Graduate Council  
Mississippi State University

Number: 8  
Date: April 23, 2010  


Absent: P. Bonfanti, J. Gilbert, J. Goodin, D. Goodman, D. Lewis, W. Person, D. Seale, D. Shaw, R. Shivaji  


1. Dr. Burnette Hamil welcomed all guests and asked for introductions.

2. Dr. Hamil asked for revisions to the minutes (March 26, 2010).

   Motion was made by Dr. Juan Silva and seconded by Dr. Hart Bailey to accept the minutes.

   Dr. George Adebiyi pointed out a typo on the first page. Ms. Karin Lee gave the correct number of awarded doctoral graduates to date, the previous number referred to applied doctoral degree applicants.

   Minutes were approved with the above mentioned corrections.

3. University Committee on Courses and Curricula (UCCC)

   Dr. Tim Chamblee submitted the following proposals for review:

   - MS in Information Systems – AOCE Approval and Graduate Certificate in Information Systems – AOCE Approval

   Dr. Ed Allen made a motion to approve the modification to the MS in Information Systems for AOCE approval. Dr. Silva seconded the motion.

   Dr. Merrill Warkinton from the Management and Information Systems Department presented the proposal and answered questions. He requested that Graduate Council members consider voting on both proposals at the same time.

   Discussion followed.
Dr. Bailey made a motion to amend the previous motion and include the AOCE approval Graduate Certificate in Information Systems. Dr. Allen seconded the motion to vote on both proposals at the same time.

Graduate Council members voted and both proposals were approved by acclamation to be modified for AOCE approvals.

• MS in Human Development and Family Studies – new degree

Dr. Silva made a motion to approve the MS in Human Development and Family Studies. Dr. Dan Reynolds seconded the motion.

Dr. Sheri Worthy from the School of Human Sciences presented the proposal and answered questions. A discussion followed.

Graduate Council members voted and the MS in Human Development and Family Studies was approved by acclamation. One graduate council member abstained.

• PhD in Human Development and Family Studies – new degree

Dr. Silva made a motion to approve the Ph.D. in Human Development and Family Studies. Dr. Bailey seconded the motion.

Dr. Sheri Worthy from the School of Human Sciences presented the proposal and answered questions. A discussion followed.

Graduate Council members voted and the Ph.D. in Human Development and Family Studies was approved by acclamation. Three graduate council members abstained.

• BS & MS in Biological Sciences – Combined 5-year-Program Option

Dr. Silva made a motion to approve the Combined BS & MS in Biological Sciences. Dr. Allen seconded the motion.

Dr. Gary Ervin from the Department of Biological Sciences presented the proposal and answered questions. A discussion followed.

Graduate Council members voted and the Combined BS & MS in Biological Sciences was approved by acclamation.

• BA & MA in History – Combined 5-year Program Option

Dr. George Adebiyi made a motion to approve the Combined BA & MA in History. Dr. Bailey seconded the motion.
Dr. Jason Phillips from the Department of History presented the proposal and answered questions. A discussion followed.

Graduate Council members voted and the Combined BA & MA in History was approved by acclamation.

- **MS in Geosciences – Modification - Change emphasis to concentrations**

Dr. Adebiyi made a motion to approve the modification to the MS in Geosciences. Dr. Bailey seconded the motion.

Dr. Kathy Sherman-Morris from the Department of Geosciences presented the proposal and answered questions. A discussion followed.

Graduate Council members voted and the modification to the MS in Geosciences was approved by acclamation.

- **MS in Computer Science – AOCE Approval**

Dr. Silva made a motion to approve the modification for AOCE approval of the MS in Computer Science. Dr. Reynolds seconded the motion.

Dr. Ed Allen the Department of Computer Science and Engineering presented the proposal and answered questions. A discussion followed.

Graduate Council members voted and the modification for AOCE approval of the MS in Computer Science was approved by acclamation.

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

**Graduation**

- Current graduation counts for spring 2010 are the following:

  M.S. – 294
  Ed.S. – 8
  Ph.D. and Ed.D. – 50

If the number for doctoral degrees does not change, then a total of 145 doctoral degrees will have been awarded for the 2009-2010 academic year, the highest number ever awarded in the history of MSU. The number represents a 17.9% increase over last year. Two graduation ceremonies will be held on Saturday, May 1, the first one beginning at 9 a.m. (Arts and Sciences; Architecture, Art and Design; Business and Accountancy), followed by another ceremony at 2 p.m. (Engineering; Chemical Engineering; Vet Med; Ag. and Life; Human Sciences; Forest Resources and Education).
Fulbright Scholars

- The Office of the Graduate School in cooperation with the Office of Academic Affairs has developed a more organized effort to increase the number of Fulbright scholar graduate students on campus. The Institute of International Education has forwarded a total of 12 Fulbright scholar admission requests to MSU from ten different countries, requesting admission into 7 different majors. Dr. Gilbert has granted up to ten non-resident tuition waivers to Fulbright scholars who choose to come to MSU for graduate study.

Funding/Scholarship Opportunities

- Applications for assistantship funding in three categories, full 2.5 year, stipend enhancement, and bridge, were received and the response was astounding. A total of $250,000 was available and 61 requests for funding totaling approximately $871,000 were received. A total of 19 awards were made supporting 15 Ph.Ds and 4 M.S. or M.A. students. All colleges that have graduate programs were represented, and 14 Departments were represented.

- Travel Assistance Grants for Graduate Student (TAGGS) have been awarded for the second travel award period and $ 20,439 was dispersed to provide funding for 18 graduate students (46 applications were received) During the 2009-2010 fiscal year, this program provided a total of $35,389 to 32 students.

- The Bagley College of Engineering, the Office of the Graduate School and the Alliance for Graduate Education in Mississippi (AGEM) hosted a National Science Foundation (NSF) Graduate Fellowship Informational Workshop for undergraduate juniors, seniors, and graduate students on Wednesday, March 31st. 15 students attended. Dr. Lori Bruce, Dr. Tonya Stone and Dr. Lakeisha Williams were speakers for this workshop.

- In collaboration with the Institute of International Education, the Office of the Graduate school hosted a Graduate Student Fulbright Information Workshop on Wednesday, April 14th. Ten students participated.

Recruiting/AGEM (Alliance for Graduate Education in Mississippi)

- The 5th Annual AGEM (IMPETUS-PGE Increasing Momentum to Provide Empowerment to Talented Undergraduate Students to Pursue Graduate Education) Super Recruitment Weekend was held on April 9-10, 2010 for 19 juniors and seniors along with five faculty advisors from four regional universities, University of West Alabama, Rust College, Jackson State University, and Talladega College. A graduate networking reception was held on Friday in the Swalm Engineering Suites. Dr. William E. McHenry, executive director of the e-center at Jackson State University, was the keynote speaker for the event.
Two AGEM students, Ms. Shwanda Wilson-Stanford and Ms. Velinda Calvert received graduate assistant awards at the Graduate Student Association banquet.

**NSF GRADUATE FELLOWSHIP AWARD.**

- Ratesseia Lee Lett, a doctoral AGEM Scholar in the Department of Mechanical Engineering, is one of the 2000 recipients of the National Science Foundation Graduate Fellowship Award for 2010. Ms. Lett’s three-year award totals approximately $120,000. Two other MSU students received honorable mention in this year’s NSF GRFP competition; Ms. Mary V. Dancsisin, master’s student in biomedical engineering.

Graduate Council members asked for increased publicity for the recipient of this prestigious award with a feature both on the OGS and the MSU website.

**GRADUATE ASSISTANTSHIP AWARDS/ GSA AWARDS BANQUET**

- The Graduate Student Association Annual Award Banquet was held on April 13th. A total of 155 people attended. Dr. Karen Coats provided the keynote address this year and all Graduate Assistant of the Year nominees and recipients were recognized.

Recipients of the awards were the following:

Antonio Garcia  
Service Assistant of the Year  
Food Science, Nutrition and Health Promotion

Velinda Calvert – AGEM student  
Master's Teaching Assistant of the Year  
Mathematics and Statistics

Michael Breazeale  
Doctoral Teaching Assistant of the Year  
Marketing, Quantitative Analysis and Business Law

Scott Tran  
Master's Research Assistant of the Year  
Agricultural and Biological Engineering

Shawanda Wilson-Stanford - AGEM Student  
Doctoral Research Assistant of the Year  
Biological Sciences

**ADMISSIONS**

- Spring 2010
For spring applications and admissions have increased by approximately 10%; 664 students were admitted.

- **Fall 2010**
  A total of 1,993 students have applied for admission, 56% international and 44% domestic. The number of applications is a 24.4% increase over the same period for last year (2009). A total of 372 students have been admitted, a 35.3% increase over that of the same time last year.

- **Summer 2010**
  There has been a slight increase in both international and domestic applications and admissions relative to summer 2009.

**TEACHING ASSISTANT WORKSHOPS**
**OFFICE OF THE GRADUATE SCHOOL WEBSITE**

Registration for the fall 2010 Teaching Assistant Workshops began April 1. The fall dates for the International and General Teaching Assistant Workshops are August 2-6 and August 9-10, respectively. Information is currently available on the OGS web site and details will be distributed via email to all graduate coordinators and department heads.

5. Report from Graduate Student Association (GSA)

GSA Vice President Brittany Clay presented the following report:

The GSA Award Banquet was held on April 13, approximately 155 people attended. The event was by invitation only, Dr. Karen Coats was the guest speaker. The symposium winners as well the recipients of the Graduate Assistant of the Year awards were recognized (see above, Report from the Graduate School).

GSA held an election and the new GSA officers for AY 2010-11 will be introduced very soon.

6. Old Business

- **Graduate Student Grievance Process (Subcommittee Report)**

  Grievance Subcommittee Chair Dr. Kathy Dooley presented a draft of the Graduate Student Grievance Policy and recognized Drs. David Lewis and Radha Srinivasan and Ms. Beth Rauhaus for their hard work in developing this draft policy.

  Graduate Council members were asked to review the policy and provide comments to Dr. Dooley by May 4. An electronic version of the draft document and a flowchart will be disseminated via email. The revised Graduate Student Grievance Policy will be voted on by Graduate Council during the May 7 meeting.
7. Transcript Evaluation from Non-Traditional Institutions

Dr. Silva, the subcommittee chair, presented a verbal report. The other members of the subcommittee are Drs. Shivaji, Person and Goodman.

Dr. Silva stated that a written report will be disseminated via email to allow Graduate Council members to review and comment. The issue will be discussed again during the May 7 meeting.

7. New Business

- Graduate School representative (member of the graduate faculty) at all Ph.D. dissertation defenses

Dr. D’Abramo asked Graduate Council members to consider whether a policy to require that an observer of the graduate faculty be present at all doctoral dissertation defenses should be reactivated. He stated that he will solicit the input of all graduate coordinators concerning this issue and include this item on the Graduate Council agenda again in the future.

Meeting adjourned at 3:10 p.m.

The date for the next Graduate Council meeting has been set for Friday, May 7, 2010, at 2:00 p.m. in 611 Allen Hall.
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, 25 Morgan Ave (Mail Stop 9699).

College or School: College of Business
Department: Management & Information Systems

Contact Person: Dr. Rodney Pearson
Phone: 325-1995
E-mail: rodney.pearson@msstate.edu

Nature of Change: Modify for AOCE
Date Initiated: March 2010
Effective Date: Jan 2011

New or Current Degree Program Name
Master of Science in Information Systems

Summary of Proposed Changes:
Modify the degree for offering online, in addition to the current Starkville campus option

Approved: Rodney Pearson
Department Head

Date: 4/6/10

Chair, College or School Curriculum Committee

4/6/10

Dean of College or School

4/6/10

Chair, University Committee on Courses and Curricula

4/19/10

Chair, Graduate Council (if applicable)

Chair, Deans Council
DEGREE APPROVAL FOR DISTANCE EDUCATION (AOCE)
MS Information Systems

1. CATALOG DESCRIPTION
The mission of the Management and Information Systems program at MSU is to prepare students to become information systems professionals who can successfully develop, acquire, and integrate information technology across levels and functions of a firm in the continually changing global business environment by: equipping students with critical technical skills; strengthening communication skills; enhancing the students' understanding of business functions/operations; developing professional attitudes; and enhancing the students' understanding of the link between an organization and information technology.

2. CURRICULUM OUTLINE
We propose to offer the entire MSIS degree online. There is no required on campus component for Campus 5 students. We will continue to offer the same program at the Starkville campus. The following table lists all current classes in the MSIS program.

<table>
<thead>
<tr>
<th>CURRENT Degree Description</th>
<th>PROPOSED Degree Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree: Master of Science</td>
<td>Degree: Master of Science</td>
</tr>
<tr>
<td>Major: Information Systems</td>
<td>Major: Information System</td>
</tr>
<tr>
<td>The mission of the Management and Information Systems program at MSU is to prepare students to become information systems professionals who can successfully develop, acquire, and integrate information technology across levels and functions of a firm in the continually changing global business environment by: equipping students with critical technical skills; strengthening communication skills; enhancing the students' understanding of business functions/operations; developing professional attitudes; and enhancing the students' understanding of the link between an organization and information technology.</td>
<td>(Same as Current)</td>
</tr>
</tbody>
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**CURRENT CURRICULUM OUTLINE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Required Hours</th>
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</thead>
<tbody>
<tr>
<td>BIS 8112 Managing Info Tech and Systems</td>
<td>17</td>
</tr>
<tr>
<td>BIS 8213 Advanced Syst Analysis and Design</td>
<td></td>
</tr>
<tr>
<td>BIS 8613 MIS Administration</td>
<td></td>
</tr>
<tr>
<td>BIS 8313 Advanced Database Design Admin</td>
<td></td>
</tr>
<tr>
<td>BIS 8513 Business Telecommunications</td>
<td></td>
</tr>
<tr>
<td>BIS 8753 Info Systems Collaborative Project</td>
<td></td>
</tr>
<tr>
<td>At least two from the following:</td>
<td></td>
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<tr>
<td>BIS 6513 Microcomputers/Networks</td>
<td></td>
</tr>
<tr>
<td>BIS 6523 Advanced Languages II</td>
<td></td>
</tr>
<tr>
<td>BIS 6113 BIS Security Management</td>
<td></td>
</tr>
<tr>
<td>BIS 6533 Decision Support Systems</td>
<td></td>
</tr>
<tr>
<td>Free Electives</td>
<td>7</td>
</tr>
<tr>
<td>Total Hours</td>
<td>30</td>
</tr>
</tbody>
</table>

**PROPOSED CURRICULUM OUTLINE**

<table>
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<th>Required Hours</th>
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<tr>
<td>Free Electives</td>
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<tr>
<td>Total Hours</td>
<td>30</td>
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</table>
3. JUSTIFICATION FOR AOCE OFFERING
The faculty in Business Information Systems (BIS) believe that there is a wide open opportunity to expand our existing on-campus graduate program, a Master of Science in Information Systems (MSIS), to off-campus students via online courses supported by MSU's AOCE. We base this judgment on several factors:

- MSU has a well-established on-campus graduate program in Business Information Systems, with faculty who have experience in teaching the program's course content. Several of the faculty members have prior experience in teaching online classes as well. All are highly-rated instructors, with several earning impressive teaching honors, including two Grisham Master Teacher Award recipients.
- The online MSIS program will utilize experience and capabilities of the College of Business's well-established Distance MBA program, including the support of the staff of the COB's Office of Graduate Studies and its technological infrastructure.
- There is no other graduate Master's-level Management Information Systems (MIS) or Business Information Systems (BIS) program in Mississippi, either on-campus or online.
- There are relatively few online Information Systems programs in the entire U.S.

