inventory, Diploma, and Transcript:** PhD in Community College Leadership

**Six Digit CIP Code:** 13.0407

**Degree(s) to be Awarded:**

**PhD in Community College Leadership**

**Credit Hour Requirements:** 79

**Percentage of Program Completed by Distance Learning:** 100%*

**Percentage of Program Requiring Campus Visit:** 0%

**Will students be allowed to mix on-campus and distance learning courses within this program?** Yes

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

**Will this program have different fees or tuition rates from those offered on-campus?** No**

**Responsible Academic Unit(s):**

Leadership and Foundations

**Institutional Contact:** Frankie Williams

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students Expected to Enroll in First Six Years</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Year One</td>
<td>15</td>
</tr>
<tr>
<td>Year Two</td>
<td>15</td>
</tr>
<tr>
<td>Year Three</td>
<td>15</td>
</tr>
<tr>
<td>Year Four</td>
<td>15</td>
</tr>
<tr>
<td>Year Five</td>
<td>15</td>
</tr>
<tr>
<td>Year Six</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total | 90**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Graduates Expected in First Six Years</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
<tr>
<td>Year One</td>
<td>10</td>
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<tr>
<td>Year Two</td>
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</tr>
<tr>
<td>Year Three</td>
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<tr>
<td>Year Four</td>
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<td>Year Five</td>
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<tr>
<td>Year Six</td>
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</tr>
</tbody>
</table>

**Total | 60**

**Program Summary:**

The PhD degree program in Community College Leadership is designed to prepare professionals for leadership positions in community colleges. The program consists of core courses of study in leading and managing in the community college, interdisciplinary courses in a rural context, and courses in research and statistics.

*Although all courses are offered through AOCE, some courses are taught on campus on weekends.*

**Tuition is the same; however, there may be distance fees attached.**
Program Modification for the
Ph.D. in Community College Leadership

CATALOG DESCRIPTION
Existing
The Doctor of Philosophy in Community College Leadership (CCL) distance learning program is an interdisciplinary degree designed to educate and prepare community college professionals to become leaders within the rural community college system and assist in the unique challenges that accompany all rural economic and community development endeavors.

Proposed
The Ph.D. degree program in Community College Leadership is designed to prepare professionals for leadership positions in community colleges. The degree program is designed to prepare the next generation of community college leaders. The program consists of core courses of study in leading and managing in the community college, interdisciplinary courses in a rural context, and courses in research and statistics. The program is online and is taught through Academic Outreach and Continuing Education (AOCE).

DEGREE MODIFICATION OUTLINE

<table>
<thead>
<tr>
<th>CURRENT Degree Description</th>
<th>PROPOSED Degree Description</th>
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<tbody>
<tr>
<td>Degree: Doctor of Philosophy</td>
<td>Degree: SAME</td>
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<tr>
<td>Major: Community College leadership</td>
<td>Major: SAME</td>
</tr>
<tr>
<td>Concentration: N/A</td>
<td>Concentration: SAME</td>
</tr>
<tr>
<td>The Doctor of Philosophy in Community College Leadership (CCL) distance learning program is an interdisciplinary degree designed to educate and prepare community college professionals to become leaders within the rural community college system and assist in the unique challenges that accompany all rural economic and community development endeavors.</td>
<td>The Ph.D. degree program in Community College Leadership is designed to prepare professionals for leadership positions in community colleges. The degree program is designed to prepare the next generation of community college leaders. The program consists of core courses of study in leading and managing in the community college, interdisciplinary courses in a rural context, and courses in research and statistics. The program is online and is taught through Academic Outreach and Continuing Education (AOCE).</td>
</tr>
</tbody>
</table>