While we would not expect the level of demand that a more general MBA program would experience, we do believe that there is a demand for a graduate Information Systems program today. Information Technology is a growth field, and demand for graduate education should grow in the coming years. (Numerous forecasts by the US Department of Labor Bureau of Labor Statistics (BLS), by the Mississippi Department of Employment Security, and by private analysis firms have indicated an increase in IT Management hiring in the coming years. These figures are provided in Appendix A.)

The on-campus MSIS program has existed for well over 20 years, and has graduated many students. During that time, it has experienced cyclical high/low numbers of students. In 2010, we are once again on the rise. Nevertheless, we have only 10-15 students in each on-campus class, and would like more. One impediment is the small local population in Starkville, coupled with the residency requirement for the on-campus classes. We believe that expanding the program to include online classes is an attractive route to follow, and will serve our potential student population's needs.

In fall 2007, we moved every MSIS class to the evening, in an effort to pick up additional students who worked during the day. It is hard to accurately judge the effectiveness of this move. Student enrollment did increase, and we did pick up students who worked during the day, but that increase could have also resulted from other reasons, including the overall economic conditions (graduate business education is often counter-cyclical). Many of our new students work right here on campus in ITS or elsewhere. So flexibility of course offering is a factor for working professionals, and we believe the expansion to the online mode will enable more students to participate in our established successful program.

We believe that there is a larger market of potential students beyond the MSU campus and Starkville, but that these students cannot realistically take even our evening classes. We agree that the best way to reach these students is via online classes. Some of these students are working in Jackson, the Gulf coast, Memphis area, or other population centers where our graduates often move. Others are further. Some are military officers serving on bases all over the world, who wish to pursue further education. One
MSIS graduate who recently visited us is working in the Pentagon now, and suggested that he believed there was a significant market for quality online MSIS programs among his group.

We propose that we supplement our on-campus enrollment numbers with distance students. The faculty have all volunteered to teach the additional distance students as part of their on-campus teaching load during the initiation phase of the distance program, until the program achieves sufficient student counts to warrant separate teaching loads.

Information Technology is a major component of today's business world. There is demand for graduate degrees in Information Systems and Information Technology, and MSU's MSIS program satisfies that need. We believe that we can offer an online program and online classes that will provide value to students and to the State.

4. LEARNING OUTCOMES

MSIS graduates will demonstrate in-depth business knowledge including:
- Key concepts and theories related to the management of information technology projects, systems, and processes
- Business process analysis and design, process modeling, systems design
- Analysis and design of database, telecommunications, and related systems
- Current business and technology trends and challenges posed by the rapidly changing technological landscape and global economy, including issues related to emerging technologies (e.g., cloud computing, Web 2.0, social media, etc.) and to evolving IT implementation and management processes (e.g., outsourcing)
- Ethical and social responsibilities of IT developers and IT managers
- In-depth understanding of requirements to ensure the security and privacy of information resources within the organization, including compliance management

MSIS graduates will also display enhanced skills in:
- Effective speaking and writing
- Working effectively with individuals and teams
- Project management, resource management
- Analyzing technology choices, feasibility analysis

5. PROPOSAL SUBMISSION

AOCE course approvals for all the courses in the degree program are included in the proposal packet. These are:
- BIS 8112 Managing Info Tech and Systems
- BIS 8213 Advanced System Analysis and Design (online course approved by UCCC last month)
- BIS 8613 MIS Administration (online course approved by UCCC last month)
- BIS 8313 Advanced Database Design Admin
- BIS 8513 Business Telecommunications
- BIS 8753 Info Systems Collaborative Project
- BIS 6513 Microcomputers/Networks
- BIS 6523 Advanced Languages II
- BIS 6113 BIS Security Management
- BIS 6533 Decision Support Systems
The free electives can be selected from MBA courses currently being offered online, or any non-business courses currently offered online from other departments such as Communications and Geosciences courses.

The Declaration of Intent to Offer a Degree Program by Distance Learning is attached.

6. EFFECTIVE DATE
   Spring 2011

7. CONTACT PERSON
   Dr. Merrill Warkentin
   m.warkentin@msstate.edu
   323-1955

8. MASTER SCHEDULE
   We are submitting this proposal to the UCCC in March 2010, in time for consideration at the April 16, 2010 meeting. We plan to include courses for this degree in the Spring 2011 Master Schedule.

9. SUPPORT
   A letter of support from the Department of Management and Information Systems is attached, signed by the department head and the IS faculty. The course offering has been approved by the College of Business Curriculum Committee. The course will be taught by existing faculty, and no further resources are needed at this time. Library services are available to all distance students through the MSU library website. Video equipment and course development support is being provided by the Distance Learning Office of the College of Business through revenues generated by the Distance MBA program.
Appendix A: Employment Forecasts for IT employment in the US (through 2016)


**Employment by occupation**

This table also can be found in the article, "Occupational Employment Projections to 2018," published in the November 2009 Monthly Labor Review.

Other available formats: [PDF] [XLS]

Table 1.2 Employment by occupation, 2008 and projected 2018
(Number in thousands)

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total, all occupations</td>
<td>00-0000</td>
<td>150,931.7</td>
<td>166,205.6</td>
<td>100.00</td>
<td>100.00</td>
<td>15,273.9</td>
</tr>
<tr>
<td>Computer and information systems managers</td>
<td>11-3021</td>
<td>293.0</td>
<td>342.5</td>
<td>0.19</td>
<td>0.20</td>
<td>49.5</td>
</tr>
<tr>
<td>Computer and mathematical science occupations</td>
<td>15-0000</td>
<td>3,540.4</td>
<td>4,326.1</td>
<td>2.34</td>
<td>2.60</td>
<td>785.7</td>
</tr>
<tr>
<td>Computer specialists</td>
<td>15-1000</td>
<td>3,424.3</td>
<td>4,187.0</td>
<td>2.26</td>
<td>2.51</td>
<td>762.7</td>
</tr>
<tr>
<td>Computer and information scientists, research</td>
<td>15-1011</td>
<td>28.9</td>
<td>35.9</td>
<td>0.01</td>
<td>0.02</td>
<td>7.0</td>
</tr>
<tr>
<td>Computer programmers</td>
<td>15-1021</td>
<td>426.7</td>
<td>414.4</td>
<td>0.28</td>
<td>0.24</td>
<td>-12.3</td>
</tr>
<tr>
<td>Computer software engineers</td>
<td>15-1030</td>
<td>909.6</td>
<td>1,204.8</td>
<td>0.60</td>
<td>0.72</td>
<td>295.2</td>
</tr>
<tr>
<td>Computer software engineers, applications</td>
<td>15-1031</td>
<td>514.8</td>
<td>689.9</td>
<td>0.34</td>
<td>0.41</td>
<td>175.1</td>
</tr>
<tr>
<td>Computer software engineers, systems software</td>
<td>15-1032</td>
<td>394.8</td>
<td>515.0</td>
<td>0.26</td>
<td>0.30</td>
<td>120.2</td>
</tr>
<tr>
<td>Computer support specialists</td>
<td>15-1041</td>
<td>565.7</td>
<td>643.7</td>
<td>0.37</td>
<td>0.38</td>
<td>78.0</td>
</tr>
<tr>
<td>Computer systems analysts</td>
<td>15-1051</td>
<td>532.2</td>
<td>640.3</td>
<td>0.35</td>
<td>0.38</td>
<td>108.1</td>
</tr>
<tr>
<td>Database administrators</td>
<td>15-1061</td>
<td>120.4</td>
<td>144.7</td>
<td>0.07</td>
<td>0.08</td>
<td>24.4</td>
</tr>
<tr>
<td>Network and computer systems administrators</td>
<td>15-1071</td>
<td>339.5</td>
<td>418.4</td>
<td>0.22</td>
<td>0.25</td>
<td>78.9</td>
</tr>
<tr>
<td>Network systems and data communications analysts</td>
<td>15-1081</td>
<td>292.0</td>
<td>447.8</td>
<td>0.19</td>
<td>0.26</td>
<td>155.8</td>
</tr>
<tr>
<td>All other computer specialists</td>
<td>15-1099</td>
<td>209.3</td>
<td>236.8</td>
<td>0.13</td>
<td>0.14</td>
<td>27.5</td>
</tr>
</tbody>
</table>

URL: http://www.bls.gov/emp/ep_table_102.htm
Appendix B: Employment Forecasts for IT employment in Mississippi (through 2016)
(Source: Mississippi Department of Employment Security (http://www.mdes.ms.gov))

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>00-0000</td>
<td>Total, All Occupations</td>
<td>1,380,070</td>
<td>1,575,970</td>
<td>195,900</td>
<td>14.2%</td>
</tr>
<tr>
<td>11-0000</td>
<td>Management Occupations</td>
<td>75,140</td>
<td>85,540</td>
<td>10,400</td>
<td>13.8%</td>
</tr>
<tr>
<td>11-3021</td>
<td>Computer and Information Systems Managers</td>
<td>980</td>
<td>1,230</td>
<td>250</td>
<td>25.5%</td>
</tr>
<tr>
<td>15-0000</td>
<td>Computer and Mathematical Occupations</td>
<td>10,190</td>
<td>13,040</td>
<td>2,850</td>
<td>28.0%</td>
</tr>
<tr>
<td>15-1000</td>
<td>Computer Specialists</td>
<td>9,950</td>
<td>12,800</td>
<td>2,850</td>
<td>28.6%</td>
</tr>
<tr>
<td>15-1011</td>
<td>Computer and Information Scientists, Research</td>
<td>290</td>
<td>340</td>
<td>50</td>
<td>17.2%</td>
</tr>
<tr>
<td>15-1021</td>
<td>Computer Programmers</td>
<td>1,170</td>
<td>1,220</td>
<td>50</td>
<td>4.3%</td>
</tr>
<tr>
<td>15-1031</td>
<td>Computer Software Engineers, Applications</td>
<td>1,140</td>
<td>1,690</td>
<td>550</td>
<td>48.2%</td>
</tr>
<tr>
<td>15-1032</td>
<td>Computer Software Engineers, Systems Software</td>
<td>220</td>
<td>320</td>
<td>100</td>
<td>45.5%</td>
</tr>
<tr>
<td>15-1041</td>
<td>Computer Support Specialists</td>
<td>3,230</td>
<td>4,130</td>
<td>900</td>
<td>27.9%</td>
</tr>
<tr>
<td>15-1051</td>
<td>Computer Systems Analysts</td>
<td>1,730</td>
<td>2,180</td>
<td>450</td>
<td>26.0%</td>
</tr>
<tr>
<td>15-1061</td>
<td>Database Administrators</td>
<td>280</td>
<td>380</td>
<td>100</td>
<td>35.7%</td>
</tr>
<tr>
<td>15-1071</td>
<td>Network and Computer Systems Administrators</td>
<td>1,030</td>
<td>1,430</td>
<td>400</td>
<td>38.8%</td>
</tr>
<tr>
<td>15-1081</td>
<td>Network Systems and Data Communications Analysts</td>
<td>680</td>
<td>930</td>
<td>250</td>
<td>36.8%</td>
</tr>
<tr>
<td>15-1099</td>
<td>Computer Specialists, All Other</td>
<td>190</td>
<td>190</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

To: University Curriculum Committee

From: Amy E. West, MBA Director  
Graduate Studies & Outreach in College of Business

Date: March 22, 2010

As the MBA Director for Graduate Studies & Outreach, I support offering the MSIS program on-line. The MSIS on-line program and the MBA on-line program will be sharing the course, BIS 8112. We can accommodate the demand using existing faculty and Academically Qualified instructors by increasing the number of seats offered as the online program grows. Offering the MSIS program on-line should have no negative effects on the MBA program.

If you have any additional questions, or need any additional information, please feel free to contact me at (662) 325-6735 or via e-mail at awest@cobilan.msstate.edu.

Sincerely,

Amy E. West
MBA Director
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, 25 Morgan Ave (Mail Stop 9699).

College or School: College of Business  Department: Management & Information Systems
Contact Person: Dr. Rodney Pearson  Phone: 325-1995
E-mail: rodney.pearson@msstate.edu

Nature of Change: Modify for AOCE  Date Initiated: March 2010  Effective Date: Jan 2011

New or Current Degree Program Name:
Graduate Certificate in Information Systems

Summary of Proposed Changes:
Modify the degree for offering online, in addition to the current Starkville campus option

Approved:

Date:

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
Institution: Mississippi State University

<table>
<thead>
<tr>
<th>Date of Initial Program Approval:</th>
<th>Date of Implementation:</th>
<th>Cost of Implementation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2010</td>
<td>Fall 2010</td>
<td>$0 (incorporated into existing on-campus program)</td>
</tr>
</tbody>
</table>

Program Title as Appears on Academic Program Inventory, Diploma, and Transcript: Graduate Certificate in Information Systems

Six Digit CIP Code: 52.1201

Degree(s) to be Awarded: Graduate Certificate in Information Systems (certificate to complement separate degree)

Credit Hour Requirements: 12

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? Yes

Responsible Academic Unit(s): Management and Information Systems

Institutional Contact: Dr. Rodney Pearson

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
<th>Year Six</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year One</td>
<td>Year Two</td>
<td>Year Three</td>
<td>Year Four</td>
<td>Year Five</td>
<td>Year Six</td>
<td>Total</td>
</tr>
<tr>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>75</td>
</tr>
</tbody>
</table>

Program Summary:

12 credit hour graduate business certificate in Business Information Systems, designed to complement student's existing degree program.
DEGREE APPROVAL FOR DISTANCE EDUCATION (AOCE)
Graduate Certificate in Information Systems

1. CATALOG DESCRIPTION

N/A

2. CURRICULUM OUTLINE

We propose to offer the Graduate Certificate in IS degree online. The certificate was approved last year for the Starkville campus. There is no required on campus component for Campus 5 students. We will continue to offer the same program at the Starkville campus. The following table lists all current classes in the IS certificate.

The Graduate Certificate in Information Systems (GCIS) will be awarded by the committee to candidates who have successfully completed 12 hours of approved coursework with a minimum GPA of 3.0, of which 9 hours must be taken in approved BIS courses at MSU. Under normal circumstances, the 12 hours are expected to be taken from the following list.

<table>
<thead>
<tr>
<th>BIS</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>6113</td>
<td>BIS Security Management</td>
</tr>
<tr>
<td>6513</td>
<td>Microcomputers/Networks</td>
</tr>
<tr>
<td>6533</td>
<td>Decision Support Systems</td>
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<td>Advanced Languages II</td>
</tr>
<tr>
<td>8112</td>
<td>Management Information Technology &amp; Systems</td>
</tr>
<tr>
<td>8213</td>
<td>Advanced Systems Analysis &amp; Design</td>
</tr>
<tr>
<td>8313</td>
<td>Advanced Database Design &amp; Administration</td>
</tr>
<tr>
<td>8513</td>
<td>Business Telecommunications</td>
</tr>
<tr>
<td>8613</td>
<td>MIS Administration</td>
</tr>
<tr>
<td>8753</td>
<td>Information Systems Collaborative Project</td>
</tr>
</tbody>
</table>

At the discretion of the committee, up to 3 hours of related appropriate graduate coursework may be approved. Such approved coursework may be transferred into MSU or may be taken from another department at MSU with the committee’s approval. Students seeking such waivers should contact the committee chair with documentation about the course for which they want credit in the GCIS program. If official approvals for such substitutions are awarded, an official letter will be placed in the student’s advising file, copied to the student. Once demand has been established, courses such as the following may be provided online also …

ACC 8043 – Fraud Examination
CSE 6242 – Info and Computer Security
CSE 6273 – Intro to Computer Forensics
CSE 6663 – Human-Computer Interfaces
3. JUSTIFICATION FOR AOCE OFFERING

The faculty in Business Information Systems (BIS) believe that there is a wide open opportunity to expand our existing on-campus graduate program, a Graduate Certificate in Information Systems (GCIS), to off-campus students via online courses supported by MSU's AOCE. We base this judgment on several factors:

- MSU has a well-established on-campus graduate program in Business Information Systems, with faculty who have experience in teaching the program's course content. Several of the faculty members have prior experience in teaching online classes as well. All are highly-rated instructors, with several earning impressive teaching honors, including two Grisham Master Teacher Award recipients.

- The online GCIS program will utilize experience and capabilities of the College of Business's well-established Distance MBA program, including the support of the staff of the COB's Office of Graduate Studies and its technological infrastructure.

- There is no other graduate Master's-level Management Information Systems (MIS) or Business Information Systems (BIS) certificate program in Mississippi, either on-campus or online.

- There are very few online Information Systems programs in the southeast.

- There are relatively few online Information Systems programs in the entire U.S.

While we would not expect the level of demand that a more general MBA program would experience, we do believe that there is a demand for a graduate Information Systems program today. Information Technology is a growth field, and demand for graduate education should grow in the coming years. (Numerous forecasts by the US Department of Labor Bureau of Labor Statistics (BLS), by the Mississippi Department of Employment Security, and by private analysis firms have indicated an increase in IT Management hiring in the coming years. These figures are provided in Appendix A.)

The on-campus MSIS program has existed for well over 20 years, and has graduated many students. During that time, it has experienced cyclical high/low numbers of students. In 2010, we are once again on the rise. Nevertheless, we have only 10-15 students in each on-campus class, and would like more. One impediment is the small local population in Starkville, coupled with the residency requirement for the on-campus classes. We believe that expanding the program to include online classes is an attractive route to follow, and will serve our potential student population's needs.

In fall 2007, we moved every MSIS class to the evening, in an effort to pick up additional students who worked during the day. It is hard to accurately judge the effectiveness of this move. Student enrollment did increase, and we did pick up students who worked during the day, but that increase could have also resulted from reasons, including the overall economic conditions (graduate business education is often counter-cyclical). Many of our new students work right here on campus in ITS or elsewhere. So flexibility of course offering is a factor for working professionals, and we believe the expansion to the online mode will enable more students to participate in our established successful program.
We believe that there is a larger market of potential students beyond the MSU campus and Starkville, but that these students cannot realistically take even our evening classes. We agree that the best way to reach these students is via online classes. Some of these students are working in Jackson, the Gulf coast, Memphis area, or other population centers where our graduates often move. Others are further. Some are military officers serving on bases all over the world, who wish to pursue further education. One MSIS graduate who recently visited us is working in the Pentagon now, and suggested that he believed there was a significant market for quality online MSIS programs among his group.

We propose that we supplement our on-campus enrollment numbers with distance students. The faculty have all volunteered to teach the additional distance students as part of their on-campus teaching load during the initiation phase of the distance program, until the program achieves sufficient student counts to warrant separate teaching loads.

Information Technology is a major component of today's business world. There is demand for graduate degrees in Information Systems and Information Technology, and MSU's MSIS program satisfies that need. We believe that we can offer an online program and online classes that will provide value to students and to the State.

4. LEARNING OUTCOMES

GCIS graduates will demonstrate in-depth business knowledge including:

- Key concepts and theories related to the management of information technology projects, systems, and processes
- Business process analysis and design, process modeling, systems design
- Analysis and design of database, telecommunications, and related systems
- Current business and technology trends and challenges posed by the rapidly changing technological landscape and global economy, including issues related to emerging technologies (e.g., cloud computing, Web 2.0, social media, etc.) and to evolving IT implementation and management processes (e.g., outsourcing)
- Ethical and social responsibilities of IT developers and IT managers
- In-depth understanding of requirements to ensure the security and privacy of information resources within the organization, including compliance management

GCIS graduates will also display enhanced skills in:

- Effective speaking and writing
- Working effectively with individuals and teams
- Project management, resource management
- Analyzing technology choices, feasibility analysis

6. PROPOSAL SUBMISSION

AOCE course approvals for all the courses available in the Graduate Certificate Information Systems have been submitted to UCCC with our MSIS degree modification proposal. These are:

BIS 8112 Managing Info Tech and Systems
BIS 8213 Advanced System Analysis and Design
BIS 8613 MIS Administration
BIS 8313 Advanced Database Design Admin
BIS 8513 Business Telecommunications
BIS 8753 Info Systems Collaborative Project
BIS 6513 Microcomputers/Networks
BIS 6523 Advanced Languages II
BIS 6113 BIS Security Management
BIS 6533 Decision Support Systems

The Declaration of Intent to Offer a Degree Program by Distance Learning is attached.

7. EFFECTIVE DATE
   Spring 2011

8. CONTACT PERSON
   Dr. Merrill Warkentin
   m.warkentin@msstate.edu
   325-1955

9. MASTER SCHEDULE
   We are submitting this proposal to the UCCC in March 2010, in time for consideration at the April 16,
   2010 meeting. We plan to include courses for this degree in the Spring 2011 Master Schedule.

10. SUPPORT
    A letter of support from the Department of Management and Information Systems is attached, signed by
    the department head and the IS faculty. The certificate offering has been approved by the College of
    Business Curriculum Committee. The courses will be taught by existing faculty, and no further resources
    are needed at this time. Library services are available to all distance students through the MSU library
    website. Video equipment and course development support is being provided by the Distance Learning
    Office of the College of Business through revenues generated by the Distance MBA program.
Appendix A: Employment Forecasts for IT employment in the US (through 2016)


Employment by occupation

This table also can be found in the article, "Occupational Employment Projections to 2018," published in the November 2009 Monthly Labor Review.

Other available formats: [PDF] [XLS]

Table 1.2 Employment by occupation, 2008 and projected 2018
(Numbers in thousands)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent distribution</td>
</tr>
<tr>
<td>Total, all occupations</td>
<td>00-0000</td>
<td>150,931.7</td>
</tr>
<tr>
<td></td>
<td>Total job openings due to growth and replacement needs</td>
<td>50,928.5</td>
</tr>
<tr>
<td>Computer and information systems managers</td>
<td>11-3021</td>
<td>293.0</td>
</tr>
<tr>
<td>Computer and mathematical science occupations</td>
<td>15-0000</td>
<td>3,540.4</td>
</tr>
<tr>
<td>Computer specialists</td>
<td>15-1000</td>
<td>3,424.3</td>
</tr>
<tr>
<td>Computer and information scientists, research</td>
<td>15-1011</td>
<td>28.9</td>
</tr>
<tr>
<td>Computer programmers</td>
<td>15-1021</td>
<td>426.7</td>
</tr>
<tr>
<td>Computer software engineers</td>
<td>15-1030</td>
<td>909.6</td>
</tr>
<tr>
<td>Computer software engineers, applications</td>
<td>15-1031</td>
<td>514.8</td>
</tr>
<tr>
<td>Computer software engineers, systems software</td>
<td>15-1032</td>
<td>394.8</td>
</tr>
<tr>
<td>Computer support specialists</td>
<td>15-1041</td>
<td>565.7</td>
</tr>
<tr>
<td>Computer systems analysts</td>
<td>15-1051</td>
<td>532.2</td>
</tr>
<tr>
<td>Database administrators</td>
<td>15-1061</td>
<td>120.4</td>
</tr>
<tr>
<td>Network and computer systems administrators</td>
<td>15-1071</td>
<td>339.5</td>
</tr>
<tr>
<td>Network systems and data communications analysts</td>
<td>15-1081</td>
<td>292.0</td>
</tr>
<tr>
<td>All other computer specialists</td>
<td>15-1099</td>
<td>209.3</td>
</tr>
</tbody>
</table>

URL: http://www.bls.gov/emp/ep_table_102.htm
Appendix B: Employment Forecasts for IT employment in Mississippi (through 2016)
(Source: Mississippi Department of Employment Security [http://www.mdes.ms.gov])

### Occupational Employment Projections, Year 2006 Projected to Year 2016

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>Number</td>
<td>Number</td>
<td>Percent</td>
<td>Job Openings</td>
</tr>
<tr>
<td>00-0000 Total, All Occupations</td>
<td>1,380,070</td>
<td>1,575,970</td>
<td>14.2%</td>
<td>54,325</td>
</tr>
<tr>
<td>11-0000 Management Occupations</td>
<td>75,140</td>
<td>85,540</td>
<td>13.8%</td>
<td>2,300</td>
</tr>
<tr>
<td>11-3021 Computer and Information Systems Managers</td>
<td>980</td>
<td>1,230</td>
<td>25.5%</td>
<td>40</td>
</tr>
<tr>
<td>15-0000 Computer and Mathematical Occupations</td>
<td>10,190</td>
<td>13,040</td>
<td>28.0%</td>
<td>400</td>
</tr>
<tr>
<td>15-1000 Computer Specialists</td>
<td>9,950</td>
<td>12,800</td>
<td>28.6%</td>
<td>395</td>
</tr>
<tr>
<td>15-1011 Computer and Information Scientists, Research</td>
<td>290</td>
<td>340</td>
<td>17.2%</td>
<td>10</td>
</tr>
<tr>
<td>15-1021 Computer Programmers</td>
<td>1,170</td>
<td>1,220</td>
<td>4.3%</td>
<td>30</td>
</tr>
<tr>
<td>15-1031 Computer Software Engineers, Applications</td>
<td>1,140</td>
<td>1,690</td>
<td>48.2%</td>
<td>65</td>
</tr>
<tr>
<td>15-1032 Computer Software Engineers, Systems Software</td>
<td>220</td>
<td>320</td>
<td>45.5%</td>
<td>10</td>
</tr>
<tr>
<td>15-1041 Computer Support Specialists</td>
<td>3,230</td>
<td>4,130</td>
<td>27.9%</td>
<td>125</td>
</tr>
<tr>
<td>15-1051 Computer Systems Analysts</td>
<td>1,730</td>
<td>2,180</td>
<td>26.0%</td>
<td>60</td>
</tr>
<tr>
<td>15-1061 Database Administrators</td>
<td>280</td>
<td>380</td>
<td>35.7%</td>
<td>15</td>
</tr>
<tr>
<td>15-1071 Network and Computer Systems Administrators</td>
<td>1,030</td>
<td>1,430</td>
<td>38.8%</td>
<td>45</td>
</tr>
<tr>
<td>15-1081 Network Systems and Data Communications Analysts</td>
<td>680</td>
<td>930</td>
<td>36.8%</td>
<td>30</td>
</tr>
<tr>
<td>15-1099 Computer Specialists, All Other</td>
<td>190</td>
<td>190</td>
<td>0.0%</td>
<td>5</td>
</tr>
</tbody>
</table>

Appendix C: Online GCIS Advisory Board

The following individuals have agreed to serve as the core of our new Advisory Board for the online GCIS program.

Craig P. Orgeron, Ph.D.  
Director, Strategic Services Division  
Dept of Information Technology Services  
Strategic Services Division  
601-359-2689 (P)  
601-354-6016 (F)  
www.its.ms.gov  
www.ms.gov

Andrew (Andy) Nichols  
Global Training Team Lead  
ExxonMobil - IT Division  
andrew.m.nichols@exxonmobil.com  
713-656-8830

Anshuman A. Ghai  
Banks Sales - FX & Rates, Global Markets  
Standard Chartered Bank  
Office: +65 6557 8111/8111  
Anshuman.ghai@sc.com  
6 Battery Road #03-00, Singapore (049909)

J. Wesley Shaner, MSIS, MBA  
Project Manager  
Sleuth Software  
Suite 150, 8801 Horizon Blvd. NE  
Albuquerque, NM 87113  
Office: 505.998.1786  
Mobile: 228-547-4979  
wes.shaner@sleuthsoftware.com

Jessica Leah Jones  
Alabama Department of Public Health  
Bureau of Information Technology  
Programmer Analyst Associate  
Jessica.Jones@adph.state.al.us  
(334)-206-3886 (Work)

Kathleen Sui  
Associate Marketing Analyst  
ConocoPhillips  
kathleensui@gmail.com  
662-769-0640

Robert Pitts, II  
Business Support Analyst  
robert_pitts@hotmail.com  
662.312.9879 (cell)

WILLIAM E. SORRELLS, Major, USAF, MSC, PMP, FACHE, CPHIMS  
Air Force Medical Service  
Office of the Surgeon General  
5201 Leesburg Pike, Suite 1501  
Falls Church, VA 22041  
Work: (703)681-6523  
Cell: (907)250-2061
Appendix D: Approved GCIS Program

MISSISSIPPI STATE UNIVERSITY

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

College or School: College of Business  Dept: Management & Information Systems

Contact Person: Dr. Merrill Warkentin  Phone: 1955 or 3928
E-mail: m.warkentin@msstate.edu

Nature of Change: New graduate certificate program  Date Initiated: 10/30/08 Effective Date: 1/1/10

New Degree Program Name: Graduate Certificate in Information Systems

Summary of Proposed Changes: Establishment of new graduate certificate program, comprised of 12 hours of currently-offered courses, as outlined on the following pages.

Approved: _______________________________  Date: _______________________________

Department Head

________________________________________

Chair, College or School Curriculum Committee

________________________________________

Dean of College or School

________________________________________

Chair, University Committee on Courses and Curriculums

________________________________________

Chair, Graduate Council (if applicable)

________________________________________

Chair, Deans Council
Overview and Justification

The requirements for many job descriptions include proficiency with technologies such as databases, networks, and internet-based tools. Other positions include the role of facilitator between IT staff and individuals who work in health care, accounting, management, education, military, public administration, operations, or other positions. By having knowledge of these areas and also of IT management, these employees can serve as liaisons, can improve the effectiveness of technology utilization, and can identify new opportunities for leveraging various IT solutions in creative ways for their enterprises.

This non-degree graduate certificate program is designed to augment a student’s academic preparation for a diverse set of career objectives in which computer information systems will be a major component of the work activity. The focus of these courses is primarily managerial, not technical, and will help students pursue career paths in public service, in the sciences, in business, and in other areas where knowledge of Information Technology (IT) will be beneficial. Courses in Systems Analysis, Database Design, Security, Telecommunications, Decision Support Systems, and other topics will provide an opportunity for students to establish a coherent set of skills and knowledge that complement their primary knowledge domains, enabling such students to successfully compete in today’s job marketplace, and in the execution of their careers. For example, previous graduates of our degree programs have combined education in IT and in public administration to work in state government jobs that focus on technology management. Graduates of MSU’s School of Accountancy have taken our graduate courses to augment their career development as auditors, IT auditors, fraud examiners, and accounting information specialists. Students in education have taken our courses to augment their understanding of systems analysis and database systems.