Concentration Description
N/A

CURRENT CURRICULUM OUTLINE | Required Hours | PROPOSED CURRICULUM OUTLINE | Required Hours
---|---|---|---
Core Courses: (18 credit hours) | 18 | Core Courses: (24 credit hours) | 24
CCL 8113 Community College History and Philosophy. | | CCL 8113 Community College History and Philosophy. OR CCL 8373 Community College Curriculum Improvement. OR CCL 8363 Community College Activities Administration. |
CCL 8123 Community College Finance. | | CCL 8123 Community College Finance. |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CCL 8233</td>
<td>Community College Legal Issues.</td>
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<td>CCL 8333</td>
<td>Community College Administration.</td>
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<td>CCL 8283</td>
<td>Educational Leadership.</td>
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<td>EDA 8283</td>
<td>Ethical Decision Making in Community College Administration.</td>
<td></td>
<td>EDA 8383</td>
<td>Ethical Decision Making in Educational Administration.</td>
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<tr>
<td></td>
<td>Interdisciplinary Requirements: (21 credit hours)</td>
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<td></td>
<td>Interdisciplinary Requirements: (18 credit hours)</td>
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<tr>
<td>SO 8303</td>
<td>Rural Sociology.</td>
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<td>PPA 9613</td>
<td>Rural Government Administration I.</td>
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<td>PPA 9613</td>
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<td>EC 6313</td>
<td>Introduction to Regional Economics.</td>
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<td>EC 6333</td>
<td>Applied Regional Economics.</td>
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<td>AEC 8713</td>
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<tr>
<td>AEC 8713</td>
<td>Rural Community and Economic Development.</td>
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<td>EDA 8323</td>
<td>Educational Facilities Design.</td>
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<tr>
<td>EDA 8323</td>
<td>Educational Facilities Design.</td>
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<td></td>
<td>Research Requirement: (13 credit hours)</td>
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<tr>
<td></td>
<td>Research Requirement: (14 credit hours)</td>
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<td>EDF 9373</td>
<td>Educational Research Design.</td>
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<tr>
<td>EPY 8214</td>
<td>Advanced Educational and Psychological Statistics.</td>
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<td>PPA 8733</td>
<td>Public Program Evaluation.</td>
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<tr>
<td>PPA 8733</td>
<td>Public Program Evaluation.</td>
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<td>EDA 8353</td>
<td>Applications of Theory to Educational Administration.</td>
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<tr>
<td>EDA 8353</td>
<td>Applications of Theory to Educational Administration.</td>
<td></td>
<td>EDF 9453</td>
<td>Introduction to Qualitative Research in Education</td>
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</table>
All courses are offered through Campus 5 (AOCE).

**JUSTIFICATION FOR AOCE OFFERING**
The proposed AOCE Program Modification is needed to offer a doctoral level program to meet the needs of students interested in leadership positions in the community college. The benefit for the program to be offered through AOCE is that students, many of whom work full-time in their local community colleges, are able to work and further their education. The extra value students will receive from the Campus 5 program compared to a face-to-face Campus 1 program is primarily convenience in that they will be able to live and work in their local communities and attend class. Only distance education students will be allowed to enroll in the degree program.

**JUSTIFICATION AND STUDENT LEARNING OUTCOMES**
The purpose of the program modification is to increase the number of individuals with doctoral degrees to meet a critical need in the state of Mississippi, the Southeastern region of the United States, and the nation. The specific objectives are to recruit and prepare a diverse pool of individuals to work in leadership roles in the community college.

The program modification includes the following proposed changes.
1. Modify the catalog description. The description now emphasizes the fact that the program consists of core courses in leading and managing and that the program is interdisciplinary and focuses on a rural context. It also notes that coursework in research and statistics is included, reflecting the addition of research and statistics courses to the program. Overall, the new catalog description is designed to better inform the potential student about the program.
2. Replace EDA 8283, 8383, 8353, and 8213, which were designed for K-12 administrators, with comparable community college-specific courses CCL 8283, 8383, 8353, and 8213. Students are often
confused as to which sections of the courses to enroll; students in the K-12 administration program will enroll in the sections designed for students enrolled in the CCL program and vice versa.

3. Allow students to continue to take CCL 8113 Community College History and Philosophy or to take CCL 8373 Community College Curriculum Improvement if they are interested in leadership positions in instructional programs or CCL 8363 Community College Activities Administration if they are interested in leadership positions in activities programs. The CCL 8113 Community College History and Philosophy course is currently required for the program. Since students in the Master’s degree programs are also required to take the course, some students may have already taken the course as part of another degree program.