Certificate students may come from disciplines in the College of Business (e.g., Accounting, Finance, Marketing, MBA, etc.) as well as from other colleges and departments (e.g. Public Administration, Forestry, Computer Science, Engineering, Biology, Education, etc.). The flexibility of the certificate program will facilitate greater opportunities for completion of the certificate requirements, regardless of the student’s schedule in their primary areas.

Representatives of other departments (e.g. School of Accounting, Department of Political Science and Public Administration) have expressed support for this proposal, indicating that some of their students may benefit from the career enhancement to be gained by taking some of their electives in our program and earning the certificate. We believe other departments may identify the same benefits for their students.
**Credit Hours Required**

The Graduate Certificate in Information Systems (GCIS) will be awarded by the committee to candidates who have successfully completed 12 hours of approved coursework with a minimum GPA of 3.0, of which 9 hours must be taken in approved BIS courses at MSU. Under normal circumstances, the 12 hours are expected to be taken from the following list.

<table>
<thead>
<tr>
<th>BIS</th>
<th>6113</th>
<th>BIS Security Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIS</td>
<td>6513</td>
<td>Microcomputers/Networks</td>
</tr>
<tr>
<td>BIS</td>
<td>6533</td>
<td>Decision Support Systems</td>
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<td>BIS</td>
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<td>BIS</td>
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<td>Management Information Technology &amp; Systems</td>
</tr>
<tr>
<td>BIS</td>
<td>8213</td>
<td>Advanced Systems Analysis &amp; Design</td>
</tr>
<tr>
<td>BIS</td>
<td>8313</td>
<td>Advanced Database Design &amp; Administration</td>
</tr>
<tr>
<td>BIS</td>
<td>8513</td>
<td>Business Telecommunications</td>
</tr>
<tr>
<td>BIS</td>
<td>8613</td>
<td>MIS Administration</td>
</tr>
<tr>
<td>BIS</td>
<td>8753</td>
<td>Information Systems Collaborative Project</td>
</tr>
<tr>
<td>PPA</td>
<td>8833</td>
<td>Systems in Public Administration</td>
</tr>
</tbody>
</table>

At the discretion of the committee, up to 3 hours of related appropriate graduate coursework may be approved. Such approved coursework may be transferred into MSU or may be taken from another department at MSU with the committee’s approval. Students seeking such waivers should contact the committee chair with documentation about the course for which they want credit in the GCIS program. If official approvals for such substitutions are awarded, an official letter will be placed in the student’s advising file, copied to the student. Possible other courses might include ...

ACC 8043 – Fraud Examination
CSE 6242 – Info and Computer Security
CSE 6273 – Intro to Computer Forensics
CSE 6663 – Human-Computer Interfaces
CSE 6673 – Psychology of HCI
Committee Oversight

The Graduate Certificate in Information Systems (GCIS) Oversight Committee (“the committee”) will consist of three members who are faculty in the BIS area. One member will serve as the Chair, and will serve as the primary contact for matters concerning the GCIS. The committee will establish program guidelines, assess the credentials of applicants and approve admissions into the certificate program, approve awards of the GCIS to potential certificate recipients (by formally informing the Registrar’s Office of the successful candidate’s name and IDs), and will promote the program with appropriate materials.

(The initial committee through the 2010-2011 academic year will consist of Dr. Merrill Warkentin (Chair), Dr. Robert Otondo, and Dr. Robert Sainsbury.)
To: University Curriculum Committee

From: BIS Faculty, Management and Information Systems Department
College of Business

Date: April 6, 2010

Subject: Support for online MSIS, online GCIS, and online graduate courses in BIS

The undersigned BIS faculty unanimously support offering our Master of Science in Information Systems (MSIS) program online, our Graduate Certificate in Information Systems (GCIS) program online, and all the associated graduate BIS courses online, beginning with the Fall 2010 semester.

We support the requests in these proposals. If you have any questions, or need any further information, please feel free to contact the contact person listed on each form, Dr. Merrill Warkentin (325-1955) or Dr. Rodney Pearson (325-1995).

Thank you for your consideration of our proposals.

Rodney Pearson, Department Head

J.P. Shim

Robert Otomo

Robert Sainsbury

Merrill Warkentin

Gary Templeton

Kent Marett

FAX:(662) 325-8651
(662) 325-3928
NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, (Mail Stop 9699).

College or School: School of Human Sciences  
Contact Person: Sheri Worthy  
Phone: 662-325-0918  
E-mail: sworthy@humansci.msstate.edu

Nature of Change: New Degree  
Date Initiated: February 22, 2010  
Effective Date: Fall 2011

New or Current Degree Program Name:  
Master of Science (M.S.) in Human Development and Family Studies (HDFS)

Summary of Proposed Changes: New Degree

Approved:
Department Head  
Chair, College or School Curriculum Committee  
Dean of College or School  
Chair, University Committee on Courses and Curricula  
Chair, Graduate Council (if applicable)  
Chair, Deans Council

Date:  
3-12-10  
3-22-10  
3/24/10  
4/19/10
### PROPOSED NEW DEGREE DESCRIPTION

**Degree:** Master of Science  
**Major:** Human Development and Family Studies

Human Development and Family Studies is an interdisciplinary approach to the study of individual and family development in a variety of contexts across the lifespan, from conception to later life. It encompasses specialty areas in infant and child studies, youth studies, family studies, family resource management, and gerontology.

### PROPOSED CURRICULUM OUTLINE

<table>
<thead>
<tr>
<th>Course</th>
<th>REQUIRED HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HS 8813 Seminar in HDFS [new course]</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>HS 8823 Advanced Theories of Human Development and Family Relations [new course]</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>AIS 8803 Research Methods (F) – thesis option</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td><strong>AIS 8703 Evaluation of Ag &amp; Extension Education (S) – non-thesis option</strong></td>
<td></td>
</tr>
<tr>
<td><strong>EPY 6214 Education and Psychology Statistics (F, S, SS)</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>AIS 8503 Program Planning and Development in AIS (F)</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>HS 8000 Research/Thesis [new course]</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Focus area (choose 1 area)</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

#### Infant & Child Focus
- **HS 8113** Trends in Infant & Child Development [new course]*
- **HS 6883** Risk, Resilience and Preventive Interventions
- **COE 8913** Counseling Children
- **EDE 9420** Research Practicum in Early Childhood Education
- **EPY 8293** Cognitive Development
- **HS 6823** Development and Administration of Child Service Programs
- **EDX 6423** Teaching the Disadvantaged Child
- **PSY 6713** Language & Thought
- **EDX 6353** Assistive Technology in Special Education

#### Youth Focus
- **HS 8313** Contemporary Youth Issues [new course]*
- **HS 6883** Risk, Resilience and Preventive Interventions
- **HS 6873** Positive Youth Development
- **SO 6233** Juvenile Delinquency
- **SO 6333** Sociology of Sports
- **AIS 6403** Development of Youth Programs
- Courses from Great Plains Consortium (http://www.gpidea.org/)

#### Family Focus
- **HS 8413** Issues in Family Studies [new course]*
- **HS 8423** Development of Intimate Relationships [new course]
- **COE 8303** Family Counseling Theory
- **HS 6313** Family Resource Management
- **HS 6333** Families, Legislation, and Public Policy
### HS 6403: Introduction to Gerontology

### HS 6803: Parenting

### HS 6813: Adult Development: The Middle Years

### HS 6843: Family Interaction

### HS 6853: The Family: An Ecological Perspective

### HS 6883: Risk, Resilience, and Preventive Interventions

### SO 6203: The Family in the United States

### SO 6223: Comparative Family Systems

#### Family Resource Management Focus

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 6313</td>
<td>Family Resource Management*</td>
</tr>
<tr>
<td>HS 6333</td>
<td>Families, Legislation and Public Policy</td>
</tr>
<tr>
<td>HS 6863</td>
<td>Consumer Aspects of Aging</td>
</tr>
<tr>
<td>HS 6323</td>
<td>Consumer Issues and Policy</td>
</tr>
<tr>
<td>HS 6683</td>
<td>Current Housing Problems of Families</td>
</tr>
</tbody>
</table>

Courses from Great Plains Consortium (http://www.gpidea.org/)

#### Gerontology Focus

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 6403</td>
<td>Intro to Gerontology*</td>
</tr>
<tr>
<td>PSY 6983</td>
<td>Psychology of Aging</td>
</tr>
<tr>
<td>HS 6863</td>
<td>Consumer Aspects of Aging</td>
</tr>
<tr>
<td>SO 6413</td>
<td>Aging and Retirement in American Society</td>
</tr>
<tr>
<td>COE 6713</td>
<td>Issues in Aging</td>
</tr>
<tr>
<td>COE 8813</td>
<td>Counseling Elderly Clients</td>
</tr>
<tr>
<td>SO 6433</td>
<td>Sociology of Death and Dying</td>
</tr>
</tbody>
</table>

#### TOTAL HOURS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Required course within focus area.</td>
<td></td>
</tr>
<tr>
<td>Note: Courses may be substituted depending on student interest area and course availability. Advisor approval will be required in advance.</td>
<td></td>
</tr>
</tbody>
</table>

### 3. STUDENT LEARNING OUTCOMES AND ASSESSMENT

<table>
<thead>
<tr>
<th>Learning Outcome*</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students gain an in-depth understanding of the major theories, approaches, concepts, and current and classic research findings related to Human Development &amp; Family Studies.</td>
<td>HS 8823 Advanced Theories of Human Development &amp; Family Relations: Theory Construction Project</td>
</tr>
<tr>
<td>Students develop an understanding of how individuals and families develop within multiple community, cultural, economic, historical, policy, and interpersonal contexts.</td>
<td>HS 8823 Advanced Theories of Human Development &amp; Family Relations: Weekly Reading Summaries</td>
</tr>
<tr>
<td>Students recognize the nature and significance of diversity (e.g., cultural, economic, racial/ethnic, developmental, and social class) as it relates to</td>
<td>HS 8823 Advanced Theories of Human Development &amp; Family Relations: Weekly Reading Summaries</td>
</tr>
<tr>
<td>Knowledge in their field of study.</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| Students are expected to achieve breadth in HDFS at the same time they develop expertise in a particular area. | HS 8813 Seminar in HDFS: Exams  
Required Focus Area  
Thesis or Special Project |

| Research Methods & Critical Analysis |  |
|-------------------------------------|  |
| Students understand principles of producing original research, including formulation of questions for meaningful inquiry, selecting appropriate designs and techniques, and completing procedures for information collection, processing, and analysis. | AIS 8803 Research Methods: Research Project  
HS 8823 Advanced Theories of Human Development & Family Relations: Weekly Reading Summaries |
| Students develop the critical thinking skills to become competent consumers of research by evaluating the quality, value, and construction of research and theory in the behavioral and social sciences. | AIS 8803 Research Methods: Research Project  
HS 8823 Advanced Theories of Human Development & Family Relations: Weekly Reading Summaries |
| Students gain an understanding of quantitative and qualitative analytical techniques that can be used for processing and analyzing social science data. | AIS 8803 Research Methods: Research Project  
EPY 6214 Education and Psychology Statistics: Homework, Exams |
| Students develop critical thinking skills to evaluate, integrate, and synthesize different forms of knowledge. | HS 8823 Advanced Theories of Human Development & Family Relations: Critical Analysis Paper  
HS 8813 Seminar in HDFS: Literature Review |
| Students learn to appreciate and understand the diverse perspectives and methods of different disciplines. | EPY 6214 Education and Psychology Statistics: Homework, Exams  
HS 8813 Seminar in HDFS: Literature Review |
| Students develop skills related to gathering scholarly literature, critically reviewing it, and writing integrative reviews. | HS 8813 Seminar in HDFS: Literature Review |

| Application, Dissemination, & Professional Skills |  |
|-----------------------------------------------|  |
| Students learn how to apply theory and research methods to societal issues. | Thesis or Special Project |
| Students will acquire skills related to the translation of knowledge for policymakers, practitioners, and/or the public. | HS 8813 Seminar in HDFS: Presentation |
| Students will develop skills related to the ability to educate others in campus or off-campus settings. | AIS 8503 Program Planning & Development: Educational Plan |
| Students will develop skills related to collaboration and consultation with diverse audiences inside and outside the academy as appropriate to their professional goals inside and outside the academy. | AIS 8503 Program Planning & Development: Educational Plan |
| Students will develop skills related to writing for scholarly, professional, and lay audiences. | HS 8813 Seminar in HDFS: Literature Review  
Presentation |
<p>| Students will develop skills related to presenting or teaching audiences of students, professionals, and | HS 8813 Seminar in HDFS: Literature Review Presentation |</p>
<table>
<thead>
<tr>
<th>Students will develop skills related to securing funds to support research and outreach projects.</th>
<th>HS 8813 Seminar in HDFS: Reaction Papers &amp; Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop skills related to ethics in research.</td>
<td>HS 8813 Seminar in HDFS: Reaction Papers &amp; Exams</td>
</tr>
</tbody>
</table>

* Adapted from the HDFS graduate program learning objectives, University of Wisconsin, Human Development and Family Studies, (www.sohe.wisc.edu/hdfs/grad/CurrentStudents.html)

1 Thesis option students only

4. **SUPPORT**

Letters of support from the School of Human Sciences faculty and School of Human Sciences curriculum committee are included.

Letters of support from Ag Information Sciences & Education, Sociology, Psychology, Counselor Ed/Ed Psych, and Curriculum and Instruction were requested February 3, 2010.
Authorization to Plan a New Degree Program

Date of Implementation: Fall 2011

Six Year Cost of Implementation: $713,550 for 3 additional .5 FTE HDFS faculty members (fill vacant Child & Youth Studies Assistant Professor and hire new Child & Youth Studies Assistant Professor and Gerontology Assistant Professor). External funding has been assured for 2 positions for 5 years. See #4 for detail.

Per Student cost of Implementation: M.S. between $2,973 – $3,964 per student (See #4 for detail)

Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript:
Human Development and Family Studies

Six Digit CIP Code: 19.0701

Degree(s) to be Awarded: Master of Science (M.S.)

Credit Hour Requirements (M.S. = 31)

List any institutions within the state offering similar programs: None. In Mississippi, there are currently no HDFS programs with a lifespan emphasis that lead to a doctorate.

Responsible Academic Unit(s): School of Human Sciences

Institutional Contact: Sheri Worthy, Ph.D., Associate Professor, Human Development & Family Studies

Number of Students Expected to Enroll in First Six Years:
Year One: 16
Year Two: 16
Year Three: 20
Year Four: 20
Year Five: 22
Year Six: 22
Total: 116

Number of Graduates Expected in First Six Years:
Year One: 0
Year Two: 14
Year Three: 14
Year Four: 17
Year Five: 17
Year Six: 19
Total: 81

Program Summary: Human Development and Family Studies is an interdisciplinary approach to the study of individual and family development in a variety of contexts across the lifespan, from conception
to later life. It encompasses specialty areas in infant and child studies, youth studies, family studies, family resource management, and gerontology.

1. Describe the proposed program and explain how it fits within the mission of the institution.

The graduate degree (M.S. and Ph.D.) in Human Development and Family Studies (HDFS) will be offered through the School of Human Sciences at Mississippi State University. HDFS is an interdisciplinary lifespan approach to the study of children, youth, and families. It encompasses specialty areas in infant and child studies, youth studies, family studies, family resource management, and gerontology. Graduates will make a difference in the lives of children, youth, and their families. They will become future leaders who will develop, manage, and evaluate early childhood, family support, and community-based programs. They will advance research and policy in areas related to young children, youth, and families.

2. Provide the information used to determine Mississippi's need for this program. Be specific and provide supporting data (supporting data must include employment statistics).

People are Mississippi's single greatest potential resource. At present, however, they constitute a grossly underdeveloped resource. Numerous indicators of individual and family well-being suggest that Mississippi lags in the development of its human capital. Some of the costs related to this include heightened need for social services and special services, prison costs, court costs, law enforcement costs, lower overall productivity, costs associated with divorce, substance abuse, unplanned and out-of-wedlock pregnancies, and family violence. Underdeveloped human resources/human capital can make Mississippi seem like a less desirable location for certain types of employers and industries. It is envisioned that these graduate programs will produce both tangible and intangible benefits by contributing to the development of human capital in the state of Mississippi and supporting current initiatives in early childhood and family services the state government already has in place.

Every other land grant university in the Southeast has a graduate program in HDFS or a related area (University of Tennessee, Auburn University, University of Georgia, Louisiana State University, University of Arkansas, University of Florida, University of Kentucky, Virginia Tech, Clemson, North Carolina State University). A M.S. in Human Development and Family Studies would contribute to the generation of knowledge and help in meeting the unique needs of Mississippi families.

A professional with a M.S. degree in Human Development and Family Studies is prepared for a career as a family life educator; extension agent; and positions of leadership in child, adolescent, and adult services, family social services, public policy, child care and early childhood education, and gerontology. U.S. Bureau of Labor Statistics projects industry sectors related to these fields to be among the fastest growing segments of employment growth through 2018 (Employment by major industry sector, 1998, 2008, and projected 2018). For example, one proposed specialization area is gerontology, and the report projects that services for the elderly and persons with disabilities will increase by 73.8 percent from 2008 to 2018, and employment in nursing care facilities will increase by 24.4 percent.
3. Describe the anticipated institutional impact including any research efforts associated with this program.

A graduate program in HDFS will generate additional students to the university in addition to research and potential grant dollars. This graduate program will enhance the university's reputation as graduate students present at conferences, publish papers, and begin careers in the field. A M.S. degree in HDFS will also facilitate increased faculty research and publication.

4. Provide the total anticipated budget for the program. Indicate from where the funds will come.

Three additional HDFS 12-month faculty members @ $75,000 each will be needed (plus fringe benefits $95,141). These three positions include: 1) the Child & Youth Studies Assistant Professor position vacated by Erin Sharp in summer 2009, 2) a new Child & Youth Studies Assistant Professor, and 3) a Gerontology Assistant Professor. Each new faculty will be 50% time M.S. program and 50% time Ph.D. program. As noted in the chart below, the Child & Youth Studies Assistant Professor will be added in Year 1, the new Child & Youth Studies Assistant Professor will be added in Year 2, and the Gerontology Assistant Professor will be added in Year 3.

Having Academic Affairs re-fill the Assistant Professor in Child and Youth Studies position that we lost in summer 2009 is critical. This position, along with the two other requested positions have been a part of our initial planning for the HDFS graduate program for several years (as documented in previous Human Sciences Mission and Goals Reports).

The undergraduate program in HDFS has seen much success and productivity in the past several years (i.e., external grant funding, student credit hour production, faculty research and publications). We have recently revised and strengthened our undergraduate curriculum and also received re-accreditation by the American Association of Family and Consumer Sciences (AAFCS) Council on Accreditation (September 2009). During these difficult budgetary times, it is important to reallocate money to productive areas and those with the potential to do the most good for the state of Mississippi.

The HDFS faculty have investigated opportunities to find matching funds for the requested faculty salaries from external funding sources and the Mississippi Ag and Forestry Experiment Station. We will have a plan in place to find hard money for these positions within a five-year period.
<table>
<thead>
<tr>
<th>Program Year</th>
<th>Costs</th>
<th>Student Enrollment</th>
<th>Cost per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>.5 FTE Child &amp; Youth Studies Asst. Professor @ $47,570</td>
<td>16 new students</td>
<td>$2,973</td>
</tr>
<tr>
<td>Year 2</td>
<td>.5 FTE Child &amp; Youth Studies Asst. Professor @ $47,570 + .5 FTE Child &amp; Youth Studies Asst. Professor @ $47,570 = $95,140</td>
<td>16 new students + 16 2nd year students = 32</td>
<td>$2,973</td>
</tr>
<tr>
<td>Year 3</td>
<td>5 FTE Child &amp; Youth Studies Asst. Professor @ $47,570 + .5 FTE Child &amp; Youth Studies Asst. Professor @ $47,570 + .5 FTE Gerontology Asst. Professor @ $47,570 = $142,710</td>
<td>20 new students + 16 2nd year students = 36</td>
<td>$3,964</td>
</tr>
<tr>
<td>Year 4</td>
<td>$142,710</td>
<td>20 new students + 20 2nd year students = 40</td>
<td>$3,568</td>
</tr>
<tr>
<td>Year 5</td>
<td>$142,710</td>
<td>22 new students + 20 2nd year students = 42</td>
<td>$3,398</td>
</tr>
<tr>
<td>Year 6</td>
<td>$142,710</td>
<td>22 new students + 22 2nd year students = 44</td>
<td>$3,243</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$713,550</td>
<td>81 graduates expected at end of Year 6</td>
<td>$2,973 - 3,964</td>
</tr>
</tbody>
</table>
5. Use a chart to show anticipated enrollment for the first five years of the program.

[Chart showing enrollment and graduates for Year One to Year Six]

6. Indicate where the proposed program is offered within the state:

a. Chart similarities and differences in the proposed program and those offered in other institutions

<table>
<thead>
<tr>
<th>Mississippi State University</th>
<th>University of Southern Mississippi</th>
<th>Jackson State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D. in Human Development and Family Studies [proposed]</td>
<td>N/A</td>
<td>Ed.D. in Early Childhood Education [focuses on school-aged children]</td>
</tr>
</tbody>
</table>

As detailed in the chart above, the University of Southern Mississippi does offer an online master's in Child and Family Studies, but this degree is available online only. An online master's program has disadvantages in the depth and breadth of research knowledge and hands-on mentoring from faculty members that need to take place in a master's program. While course content can certainly be delivered via distance learning media, immersion in the university climate and academic culture facilitates professional growth and socialization in a way that cannot be fully replicated by online programs. USM does not offer a Ph.D. in the area.

Jackson State University offers a M.Ed. and Ed.D. in Early Childhood Education, but these programs are offered through the College of Education and, therefore, focus on school-aged children and the preparation of teachers for K-12 classrooms, whereas the proposed program at
MSU would focus on a lifespan approach from conception to death. The education program offered by JSU is also not as research or theory-focused as a Master of Science and/or a Doctorate in Philosophy. Our proposed program will cover the lifespan and therefore allow us to have a critical mass of graduate students enrolled (see #7).

As described previously, the graduate program in Human Development and Family Studies will take an integrative, lifespan approach. All students will have courses in theory and development, and they will choose a focus area. Focus areas will include: 1) infant and child, 2) youth, 3) family, 4) gerontology, and 5) resource management. No other graduate programs in the state offer this level of breadth and depth in the subject area. Since this program will be an on-campus program, students will have many opportunities to work closely with faculty members and other students that they would not find in an online program. Competence in the field will be enhanced through close familiarity with the MSU libraries, computing resources, special collections, and other unique facilities. Valuable experience will be gained by attending and participating in formal and informal seminars, colloquia, and discussions led by specialists who visit campus. Fluency in the specialized language and vocabulary of the discipline will be enhanced by frequent and close association with faculty members and other students in the field. Additionally, thesis or dissertation research will be facilitated by frequent face-to-face interaction with the student’s advisor/major professor.

b. Explain anticipated consequences on enrollment in other institutions offering the program, including any ramifications on the Ayers statement.

We do not anticipate interfering with enrollment at USM or JSU. USM currently has 25 students enrolled in their online master's, and JSU currently has 117 enrolled in their M.Ed. and 29 enrolled in their Ed.D. (according to the September 2008 IHL Degreebook). Our target markets for the degree are explained in the next question.

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

There are approximately 250 undergraduate students majoring in an HDFS-related area around the state of Mississippi (from USM, MUW, Delta State, and Alcorn). Many of these students would consider a M.S. or Ph.D. in HDFS from Mississippi State University. Additionally, MSU graduates an average of 25 HDFS students per year. Approximately 13% of those students are currently pursuing a graduate degree in HDFS at another university or in a related area such as Ag Extension Education, Educational Psychology, Elementary Education, or Counselor Education. HDFS faculty estimate an additional 10% of our graduates would attend a graduate program in HDFS if it were offered at MSU. This is an estimated 5-6 MSU HDFS graduates entering the HDFS graduate program each fall and an additional 4-5 from other Mississippi universities. This is a conservative estimate as an online poll was taken in two Human Sciences classes during spring semester 2010 and, of the 49 students responding, 92% said they would be interested in a M.S. in HDFS and 57% said they would be interested in a Ph.D. in HDFS.

The current policy of MSU Extension service is to allow county agents hired with a bachelor’s degree 5 years to obtain their master’s degree. This is another area from which we have had numerous requests for a graduate degree in HDFS. County agents in the areas of Child Development, Family Life, Family Resource Management, 4-H, and Gerontology would greatly
benefit from a graduate degree in HDFS. There are approximately 8 FRM agents, 8 Child and Family agents, and 8 Food Nutrition agents statewide. We estimate about half of these agents (12) would be interested in pursuing an HDFS graduate degree at MSU. Extension currently employs a 4-H agent in each of Mississippi's 82 counties. We estimate 10-12% of these agents (9) would pursue a graduate degree in HDFS if it were offered.

There are currently between 300 and 350 Family and Consumer Sciences high school teachers in the state of Mississippi. These individuals would benefit from a graduate degree in HDFS, and we have had requests from this group.

Another audience from which we get requests for a graduate degree in HDFS is from Child Life Specialists in the area. The University of Alabama currently has a moratorium on accepting new Child Life master's degree candidates into their program due to lack of faculty in the area. This is an audience we could tap in to with a graduate degree in HDFS.

HDFS faculty are confident we could draw students from surrounding states (Louisiana, Alabama, Arkansas, and Tennessee). Additionally, we could draw students completing related undergraduate and graduate programs at other Mississippi universities.

Taking into consideration turnover of Extension staff, constant new HDFS graduates from the MSU undergraduate program, and other interest for the only HDFS Ph.D. program in the state, we conservatively estimate 16 students entering the M.S. program in HDFS and 4 students entering the Ph.D. program in HDFS each fall beginning Fall 2011.

Also, there are several graduate degree programs on MSU campus that currently encourage their students to use HDFS as their minor area. For example, Community College Leadership students have used HDFS as their teaching area.
New Degree Program Proposal

Date of Implementation: Fall 2011

Six Year Cost of Implementation: $713,550 for 3 additional .5 FTE HDFS faculty members (fill vacant Child & Youth Studies Assistant Professor and hire a new Child & Youth Studies Assistant Professor and Gerontology Assistant Professor). External funding has been assured for 2 positions for 5 years. See #4, “Authorization to Plan New Degree Program” for detail.

Per Student cost of Implementation: M.S. between $2,973 – $3,964 per student (see #4, “Authorization to Plan New Degree Program” for detail)

Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript: Human Development and Family Studies

Six Digit CIP Code: 19.0701

Degree(s) to be Awarded: Master of Science (M.S.)

Credit Hour Requirements (M.S. = 31)

List any institutions within the state offering similar programs: None. In Mississippi, there are currently no HDFS programs with a lifespan emphasis that lead to a doctorate.

Responsible Academic Unit(s): School of Human Sciences

Institutional Contact: Sheri Worthy, Ph.D., Associate Professor, Human Development & Family Studies

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Total: 116

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Program Summary: Human Development and Family Studies is an interdisciplinary approach to the study of individual and family development in a variety of contexts across the lifespan, from conception...
to later life. It encompasses specialty areas in infant and child studies, youth studies, family studies, family resource management, and gerontology.

1. Describe how the degree program will be administered including the name and title of person(s) who will be responsible for curriculum development and ongoing program review.

Dr. Jan Taylor, Professor; Dr. Sheri Worthy, Associate Professor; Dr. Joe Wilmoth, Assistant Professor; Dr. Tommy Phillips, Assistant Professor, and the 3 new Assistant Professors will be responsible for advising graduate students and teaching the majority of the HDFS graduate-level courses. Taylor, Worthy, Wilmoth, and Phillips have developed the curriculum, and all HDFS faculty members be responsible for periodically reviewing and updating the curriculum.

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

<table>
<thead>
<tr>
<th>Learning Outcome*</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students gain an in-depth understanding of the major theories, approaches, concepts, and current and classic research findings related to Human Development &amp; Family Studies.</td>
<td>HS 8823 Advanced Theories of Human Development &amp; Family Relations: Theory Construction Project</td>
</tr>
<tr>
<td>Students develop an understanding of how individuals and families develop within multiple community, cultural, economic, historical, policy, and interpersonal contexts.</td>
<td>HS 8823 Advanced Theories of Human Development &amp; Family Relations: Weekly Reading Summaries</td>
</tr>
<tr>
<td>Students recognize the nature and significance of diversity (e.g., cultural, economic, racial/ethnic, developmental, and social class) as it relates to knowledge in their field of study.</td>
<td>HS 8823 Advanced Theories of Human Development &amp; Family Relations: Weekly Reading Summaries</td>
</tr>
<tr>
<td>Students are expected to achieve breadth in HDFS at the same time they develop expertise in a particular area.</td>
<td>HS 8813 Seminar in HDFS: Exams Required Focus Area Thesis or Special Project</td>
</tr>
<tr>
<td>Research Methods &amp; Critical Analysis</td>
<td></td>
</tr>
<tr>
<td>Students understand principles of producing original research, including formulation of questions for meaningful inquiry, selecting appropriate designs and techniques, and completing procedures for information collection, processing, and analysis.</td>
<td>AIS 8803 Research Methods: Research Project</td>
</tr>
<tr>
<td>Students develop the critical thinking skills to become competent consumers of research by evaluating the quality, value, and construction of research and theory in the behavioral and social sciences.</td>
<td>HS 8823 Advanced Theories of Human Development &amp; Family Relations: Weekly Reading Summaries</td>
</tr>
<tr>
<td>Students gain an understanding of quantitative</td>
<td>AIS 8803 Research Methods: Research Project</td>
</tr>
</tbody>
</table>
and qualitative analytical techniques that can be used for processing and analyzing social science data.

| Students develop critical thinking skills to evaluate, integrate, and synthesize different forms of knowledge. | HS 8823 Advanced Theories of Human Development & Family Relations: Critical Analysis Paper |
| Students learn to appreciate and understand the diverse perspectives and methods of different disciplines. | EPY 6214 Education and Psychology Statistics: Homework, Exams |
| Students develop skills related to gathering scholarly literature, critically reviewing it, and writing integrative reviews. | HS 8813 Seminar in HDFS: Literature Review |

**Application, Dissemination, & Professional Skills**

| Students learn how to apply theory and research methods to societal issues. | Thesis or Special Project |
| Students will acquire skills related to the translation of knowledge for policymakers, practitioners, and/or the public. | HS 8813 Seminar in HDFS: Presentation |
| Students will develop skills related to the ability to educate others in campus or off-campus settings. | AIS 8503 Program Planning & Development: Educational Plan |
| Students will develop skills related to collaboration and consultation with diverse audiences inside and outside the academy as appropriate to their professional goals inside and outside the academy. | AIS 8503 Program Planning & Development: Educational Plan |
| Students will develop skills related to writing for scholarly, professional, and lay audiences. | HS 8813 Seminar in HDFS: Literature Review |
| Students will develop skills related to presenting or teaching audiences of students, professionals, and the public. | HS 8813 Seminar in HDFS: Literature Review Presentation |
| Students will develop skills related to securing funds to support research and outreach projects. | HS 8813 Seminar in HDFS: Reaction Papers & Exams |
| Students will develop skills related to ethics in research. | HS 8813 Seminar in HDFS: Reaction Papers & Exams |

* Adapted from the HDFS graduate program learning objectives, University of Wisconsin, Human Development and Family Studies, (www.sohe.wisc.edu/hdfs/grad/CurrentStudents.html)

'**Thesis option students only**

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

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

Special Notes:
1. Qualified applicants for the HDFS graduate program are expected to have interests and goals that are consistent with the department’s faculty expertise and course offerings.
2. Admission decisions are based on a holistic consideration of the applicant’s credentials.