4. Delete SO 8303 Rural Sociology from the program because the course is no longer offered by the University.

5. Add EPY 6214 Educational and Psychological Statistics to the program. Currently, this course is a prerequisite for the program, but many students have not had the course and must take it.

6. Add EDF 9453 Introduction to Qualitative Research in Education in order to give our students coursework in both quantitative and qualitative research. This course is currently taught in our department as a Campus 1 course, and we will seek Campus 5 approval as well.

7. Reduce the total number of hours in the program from 90-102 to 79 semester hours. Remove the requirement for 12-18 hours of a career concentration/minor area and the 3-6 elective hours, reducing the total number of semester hours required for the program to 79 semester hours beyond the Master’s degree. When the program was originally developed, students were not required to have a Master’s degree for admission; now students must have the Master’s degree before being admitted to the program.

### Expected Outcomes

Content Knowledge: Students will demonstrate content knowledge in areas related to community college education and leadership as defined by the American Association of Community Colleges (http://www.aacc.nche.edu/Resources/competencies/Documents/competenciesforleaders.pdf) as stated below.

- **Organizational Strategy:** An effective community college leader strategically improves the quality of the institution, protects the long-term health of the organization, promotes the success of all students, and sustains the community college mission, based on knowledge of the organization, its environment, and
- **Resource Management:** An effective community college leader equitably and ethically sustains people, processes, and information as well as physical and financial assets to fulfill the mission, vision, and goals of the community college.
- **Communication:** An effective community college leader uses clear listening, speaking, and writing skills to engage in honest, open dialogue at all levels of the college and its surrounding community, to promote the success of all students, and to sustain the community college mission.
- **Collaboration:** An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustain the community college mission.
- **Community College Advocacy:** An effective community college leader understands, commits to, and advocates for the mission, vision, and goals of the community college.
• Professionalism: An effective community college leader works ethically to set high standards for self and others, continuously improve self and surroundings, demonstrate accountability to and for the institution, and ensure the long-term viability of the college and community.

Professional and pedagogical knowledge, skill, and dispositions: Candidates will demonstrate professional and pedagogical knowledge, skill and dispositions in community college leadership in the following areas as defined by the Leadership and Foundations Department: (1) applied research, (2) educational foundations, and rural interdisciplinary contexts.

Student Learning: Candidates will demonstrate professional and pedagogical knowledge, skill and dispositions in doctoral level research as defined by the Leadership and Foundations Department based on principles of research design and methodology adopted by the American Education Research Association. The student will demonstrate skills in the following:

• Ask significant questions that can be answered empirically.
• Link research to relevant theory.
• Select and apply research designs and methods that permit direct investigation of the question.
• Provide a coherent and explicit chain of reasoning that can be replicated.
• Replicate and generalize across studies.
• Report research publicly to encourage professional scrutiny, critique and replication.
• The candidates will collect and analyze data related to improvements in educational organizations.

The learning outcomes of the program stated above continue to reflect the emphasis of the program.

Program Review/Assessment
The program review/assessment included the following as well as consideration of current research and literature in the field.

Comparison with Leading Academic Programs in the Discipline
Program comparisons were made to similar programs at The University of Texas, North Carolina State University, Iowa State University, New Mexico State University, and Clemson University. Mission, purpose, curriculum, and coursework were considered. All programs offer coursework in instruction or curriculum as well as both qualitative and quantitative research, which provides students with a background to conduct diverse types of research.

External Review Assessment and Feedback of the Degree Program
A graduate of the program evaluated student and alumni perceptions of the program to complete a dissertation titled “An Assessment of the Community College Leadership Program at Mississippi State University as Perceived by Former and Current Students.” She also published her results in the peer-reviewed journal New Directions for Community Colleges. She found that the program “has resulted in individual career advancement within and beyond the nominating institution” (p. 51). When asked about the courses taken, students indicated that “the most valuable were those focusing on rural community and economic development, rural government, and community college finance and budgeting” (p. 51). She also noted, “In the CCL program, the need for more effective support for student research activities is currently under review. Program participants, university faculty, and representatives of the practitioner community are engaged together in these processes” (p. 54).