4. Describe the professional accreditation that will be sought for this degree program. If a SACS visit for substantive change will be necessary, please note.

There is no accreditation available for graduate programs in Human Development and Family Studies, but the faculty will adhere to the guidelines for the HDFS undergraduate program that is based on work done by the HDFS option faculty in the fall of 2007. Information was gathered from the National Council on Family Relations University and College Curriculum Guidelines, the Child Life Council theoretical foundations and applied areas of study, the National Association for the Education of Young Children’s (NAEYC) Standards for Programs Preparing Early Childhood Professionals, and the National Standards for Teachers of Family and Consumer Sciences (December 2004). Additionally, input from professionals, internship supervisors, alumni, employers, Mississippi State University College of Education (where applicable), Mississippi State University Extension Service, and students was solicited by the HDFS option. Graduate program goals will be reviewed regularly, and adjustments will be made in course content and format to reflect trends, issues, and societal changes.
5. Describe the curriculum for this degree program including the recommended course of study (appending course descriptions for all courses) and any special requirements such as clinical, field experience, community service, internships, practicum, a thesis, etc.

**PROPOSED NEW DEGREE DESCRIPTION**

**Degree:** M.S.

**Major:** Human Development and Family Studies

Human Development and Family Studies is an interdisciplinary approach to the study of individual and family development in a variety of contexts across the lifespan, from conception to later life. It encompasses specialty areas in infant and child studies, youth studies, family studies, and family resource management, and gerontology.

**PROPOSED CURRICULUM OUTLINE**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>REQUIRED HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 8813 Seminar in HDFS [new course]</td>
<td>3</td>
</tr>
<tr>
<td>HS 8823 Advanced Theories of Human Development and Family Relations [new course]</td>
<td>3</td>
</tr>
<tr>
<td>AIS 8803 Research Methods (F) – thesis option</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>AIS 8703 Evaluation of Ag &amp; Extension Education (S) – non-thesis option</td>
<td></td>
</tr>
<tr>
<td>EPY 6214 Education and Psychology Statistics [F, S, SS]</td>
<td>4</td>
</tr>
<tr>
<td>AIS 8503 Program Planning and Development in AIS (F)</td>
<td>3</td>
</tr>
<tr>
<td>HS 8000 Research/Thesis [new course]</td>
<td>6</td>
</tr>
</tbody>
</table>

Focus area (choose 1) 9

**Infant & Child Focus**

<table>
<thead>
<tr>
<th>Course Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 8113</td>
<td>Trends in Infant &amp; Child Development [new course] *</td>
</tr>
<tr>
<td>HS 6883</td>
<td>Risk, Resilience and Preventive Interventions</td>
</tr>
<tr>
<td>COE 8913</td>
<td>Counseling Children</td>
</tr>
<tr>
<td>EDE 9420</td>
<td>Research Practicum in Early Childhood Education</td>
</tr>
<tr>
<td>EPY 8293</td>
<td>Cognitive Development</td>
</tr>
<tr>
<td>HS 6823</td>
<td>Development and Administration of Child Service Programs</td>
</tr>
<tr>
<td>EDX 6423</td>
<td>Teaching the Disadvantaged Child</td>
</tr>
<tr>
<td>PSY 6713</td>
<td>Language &amp; Thought</td>
</tr>
<tr>
<td>EDX 6353</td>
<td>Assistive Technology in Special Education</td>
</tr>
</tbody>
</table>

**Youth Focus**

<table>
<thead>
<tr>
<th>Course Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 8313</td>
<td>Contemporary Youth Issues [new course] *</td>
</tr>
<tr>
<td>HS 6883</td>
<td>Risk, Resilience and Preventive Interventions</td>
</tr>
<tr>
<td>HS 6873</td>
<td>Positive Youth Development</td>
</tr>
<tr>
<td>SO 6233</td>
<td>Juvenile Delinquency</td>
</tr>
<tr>
<td>SO 6333</td>
<td>Sociology of Sports</td>
</tr>
<tr>
<td>AIS 6403</td>
<td>Development of Youth Programs</td>
</tr>
</tbody>
</table>

Courses from Great Plains Consortium (http://www.gpidea.org/)

**Family Focus**

<table>
<thead>
<tr>
<th>Course Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 8413</td>
<td>Issues in Family Studies [new course] *</td>
</tr>
<tr>
<td>HS 8423</td>
<td>Development of Intimate Relationships [new course]</td>
</tr>
<tr>
<td>COE 8303</td>
<td>Family Counseling Theory</td>
</tr>
<tr>
<td>HS 6313</td>
<td>Family Resource Management</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>HS 6333</td>
<td>Families, Legislation, and Public Policy</td>
</tr>
<tr>
<td>HS 6403</td>
<td>Introduction to Gerontology</td>
</tr>
<tr>
<td>HS 6803</td>
<td>Parenting</td>
</tr>
<tr>
<td>HS 6813</td>
<td>Adult Development: The Middle Years</td>
</tr>
<tr>
<td>HS 6843</td>
<td>Family Interaction</td>
</tr>
<tr>
<td>HS 6853</td>
<td>The Family: A Human Ecological Perspective</td>
</tr>
<tr>
<td>HS 6883</td>
<td>Risk, Resilience, and Preventive Interventions</td>
</tr>
<tr>
<td>SO 6203</td>
<td>The Family in the United States</td>
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<tr>
<td>SO 6223</td>
<td>Comparative Family Systems</td>
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</table>

Family Resource Management Focus

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 6313</td>
<td>Family Resource Management*</td>
</tr>
<tr>
<td>HS 6333</td>
<td>Families, Legislation and Public Policy</td>
</tr>
<tr>
<td>HS 6863</td>
<td>Consumer Aspects of Aging</td>
</tr>
<tr>
<td>HS 6323</td>
<td>Consumer Issues and Policy</td>
</tr>
<tr>
<td>HS 6683</td>
<td>Current Housing Problems of Families</td>
</tr>
</tbody>
</table>

Courses from Great Plains Consortium (http://www.gpidea.org/)

Gerontology Focus

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 6403</td>
<td>Intro to Gerontology*</td>
</tr>
<tr>
<td>PSY 6983</td>
<td>Psychology of Aging</td>
</tr>
<tr>
<td>HS 6863</td>
<td>Consumer Aspects of Aging</td>
</tr>
<tr>
<td>SO 6413</td>
<td>Aging and Retirement in American Society</td>
</tr>
<tr>
<td>COE 6713</td>
<td>Issues in Aging</td>
</tr>
<tr>
<td>COE 8813</td>
<td>Counseling Elderly Clients</td>
</tr>
<tr>
<td>SO 6433</td>
<td>Sociology of Death and Dying</td>
</tr>
</tbody>
</table>

TOTAL HOURS 31

*Required course within focus area.

Note: Courses may be substituted depending on student interest area and course availability. Advisor approval will be required in advance.

6. Describe the faculty who will deliver this degree program including the members' names, ranks, disciplines, current workloads, and specific courses they will teach within the program. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added.

HDFS currently has 4 tenure-track faculty members with graduate-level status: Dr. Jan Taylor, Professor; Dr. Sheri Worthy, Associate Professor; Dr. Joe Wilmoth, Assistant Professor; Dr. Tom Phillips, Assistant Professor. Ms. Angel Fason is an instructor in the unit covering a large portion of undergraduate courses. Other members of the graduate faculty in Human Sciences who have expressed interest in teaching graduate-level courses for Human Sciences include: Dr. Bobbie Shaffett, Extension Associate Professor, and Dr. Louise Davis, Extension Professor. Two Child & Youth Studies Assistant Professors and a Gerontology Assistant Professor will be hired with Ph.D.s in the appropriate HDFS focus area.
<table>
<thead>
<tr>
<th>Anticipated HDFS Course Teaching Assignments</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Angel Faison</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS 1813 Indiv &amp; Family Dev thru Lifespan</td>
<td></td>
<td>HS 1813 Indiv &amp; Family Dev thru Lifespan</td>
<td></td>
</tr>
<tr>
<td>HS 2813 Child Development</td>
<td></td>
<td>HS 2813 Child Development</td>
<td></td>
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<tr>
<td>HS 4834 Hospitalized Child</td>
<td></td>
<td>HS 2803 Prenatal &amp; Infant</td>
<td></td>
</tr>
<tr>
<td>HS 3823 Designing Child Care Programs</td>
<td></td>
<td>HS 3803 Child Care Procedures</td>
<td></td>
</tr>
<tr>
<td><em>Jan Taylor</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS 4701 Internship Placement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS 8113 Trends in Infant &amp; Child Development</td>
<td></td>
<td>HS 8853 Current Issues in HDFS</td>
<td></td>
</tr>
<tr>
<td>HS 4750 Internships</td>
<td></td>
<td>HS 4750 Internships</td>
<td></td>
</tr>
<tr>
<td><em>Sheri Worthy</em></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>HS 8113 Seminar in HDFS</td>
<td></td>
<td>HS 6323 Consumer Issues and Policy/HS 6683 Current Housing Problems of Families</td>
<td></td>
</tr>
<tr>
<td>HS 3303 Consumer Econ</td>
<td></td>
<td>HS 3303 Consumer Econ</td>
<td></td>
</tr>
<tr>
<td><em>Tommy Phillips</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS 4803/7803 Parenting</td>
<td></td>
<td>HS 8833 Foundations of HDFS</td>
<td></td>
</tr>
<tr>
<td>HS 8823 Advanced Theories of HDFS</td>
<td></td>
<td>HS 8313 Contemporary Youth Issues</td>
<td></td>
</tr>
<tr>
<td><em>Joe Wilmuth</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS 4853/6853 The Family: An Ecological Perspective</td>
<td>HS 8423 Development of Intimate Relationship</td>
<td>HS 4853/6853 The Family: An Ecological Perspective (Maymester)</td>
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</tr>
<tr>
<td>HS 4843/6843 Family Interaction</td>
<td></td>
<td>HS 8413 Issues in Family Studies</td>
<td></td>
</tr>
<tr>
<td><em>Child &amp; Youth Studies Assistant Professor</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS 4823 Dev &amp; Admin of Child Serv Prog</td>
<td></td>
<td>HS 3813 Intro to Lifespan Theory</td>
<td></td>
</tr>
<tr>
<td>HS 3833 Human Dev in Context of Leisure &amp; Rec</td>
<td></td>
<td>HS 4873/4873 Positive Youth Development</td>
<td></td>
</tr>
<tr>
<td><em>Child &amp; Youth Studies Assistant Professor</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS 4883/4883 Risk, Resilience, and Preventive Interventions</td>
<td>HS 4813/6813 Family Resource Mgmt</td>
<td>HS 4702 Senior Seminar</td>
<td></td>
</tr>
<tr>
<td>HS 4702 Senior Seminar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Gerontology Assistant Professor</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS 4813/4813 Adult Development: The Middle Years</td>
<td>HS 4403/6403 Intro to Gerontology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS 4863/4863 Consumer Aspects of Aging</td>
<td></td>
<td>HS 4333/6333 Families, Legislation, Public Policy</td>
<td></td>
</tr>
</tbody>
</table>

*Additional duties will include advising graduate student and chairing thesis/dissertation committee. As the program gets underway, we foresee some undergraduate-level classes being taught by doctoral students working under the supervision of Ph.D. level faculty members.
7. Describe the library holdings relevant to the proposed program, noting strengths and weaknesses. If there are guidelines for the discipline, do current holdings meet or exceed standards?
Considering the current MSU library holdings, online resources, and availability of inter-library loan services, the MSU library is currently adequate to support this degree.

8. Describe the procedures for evaluation of the program and its effectiveness in the first six years of the program, including admission and retention rates, program outcome assessments, placement of graduates, changes in job market need/demand, ex-student/graduate surveys, or other procedures.
The program effectiveness will be evaluated through tracking student admission and ensuing graduation rates. In addition, student placement upon graduation and sequential career promotions will be tracked and documented on a continual basis through graduate surveys. Program assessment will also be evaluated through direct and indirect solicitation of employer feedback on student capabilities and training. Program outcome assessments will be evaluated through outcomes and assessments, testing to make sure that the competencies are met that are listed in #2 above. Additionally, numbers of journal publications, presentations, and grant dollars will be measures of success.

9. What is the specific basis for formulating the number of graduates expected in the first six years?
There are approximately 250 undergraduate students majoring in an HDFS-related area around the state of Mississippi (from USM, MUW, Delta State, and Alcorn). Many of these students would consider a M.S. or Ph.D. in HDFS from Mississippi State University. Additionally, MSU graduates an average of 25 HDFS students per year. Approximately 13% of those students are currently pursuing a graduate degree in HDFS at another university or in a related area such as Ag Extension Education, Educational Psychology, Elementary Education, or Counselor Education. HDFS faculty estimate an additional 10% of our graduates would attend a graduate program in HDFS if it were offered at MSU. This is an estimated 5-6 MSU HDFS graduates entering the HDFS graduate program each fall and an additional 4-5 from other Mississippi universities. This is a conservative estimate as an online poll was taken in two Human Sciences classes during spring semester 2010 and, of the 49 students responding, 92% said they would be interested in a M.S. in HDFS and 57% said they would be interested in a Ph.D. in HDFS.
The current policy of MSU Extension service is to allow county agents hired with a bachelor’s degree 5 years to obtain their master’s degree. This is another area from which we have had numerous requests for a graduate degree in HDFS. County agents in the areas of Child Development, Family Life, Family Resource Management, 4-H, and Gerontology would greatly benefit from a graduate degree in HDFS. There are approximately 8 FRM agents, 8 Child and Family agents, and 8 Food Nutrition agents statewide. We estimate about half of these agents (12) would be interested in pursuing an HDFS graduate degree at MSU. Extension currently employs a 4-H agent in each of Mississippi’s 82 counties. We estimate 10-12% of these agents (9) would pursue a graduate degree in HDFS if it were offered.
There are currently between 300 and 350 Family and Consumer Sciences high school teachers in the state of Mississippi. These individuals would benefit from a graduate degree in HDFS, and we have had requests from this group.
Another audience from which we get requests for a graduate degree in HDFS is from Child Life Specialists in the area. The University of Alabama currently has a moratorium on accepting new Child Life master’s degree candidates into their program due to lack of faculty in the area. This is an audience we could tap in to with a graduate degree in HDFS.

HDFS faculty are confident we could draw students from surrounding states (Louisiana, Alabama, Arkansas, and Tennessee). Additionally, we could draw students completing related undergraduate and graduate programs at other Mississippi universities.

Taking into consideration turnover of Extension staff, constant new HDFS graduates from the MSU undergraduate program, and other interest for the only HDFS Ph.D. program in the state, we conservatively estimate 16 students entering the M.S. program in HDFS and 4 students entering the Ph.D. program in HDFS each fall beginning Fall 2011.

Also, there are several graduate degree programs on MSU campus that currently encourage their students to use HDFS as their minor area. For example, Community College Leadership students have used HDFS as their teaching area.
NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, (Mail Stop 9699).

College or School: School of Human Sciences
Contact Person: Sheri Worthy Phone: 662-325-0918 E-mail: sworthy@humansci.msstate.edu
Nature of Change: New Degree Date Initiated: February 22, 2010 Effective Date: Fall 2011
New or Current Degree Program Name: Doctor of Philosophy (Ph.D.) in Human Development and Family Studies (HDFS)

Summary of Proposed Changes: New Degree

Approved:

Date:

3-10-12
3-22-12
3-24/10
4/19/10
## PROPOSED NEW DEGREE DESCRIPTION

**Degree:** Ph.D.  
**Major:** Human Development and Family Studies

Human Development and Family Studies is an interdisciplinary approach to the study of individual and family development in a variety of contexts across the lifespan, from conception to later life. It encompasses specialty areas in infant and child studies, youth studies, family studies, family resource management, and gerontology.

### PROPOSED CURRICULUM OUTLINE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>REQUIRED HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPY 8214</td>
<td>Advanced Ed &amp; Psy Statistics (F, S)</td>
<td>4</td>
</tr>
<tr>
<td>AIS 8703</td>
<td>Evaluation of Ag &amp; Extension Education (S)</td>
<td>3</td>
</tr>
<tr>
<td>EPY 9213</td>
<td>Advanced Analysis (S, SS)</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>AIS 9583 Analysis of Data in AEE</td>
<td>3</td>
</tr>
<tr>
<td>HS 8833</td>
<td>Foundations of Human Development and Family Studies [new course]</td>
<td>3</td>
</tr>
<tr>
<td>AIS 8523</td>
<td>Teaching Out-of-School in AIS (S)</td>
<td>3</td>
</tr>
<tr>
<td>HS 6843</td>
<td>Family Interaction</td>
<td>3</td>
</tr>
<tr>
<td>HS 8853</td>
<td>Current Issues in HDFS [new course]</td>
<td>3</td>
</tr>
<tr>
<td>HS 9000</td>
<td>Research/Dissertation [new course]</td>
<td>20</td>
</tr>
</tbody>
</table>

**Focus area (choose 1 area)**  

### Infant & Child Focus

- HS 8113 Trends in Infant & Child Development [new course]*
- HS 6883 Risk, Resilience and Preventive Interventions
- COE 8913 Counseling Children
- EDE 9420 Research Practicum in Early Childhood Education
- EPY 8293 Cognitive Development
- HS 6823 Development and Administration of Child Service Programs
- EDX 6423 Teaching the Disadvantaged Child
- PSY 6713 Language & Thought
- EDX 6353 Assistive Technology in Special Education

### Youth Focus

- HS 8313 Contemporary Youth Issues [new course]*
- HS 6883 Risk, Resilience and Preventive Interventions
- HS 6873 Positive Youth Development
- SO 6233 Juvenile Delinquency
- SO 6333 Sociology of Sports
- AIS 6403 Development of Youth Programs

### Family Focus

- HS 8413 Issues in Family Studies [new course]*
- HS 8423 Development of Intimate Relationships [new course]

*Courses marked with an asterisk indicate new courses.
3. STUDENT LEARNING OUTCOMES AND ASSESSMENT

<table>
<thead>
<tr>
<th>Learning Outcome*</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students attain mastery of the major theories, approaches, concepts, and current and classic research findings related to Human Development &amp; Family Studies.</td>
<td>HS 8853 Current Issues in HDFS: Weekly Synthesis, Research Project, Exam</td>
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<tr>
<td>Students develop a broad understanding of how</td>
<td>HS 8833 Foundations of Human Development &amp; Family Relations: Weekly Reading Summaries &amp; Discussions; Exams</td>
</tr>
</tbody>
</table>

*Required course within focus area.

Note: Courses may be substituted depending on student interest area and course availability. Advisor approval will be required in advance.
Individuals and families develop within multiple community, cultural, economic, historical, policy, and interpersonal contexts and become experts of development in an areas related to research interests.

Students recognize the nature and significance of diversity (e.g., cultural, economic, racial/ethnic, developmental, and social class) and apply these principles to research and practice.

Students are expected to achieve breadth in HDFS at the same time they develop expertise in a particular area.

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<tr>
<th>Research Methods &amp; Critical Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students become competent producers of original research by identifying questions for meaningful inquiry, selecting appropriate designs and techniques, and completing procedures for information collection, processing, and analysis.</td>
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<td>HS 8833 Foundations of Human Development &amp; Family Relations: Weekly Reading Summaries &amp; Discussions; Exams</td>
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<td>Students develop the critical thinking skills to analyze and evaluate current research, demonstrating the ability to review articles in their area of expertise.</td>
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<td>Students apply skills related to gathering scholarly literature, critically reviewing it, and writing integrative reviews in preparation of scholarly manuscripts.</td>
</tr>
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</tbody>
</table>

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<tr>
<th>Application, Dissemination, &amp; Professional Skills</th>
</tr>
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<tbody>
<tr>
<td>Students learn how to apply theory and research methods to societal issues.</td>
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<td>HS 8833 Foundations of Human Development &amp; Family Relations: Weekly Reading Summaries &amp; Discussions; Exams</td>
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<td>Students will acquire skills related to the translation of knowledge for policymakers,</td>
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</table>
practitioners, and/or the public.

<table>
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<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Students will develop skills related to the ability to educate others in</td>
<td>AIS 8523 Teaching Out-of-School in AIS: Adult Education Project</td>
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<tr>
<td>campus or off-campus settings.</td>
<td></td>
</tr>
<tr>
<td>Students will develop skills related to collaboration and consultation</td>
<td>AIS 8523 Teaching Out-of-School in AIS: Adult Education Project</td>
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<td>with diverse audiences inside and outside the academy as appropriate to</td>
<td></td>
</tr>
<tr>
<td>their professional goals inside and outside the academy.</td>
<td></td>
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<tr>
<td>Students will develop skills related to writing for scholarly, professional,</td>
<td>HS 8813 Seminar in HDFS: Literature Review (or equivalent transfer)</td>
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<td>and lay audiences.</td>
<td></td>
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<tr>
<td>Students will develop skills related to presenting or teaching audiences</td>
<td>AIS 8523 Teaching Out-of-School in AIS: Adult Education Project</td>
</tr>
<tr>
<td>of students, professionals, and the public.</td>
<td></td>
</tr>
<tr>
<td>Students will write grants to secure funding to support research and</td>
<td>HS 8813 Seminar in HDFS: Reaction Papers &amp; Exams (or equivalent transfer)</td>
</tr>
<tr>
<td>outreach projects.</td>
<td></td>
</tr>
<tr>
<td>Students will develop skills related to ethics in research.</td>
<td>HS 8813 Seminar in HDFS: Reaction Papers &amp; Exams (or equivalent transfer)</td>
</tr>
</tbody>
</table>

* Adapted from the HDFS graduate program learning objectives, University of Wisconsin, Human Development and Family Studies, (www.sohe.wisc.edu/hdfs/grad/CurrentStudents.html)

4. **SUPPORT**
   Letters of support from the School of Human Sciences faculty and School of Human Sciences curriculum committee are included.
   Letters of support from Ag Information Sciences & Education, Sociology, Psychology, Counselor Ed/Ed Psych, and Curriculum and Instruction were requested February 3, 2010.
Authorization to Plan a New Degree Program

Date of Implementation: Fall 2011

Six Year Cost of Implementation: $713,550 for 3 additional .5 FTE HDFS faculty members (fill vacant Child & Youth Studies Assistant Professor and hire new Child & Youth Studies Assistant Professor and Gerontology Assistant Professor). External funding has been assured for 2 positions for 5 years. See #4 for detail.

Per Student cost of Implementation: Ph.D. $8,395 - $11,892 per student (See #4 for detail)

Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript: Human Development and Family Studies

Six Digit CIP Code: 19.0701

Degree(s) to be Awarded: Doctorate (Ph.D.)

Credit Hour Requirements (Ph.D. = 60)

List any institutions within the state offering similar programs: None. In Mississippi, there are currently no HDFS programs with a lifespan emphasis that lead to a doctorate.

Responsible Academic Unit(s): School of Human Sciences

Institutional Contact: Sheri Worthy, Ph.D., Associate Professor, Human Development & Family Studies

Number of Students Expected to Enroll in First Six Years:
Ph.D.
Year One: 4
Year Two: 5
Year Three: 5
Year Four: 5
Year Five: 6
Year Six: 6
Total: 31

Number of Graduates Expected in First Six Years:
Ph.D.
Year One: 0
Year Two: 0
Year Three: 3
Year Four: 4
Year Five: 5
Year Six: 6
Total: 18
Program Summary: Human Development and Family Studies is an interdisciplinary approach to the study of individual and family development in a variety of contexts across the lifespan, from conception to later life. It encompasses specialty areas in infant and child studies, youth studies, family studies, family resource management, and gerontology.

1. Describe the proposed program and explain how it fits within the mission of the institution.
The graduate degree (M.S. and Ph.D.) in Human Development and Family Studies (HDFS) will be offered through the School of Human Sciences at Mississippi State University. HDFS is an interdisciplinary lifespan approach to the study of children, youth, and families. It encompasses specialty areas in infant and child studies, youth studies, family studies, family resource management, and gerontology. Graduates will make a difference in the lives of children, youth, and their families. They will become future leaders who will develop, manage, and evaluate early childhood, family support, and community-based programs. They will advance research and policy in areas related to young children, youth, and families.

2. Provide the information used to determine Mississippi's need for this program. Be specific and provide supporting data (supporting data must include employment statistics).
There is currently no Ph.D. degree program in Human Development and Family Studies (HDFS) or related area offered in the state of Mississippi.

People are Mississippi’s single greatest potential resource. At present, however, they constitute a grossly underdeveloped resource. Numerous indicators of individual and family well-being suggest that Mississippi lags in the development of its human capital. Some of the costs related to this include heightened need for social services and special services, prison costs, court costs, law enforcement costs, lower overall productivity, costs associated with divorce, substance abuse, unplanned and out-of-wedlock pregnancies, and family violence. Underdeveloped human resources/human capital can make Mississippi seem like a less desirable location for certain types of employers and industries. It is envisioned that these graduate programs will produce both tangible and intangible benefits by contributing to the development of human capital in the state of Mississippi and supporting current initiatives in early childhood and family services the state government already has in place.

Every other land grant university in the Southeast has a graduate program in HDFS or a related area (University of Tennessee, Auburn University, University of Georgia, Louisiana State University, University of Arkansas, University of Florida, University of Kentucky, Virginia Tech, Clemson, North Carolina State University). A Ph.D. in Human Development and Family Studies would contribute to the generation of knowledge and help in meeting the unique needs of Mississippi families.

A Ph.D. in Human Development and Family Studies can lead to careers in research, college, or university teaching, to leadership positions in public or private institutions, or to a variety of governmental positions. U.S. Bureau of Labor Statistics projects industry sectors related to these fields to be among the fastest growing segments of employment growth through 2018 (Employment by major industry sector, 1998, 2008, and projected 2018). For example, one
The proposed specialization area is gerontology, and the report projects that services for the elderly and persons with disabilities will increase by 73.8 percent from 2008 to 2018, and employment in nursing care facilities will increase by 24.4 percent.

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

A graduate program in HDFS will generate additional students to the university in addition to research and potential grant dollars. This graduate program will enhance the university’s reputation as graduate students present at conferences, publish papers, and begin careers in the field. A Ph.D. in HDFS will also facilitate increased faculty research and publication.

4. Provide the total anticipated budget for the program. Indicate from where the funds will come.

Three additional HDFS 12-month faculty members @ $75,000 each will be needed (plus fringe benefits $95,141). These three positions include: 1) the Child & Youth Studies Assistant Professor position vacated by Erin Sharp in summer 2009, 2) a new Child & Youth Studies Assistant Professor, and 3) a Gerontology Assistant Professor. Each new faculty will be 50% time M.S. program and 50% time Ph.D. program. As noted in the chart below, the Child & Youth Studies Assistant Professor will be added in Year 1, the new Child & Youth Studies Assistant Professor will be added in Year 2, and the Gerontology Assistant Professor will be added in Year 3.

Having Academic Affairs re-fill the Assistant Professor in Child and Youth Studies position that we lost in summer 2009 is critical. This position, along with the two other requested positions have been a part of our initial planning for the HDFS graduate program for several years (as documented in previous Human Sciences Mission and Goals Reports).

The undergraduate program in HDFS has seen much success and productivity in the past several years (i.e., external grant funding, student credit hour production, faculty research and publications). We have recently revised and strengthened our undergraduate curriculum and also received re-accreditation by the American Association of Family and Consumer Sciences (AAFCSC) Council on Accreditation (September 2009). During these difficult budgetary times, it is important to reallocate money to productive areas and those with the potential to do the most good for the state of Mississippi.

The HDFS faculty have investigated opportunities to find matching funds for the requested faculty salaries from external funding sources and the Mississippi Ag and Forestry Experiment Station. We will have a plan in place to find hard money for these positions within a five-year period.
<table>
<thead>
<tr>
<th>Program Year</th>
<th>Costs</th>
<th>Student Enrollment</th>
<th>Cost per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>.5 FTE Child &amp; Youth Studies Asst. Professor @ $47,570</td>
<td>4 new students</td>
<td>$11,892</td>
</tr>
<tr>
<td>Year 2</td>
<td>.5 FTE Child &amp; Youth Studies Asst. Professor @ $47,570 + .5 FTE Child &amp; Youth Studies Asst. Professor @ $47,570 = $95,140</td>
<td>5 new students + 4 2nd year students = 9</td>
<td>$10,571</td>
</tr>
<tr>
<td>Year 3</td>
<td>5 FTE Child &amp; Youth Studies Asst. Professor @ $47,570 + .5 FTE Child &amp; Youth Studies Asst. Professor @ $47,570 + .5 FTE Gerontology Asst. Professor @ $47,570 = $142,710</td>
<td>5 new students + 5 2nd year students + 4 3rd year students = 14</td>
<td>$10,193</td>
</tr>
<tr>
<td>Year 4</td>
<td>$142,710</td>
<td>5 new students + 5 2nd year students + 5 3rd year students = 15</td>
<td>$9,514</td>
</tr>
<tr>
<td>Year 5</td>
<td>$142,710</td>
<td>6 new students + 5 2nd year students + 5 3rd year students = 16</td>
<td>$8,919</td>
</tr>
<tr>
<td>Year 6</td>
<td>$142,710</td>
<td>6 new students + 6 2nd year students + 5 3rd year students = 17</td>
<td>$8,395</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$713,550</td>
<td>18 graduates expected at end of Year 6</td>
<td>$8,395 - $11,892</td>
</tr>
</tbody>
</table>
5. Use a chart to show anticipated enrollment for the first five years of the program.