Program Modification Questions

1. Will this program change meet local, state, regional, and national educational and cultural needs? If so, please describe.

This program change will meet local, state, regional, and national educational and cultural needs by providing students with more appropriate coursework. Students will have an opportunity to take courses in curriculum improvement and student activities administration, both of which are vital in community college leadership positions. Statistics and research courses will provide students with skills in order to use data to fulfill work-related responsibilities in community colleges, including those for reporting and other accountability purposes.

2. Will this program change result in duplication in the System? If so, please describe.

This program change will not result in duplication in the System. No other programs are offered in the state. This program is offered jointly through Mississippi State University.

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

The program currently attracts a diverse pool of students who aspire to work in the field of community college leadership. The modification may enhance the diversity within the discipline since it will continue to be offered in weekend and online formats. This program currently attracts a diverse student body, especially women and African Americans. Since enrollment is predicted to increase at the community colleges in the future, the program has the potential to attract more students from the eight states that are already represented by the current student body as well as students from other states. The addition of a qualitative research course will also provide students with knowledge and skills in diverse types of research, both qualitative and quantitative, and may increase student diversity.

4. Will this program change result in an increase in the potential placement of graduates in MS, the Southeast, and the U.S.? If so, please describe.

This program change should result in an increase in the potential placement of graduates in MS, the Southeast, and the U.S. because students will be more prepared to work in the area of community college leadership. The program would allow college employees to advance through the acquisition of the graduate degree. It is designed to advance personnel interested in community college leadership roles.

5. Will this program change result in an increase in the potential salaries of graduates in MS, the Southeast, and the U.S.? If so, please describe.

This program change will result in graduates with skills in both qualitative and quantitative research design as well as curriculum improvement and student activities administration. Graduates will likely be more marketable and able to demand a higher salary as their skill sets increase.

SUPPORT

A letter of support is included with the course proposal. The letter of support was written by the department curriculum committee chair and includes the names and signatures of all the committee members and department/program faculty. There are no anticipated changes in support including personnel and material requirements. In the Department of Leadership and Foundations, there are seven faculty members qualified to teach the CCL courses and four faculty members qualified to teach the EDF courses. Faculty from other departments will continue to teach the interdisciplinary courses. One support staff member in the Department of Leadership and Foundations is available to assist with the program. Adequate library support is provided both online and on campus. No special laboratories
or equipment are required. Funds are available to continue the courses. We anticipate admitting at least twenty students per year. Students who attend classes part-time should be able to complete the degree within approximately five years.

The new CCL 8283, 8383, 8353, and 8213 courses are necessary because they replace courses currently included in the program that are designed for K12 administrators rather than community college leaders. These courses were included in the program when it was originally designed because there was a limited number of faculty in the department to teach the courses. Now, there are three faculty members who were specifically hired to teach in the CCL program. One of these faculty was just hired in fall 2009. Two sections of the EDA courses are taught now, one section is designed for K12 students and is taught by a K12 faculty member while the second section is designed for CCL students and is taught by a CCL faculty member. So, no additional faculty would be required to teach the courses. Also, there is a need to modify the course content to focus on issues faced by community college leaders instead of K12 administrators. In addition, students are sometimes confused about in which section of the course to enroll.

The addition of EPY 6214 and EDF 9453 to the program is necessary to provide students with sufficient coursework in statistics and qualitative research methods. Currently, EPY 6214 is taught through distance education for our students, but it is listed as a prerequisite to the program. Most students do not have the course and must take it while a student in the program. So, this addition will not require additional faculty. The EDF 9453 is also a course taught in our department, although it is not currently taught through distance education. The department does have sufficient faculty to teach the course through distance education methods.

The addition of CCL 8373 and CCL 8363 are necessary because CCL 8113, which is currently a required course, is also required for the Master's degree programs in the department. Students who have taken CCL 8113 need other community college-related courses to take. This change also will not take faculty away from other required courses in the unit. As noted, there are now three CCL faculty available to teach courses. Since many of the courses in the program are interdisciplinary and taught by faculty in other departments, the CCL faculty have time to teach the CCL courses. We are not adding courses that pull our faculty away from required courses or add to faculty workload, including teaching load.

Overall, no new resources are required, but without this new content, there is a gap in the program. The courses are important to the degree, especially as we train leaders who will become chief academic affairs officers and chief student affairs officers in community colleges.

PROPOSED 4-LETTER ABBREVIATION
PHCL

EFFECTIVE DATE
Upon Approval

CONTACT PERSON
Stephanie King, 662.325.7066, SKing@colled.msstate.edu
List of Courses and Their Catalog Descriptions

AEC 8713 Rural Community and Economic Development. The central focus in this course is on the set of social and economic components that constitute the fabric of rural communities in the U.S.

CCL 8113 Community College History and Philosophy. Objectives of the community college, philosophical/historical bases, changing roles, issues in higher education/workforce development/economic industry.

CCL 8123 Community College Finance. Analyzes tools, methods, problems in community college financial management, revenue sources, budget preparation, risk management, purchasing, employee compensation.

CCL 8233 Community College Legal Issues. In-depth analysis of the legal/policy issues pertaining to students, faculty, and administrations of community colleges.

CCL 8333 Community College Administration. In-depth analysis of community college governance, structure, functions, and its relationship with external groups, state government.

CCL 8283 Leadership in Community College Administration. Lecture, discussion, and case study. Nature and types of community college leadership and foundation theories. Uses of theory in administrative problem solving by applying models of leadership to the community college mission, organization, and academe.

CCL 8383 Ethical Decision Making in Community College Administration. Lecture, discussion, and case study. Discussion of ancient, modern, and postmodern ethical theory. Case studies used to analyze ethical decisions. Multiple decision models and ethical concepts are applied to problems and moral dilemmas.

CCL 8353 Applications of Organizational Theory and Behavior in Community College Leadership. Lecture, discussion, case study. Nature and types of community college leadership and foundation theories, including structural, human resource, political, and symbolic approaches to understanding and managing modern organizations specifically in relation to the community college mission, organization, and academe. Uses of such theory in community college administrative problem solving are discussed.

CCL 8373 Community College Curriculum Improvement. Comprehensive overview of community college curriculum improvement: theory and perspectives, contemporary curriculum, curriculum design and assessment, and curricular innovation.

CCL 8363 Community College Activities Administration. Nature and types of community college activities including clubs, organizations, and athletics are covered. Additional detail is taken in understanding and managing today's community college students involved with engagement in diverse areas. Legal aspects are reviewed as well as the relation to the community college mission, organization, and academe. Uses of such theory in community college administrative problem solving are discussed.

CCL 8213 Internship in Community College Leadership. The purpose of the course is to enable the student to acquire firsthand experience in community college leadership. The internship is conducted
onsite at a community college under the supervision of a local community college administrator who will serve as the student’s mentor.

EC 6313 Introduction to Regional Economics. Regional economic differences; location theory (industrial, agricultural, and residential); Land use patterns; Regional structure, growth, and methods of analysis; National assistance for regional economic development.

EC 6333 Applied Regional Economics. Economic analysis and effects of regional resources and development potentials, economic factors affecting industrial location decisions, planning and organization of industrial development.

EDA 8213 Internship. No longer listed in MSU catalog.

EDA 8283 Educational Leadership. Nature of educational leadership. The roles of leadership in staff and program development, diffusion of innovations, and the uses of power in making educational decisions.

EDA 8353 Applications of Theory to Educational Administration. The nature of theory; types of educational administrative theories; uses of organizational and administrative theory in administrative problem solving; applications of general systems theories in education.

EDA 8383 Ethical Decision Making in Educational Administration. Case studies are used to analyze educational decisions. Multiple decision models and ethical concepts are applied to problems and moral dilemmas.

EDA 8323. Educational Facilities Design. Studies design issues in learning environments/facilities, examines contemporary design models, their impact on learning and uses this information in the design process.

EDF 9453 Introduction to Qualitative Research in Education. Introduction to qualitative research, including theoretical considerations and applied methods, techniques, and analysis of field based educational research.

EDF 9373 Educational Research Design. A study of various designs of research and preparation of research proposals.

EPY 6214 Educational and Psychological Statistics. A course in statistics for education and educational psychology majors. Analysis, description of and inference from various types of data.

EPY 8214 Advanced Educational and Psychological Statistics. A survey of advanced statistical methods with emphasis upon the design and analysis of research problems in education and psychology.

PPA 8733 Public Program Evaluation. Techniques and analytical methods of assessing governmental program success. Special emphasis will be given to program designs, data collection and quantitative applications.

PPA 9613 Rural Government Administration I. A seminar dealing with the principles of democratic theory as they affect the role of government and citizens’ participation in government in rural settings.

PPA 9623 Rural Government Administration II. A seminar dealing with program implementation by rural
and small town governments, including adoption and diffusion of management innovation by public administrators as change agents.

SO 8303 Rural Sociology. No longer listed in MSU catalog.
Dr. King:

This is to confirm that the Department of Sociology no longer offers SO 8303 Rural Sociology. Thus, we are in support of your decision to officially delete this course from your program curriculum.

Sincerely,

R. Gregory Dunaway,
Professor of Sociology and
Interim Department Head
Department of Sociology, Anthropology
and Social Work
P.O. Box C
206 Bowen Hall
Mississippi State University
Mississippi State, MS 39762
office: (662) 325-7879
fax: (662) 325-4564
TO: Box Council and UCCC Committee Members

FROM: Community College Leadership Programs Curriculum Review Committee

RE: Support for Modification of the Community College Leadership Ph.D. Program and Approval of New Courses

DATE: 1/18/11

This letter of support is offered by the Community College Leadership Programs Curriculum Review Committee of the Department of Leadership and Foundations for the proposed degree modification of the Community College Leadership Ph.D. Program and the proposed approval of the seven new courses listed below. As indicated by the signatures below, a majority of the committee have approved the proposal as written for submission to the Box Council and the UCCC.

CCL 8283 Leadership in Community College Administration
CCL 8383 Ethical Decision Making in Community College Administration
CCL 8353 Applications of Organizational Theory and Behavior in Community College Leadership
EDF 9473 Qualitative Data Analysis and Presentation in Education
CCL 8373 Community College Curriculum Improvement
CCL 8363 Community College Activities Administration
CCL 8213 Internship in Community College Leadership

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<td>Dr. Jianzhong Xu</td>
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TO: Dr. Frankie K. Williams, Department Head
FROM: Dr. Jack Blendinger, Chair
RE: Curriculum Proposal Support

The Curriculum Committee for the Department of Leadership and Foundations met on January 25, 2011 to consider a proposal for program and course changes concerning the Ph.D. Degree in Community College Leadership Program. Committee members discussed the material presented and voted unanimously to support the proposed changes.

Dr. Jack Blendinger, Chair
Dr. Kay Brocato
Dr. Stephanie King
Dr. Jianzhong Xu

Contact information: Dr. Jack Blendinger, Professor, Department of Leadership and Foundations, Office: Allen Hall 252A, Mail Stop 9698, Office telephone: 662-325-7064, Cell phone: 662-268-4490, E-mail: jblendinger@colled.msstate.edu
TO: Box Council and UCCC Committee Members
FROM: Department of Leadership and Foundations Faculty
RE: Support for Modification of the Community College Leadership Ph.D. Program and Approval of New Courses
DATE: 1/27/11

This letter of support is offered by the faculty of the Department of Leadership and Foundations for the proposed degree modification of the Community College Leadership Ph.D. Program and the proposed approval of the seven new courses listed below. As indicated by the signatures below, a majority of the faculty have approved the proposal as written for submission to the Box Council and the UCCC.

- CCL 8283 Leadership in Community College Administration
- CCL 8383 Ethical Decision Making in Community College Administration
- CCL 8353 Applications of Organizational Theory and Behavior in Community College Leadership
- EDF 9473 Qualitative Data Analysis and Presentation in Education
- CCL 8373 Community College Curriculum Improvement
- CCL 8363 Community College Activities Administration
- CCL 8213 Internship in Community College Leadership

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<td>Dr. Jianzhong Xu</td>
<td>Meridian faculty - did not attend meeting</td>
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FAX: (662) 325-0975