![Chart showing anticipated enrollment](chart.png)

6. Indicate where the proposed program is offered within the state:

   a. Chart similarities and differences in the proposed program and those offered in other institutions

<table>
<thead>
<tr>
<th>Mississippi State University</th>
<th>University of Southern Mississippi</th>
<th>Jackson State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D. in Human Development and Family Studies [proposed]</td>
<td>N/A</td>
<td>Ed.D. in Early Childhood Education [focuses on school-aged children]</td>
</tr>
</tbody>
</table>

As detailed in the chart above, the University of Southern Mississippi does offer an online master's in Child and Family Studies, but this degree is available online only. An online master's program has disadvantages in the depth and breadth of research knowledge and hands-on mentoring from faculty members that need to take place in a master's program. While course content can certainly be delivered via distance learning media, immersion in the university climate and academic culture facilitates professional growth and socialization in a way that cannot be fully replicated by online programs. USM does not offer a Ph.D. in the area.

Jackson State University offers a M.Ed. and Ed.D. in Early Childhood Education, but these programs are offered through the College of Education and, therefore, focus on school-aged children and the preparation of teachers for K-12 classrooms, whereas the proposed program at MSU would focus on a lifespan approach from conception to death. The education program
offered by JSU is also not as research or theory-focused as a Master of Science and/or a Doctorate in Philosophy. Our proposed program will cover the lifespan and therefore allow us to have a critical mass of graduate students enrolled (see #7).

As described previously, the graduate program in Human Development and Family Studies will take an integrative, lifespan approach. All students will have courses in theory and development, and they will choose a focus area. Focus areas will include: 1) infant and child, 2) youth, 3) family, 4) gerontology, and 5) resource management. No other graduate programs in the state offer this level of breadth and depth in the subject area. Since this program will be an on-campus program, students will have many opportunities to work closely with faculty members and other students that they would not find in an online program. Competence in the field will be enhanced through close familiarity with the MSU libraries, computing resources, special collections, and other unique facilities. Valuable experience will be gained by attending and participating in formal and informal seminars, colloquia, and discussions led by specialists who visit campus. Fluency in the specialized language and vocabulary of the discipline will be enhanced by frequent and close association with faculty members and other students in the field. Additionally, thesis or dissertation research will be facilitated by frequent face-to-face interaction with the student’s advisor/major professor.

b. Explain anticipated consequences on enrollment in other institutions offering the program, including any ramifications on the Ayers statement.

We do not anticipate interfering with enrollment at USM or JSU. USM currently has 25 students enrolled in their online master’s, and JSU currently has 117 enrolled in their M.Ed. and 29 enrolled in their Ed.D. (according to the September 2008 IHL Degreebook). Our target markets for the degree are explained in the next question.

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

There are approximately 250 undergraduate students majoring in an HDFS-related area around the state of Mississippi (from USM, MUW, Delta State, and Alcorn). Many of these students would consider a M.S. or Ph.D. in HDFS from Mississippi State University. Additionally, MSU graduates an average of 25 HDFS students per year. Approximately 13% of those students are currently pursuing a graduate degree in HDFS at another university or in a related area such as Ag Extension Education, Educational Psychology, Elementary Education, or Counselor Education. HDFS faculty estimate an additional 10% of our graduates would attend a graduate program in HDFS if it were offered at MSU. This is an estimated 5-6 MSU HDFS graduates entering the HDFS graduate program each fall and an additional 4-5 from other Mississippi universities. This is a conservative estimate as an online poll was taken in two Human Sciences classes during spring semester 2010 and, of the 49 students responding, 92% said they would be interested in a M.S. in HDFS and 57% said they would be interested in a Ph.D. in HDFS.

The current policy of MSU Extension service is to allow county agents hired with a bachelor’s degree 5 years to obtain their master’s degree. This is another area from which we have had numerous requests for a graduate degree in HDFS. County agents in the areas of Child Development, Family Life, Family Resource Management, 4-H, and Gerontology would greatly benefit from a graduate degree in HDFS. There are approximately 8 FRM agents, 8 Child and
Family agents, and 8 Food Nutrition agents statewide. We estimate about half of these agents (12) would be interested in pursuing an HDFS graduate degree at MSU. Extension currently employs a 4-H agent in each of Mississippi's 82 counties. We estimate 10-12% of these agents (9) would pursue a graduate degree in HDFS if it were offered.

There are currently between 300 and 350 Family and Consumer Sciences high school teachers in the state of Mississippi. These individuals would benefit from a graduate degree in HDFS, and we have had requests from this group.

Another audience from which we get requests for a graduate degree in HDFS is from Child Life Specialists in the area. The University of Alabama currently has a moratorium on accepting new Child Life master's degree candidates into their program due to lack of faculty in the area. This is an audience we could tap into with a graduate degree in HDFS.

HDFS faculty are confident we could draw students from surrounding states (Louisiana, Alabama, Arkansas, and Tennessee). Additionally, we could draw students completing related undergraduate and graduate programs at other Mississippi universities.

Taking into consideration turnover of Extension staff, constant new HDFS graduates from the MSU undergraduate program, and other interest for the only HDFS Ph.D. program in the state, we conservatively estimate 16 students entering the M.S. program in HDFS and 4 students entering the Ph.D. program in HDFS each fall beginning Fall 2011.

Also, there are several graduate degree programs on MSU campus that currently encourage their students to use HDFS as their minor area. For example, Community College Leadership students have used HDFS as their teaching area.
New Degree Program Proposal

Date of Implementation: Fall 2011

Six Year Cost of Implementation: $713,550 for 3 additional .5 FTE HDFS faculty members (fill vacant Child & Youth Studies Assistant Professor and hire a new Child & Youth Studies Assistant Professor and Gerontology Assistant Professor). External funding has been assured for 2 positions for 5 years. See #4, “Authorization to Plan New Degree Program” for detail.

Per Student cost of Implementation: Ph.D. $8,395 - $11,892 per student (see #4, “Authorization to Plan New Degree Program” for detail)

Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript:
Human Development and Family Studies

Six Digit CIP Code: 19.0701

Degree(s) to be Awarded: Doctorate (Ph.D.)

Credit Hour Requirements (Ph.D. = 60)

List any institutions within the state offering similar programs: None. In Mississippi, there are currently no HDFS programs with a lifespan emphasis that lead to a doctorate.

Responsible Academic Unit(s): School of Human Sciences

Institutional Contact: Sheri Worthy, Ph.D., Associate Professor, Human Development & Family Studies

Number of Students Expected to Enroll in First Six Years:
Ph.D.
Year One: 4
Year Two: 5
Year Three: 5
Year Four: 5
Year Five: 6
Year Six: 6
Total: 31

Number of Graduates Expected in First Six Years:
Ph.D.
Year One: 0
Year Two: 0
Year Three: 3
Year Four: 4
Year Five: 5
Year Six: 6
Total: 18
Program Summary: Human Development and Family Studies is an interdisciplinary approach to the study of individual and family development in a variety of contexts across the lifespan, from conception to later life. It encompasses specialty areas in infant and child studies, youth studies, family studies, family resource management, and gerontology.

1. Describe how the degree program will be administered including the name and title of person(s) who will be responsible for curriculum development and ongoing program review.

Dr. Jan Taylor, Professor; Dr. Sheri Worthy, Associate Professor; Dr. Joe Wilmoth, Assistant Professor; Dr. Tommy Phillips, Assistant Professor, and the 3 new Assistant Professors will be responsible for advising graduate students and teaching the majority of the HDFS graduate-level courses. Taylor, Worthy, Wilmoth, and Phillips have developed the curriculum, and all HDFS faculty members be responsible for periodically reviewing and updating the curriculum.

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

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<th>Learning Outcome*</th>
<th>Assessment</th>
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<td>Students attain mastery of the major theories, approaches, concepts, and current and classic research findings related to Human Development &amp; Family Studies.</td>
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<tr>
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<td>Students recognize the nature and significance of diversity (e.g., cultural, economic, racial/ethnic, developmental, and social class) and apply these principles to research and practice.</td>
<td>HS 8833 Foundations of Human Development &amp; Family Relations: Weekly Reading Summaries &amp; Discussions; Exams</td>
</tr>
<tr>
<td>Students are expected to achieve breadth in HDFS at the same time they develop expertise in a particular area.</td>
<td>HS 8853 Current Issues in HDFS: Weekly Synthesis, Research Project, Exams</td>
</tr>
<tr>
<td>Required Focus Area</td>
<td>Dissertation</td>
</tr>
<tr>
<td>Research Methods &amp; Critical Analysis</td>
<td></td>
</tr>
<tr>
<td>Students become competent producers of original research by identifying questions for meaningful inquiry, selecting appropriate designs and techniques, and completing procedures for information collection, processing, and analysis.</td>
<td>HS 8853 Current Issues in HDFS: Weekly Synthesis, Research Project, Exams</td>
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</table>
analyze and evaluate current research, demonstrating the ability to review articles in their area of expertise.

| Students master quantitative and qualitative analytical techniques, processing and analyzing social science data for publication purposes. | EPY 9213 Advanced Analysis: Homework |
| Students develop critical thinking skills to evaluate, integrate, and synthesize different forms of knowledge. | HS 8833 Foundations of Human Development and Family Relations: Theory Construction Project |
| Students learn to appreciate and understand the diverse perspectives and methods of different disciplines and learn how to develop collaborative relationships for research and publication. | EPY 9213 Advanced Analysis: Homework |
| Students apply skills related to gathering scholarly literature, critically reviewing it, and writing integrative reviews in preparation of scholarly manuscripts. | HS 8853 Current Issues in HDFS: Weekly Synthesis |

**Application, Dissemination, & Professional Skills**

| Students learn how to apply theory and research methods to societal issues. | HS 8833 Foundations of Human Development & Family Relations: Weekly Reading Summaries & Discussions; Exams |
| Students will acquire skills related to the translation of knowledge for policymakers, practitioners, and/or the public. | HS 8813 Seminar in HDFS: Presentation (or equivalent transfer) |
| Students will develop skills related to the ability to educate others in campus or off-campus settings. | AIS 8523 Teaching Out-of-School in AIS: Adult Education Project |
| Students will develop skills related to collaboration and consultation with diverse audiences inside and outside the academy as appropriate to their professional goals inside and outside the academy. | AIS 8523 Teaching Out-of-School in AIS: Adult Education Project |
| Students will develop skills related to writing for scholarly, professional, and lay audiences. | HS 8813 Seminar In HDFS: Literature Review (or equivalent transfer) |
| Students will develop skills related to presenting or teaching audiences of students, professionals, and the public. | AIS 8523 Teaching Out-of-School in AIS: Adult Education Project |
| Students will write grants to secure funding to support research and outreach projects. | HS 8813 Seminar in HDFS: Reaction Papers & Exams (or equivalent transfer) |
| Students will develop skills related to ethics in research. | HS 8813 Seminar in HDFS: Reaction Papers & Exams (or equivalent transfer) |

* Adapted from the HDFS graduate program learning objectives, University of Wisconsin, Human Development and Family Studies, (www.sohe.wisc.edu/hdfs/grad/CurrentStudents.html)
3. Describe any special admission requirements for the degree program including any articulation agreements that have been negotiated or planned.

- Must meet all MSU Graduate School requirements for admission
- Must have earned a baccalaureate degree in HDFS or a related field; minimum of 30 hours of master's level course work; completion of AIS 8803 Research Methods or equivalent; completion of HS 8823 Advanced Theories of Human Development and Family Relations or equivalent; completion of 3 hours graduate-level statistics; completion of HS 8813 Seminar in HDFS or equivalent; work experience in a related field preferred. Provisional acceptance may be granted for student to complete required courses.
- Completion of the Graduate Record Examination (GRE) with scores competitive with other applicants
- An undergraduate grade point average of 3.0 is preferred for admission to the graduate program
- Three letters of recommendation, with at least two of the letters coming from individuals familiar with the applicant's academic work. Letters should address the applicant's potential for successfully completing graduate work
- A personal statement (500-1000 words) describing the applicant's purpose for undertaking graduate study, professional plans, career goals, and detailed research interests.
- For international, non-native speakers of English, TOEFL scores indicative of ability to successfully complete graduate work

Special Notes:

1. Qualified applicants for the HDFS graduate program are expected to have interests and goals that are consistent with the department's faculty expertise and course offerings.
2. Admission decisions are based on a holistic consideration of the applicant's credentials.

4. Describe the professional accreditation that will be sought for this degree program. If a SACS visit for substantive change will be necessary, please note.

There is no accreditation available for graduate programs in Human Development and Family Studies, but the faculty will adhere to the guidelines for the HDFS undergraduate program that is based on work done by the HDFS option faculty in the fall of 2007. Information was gathered from the National Council on Family Relations University and College Curriculum Guidelines, the Child Life Council theoretical foundations and applied areas of study, the National Association for the Education of Young Children's (NAEYC) Standards for Programs Preparing Early Childhood Professionals, and the National Standards for Teachers of Family and Consumer Sciences (December 2004). Additionally, input from professionals, internship supervisors, alumni, employers, Mississippi State University College of Education (where applicable), Mississippi State University Extension Service, and students was solicited by the HDFS option.
Graduate program goals will be reviewed regularly, and adjustments will be made in course content and format to reflect trends, issues, and societal changes.

5. Describe the curriculum for this degree program including the recommended course of study (appending course descriptions for all courses) and any special requirements such as clinical, field experience, community service, internships, practicum, a thesis, etc.

**PROPOSED NEW DEGREE DESCRIPTION**

| Degree: Ph.D. |
| Major: Human Development and Family Studies |

Human Development and Family Studies is an interdisciplinary approach to the study of individual and family development in a variety of contexts across the lifespan, from conception to later life. It encompasses specialty areas in infant and child studies, youth studies, family studies, family resource management, and gerontology.

**PROPOSED CURRICULUM OUTLINE**

<p>| REQUIRED |</p>
<table>
<thead>
<tr>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPY 8214 Advanced Ed &amp; Psy Statistics (F, S)</td>
</tr>
<tr>
<td>AIS 8703 Evaluation of Ag &amp; Extension Education (S)</td>
</tr>
<tr>
<td>EPY 9213 Advanced Analysis (S, SS)</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>AIS 9583 Analysis of Data in AEE</td>
</tr>
<tr>
<td>Statistics</td>
</tr>
<tr>
<td>HS 8833 Foundations of Human Development and Family Studies [new course]</td>
</tr>
<tr>
<td>AIS 8523 Teaching Out-of-School in AIS (S)</td>
</tr>
<tr>
<td>HS 6843 Family Interaction</td>
</tr>
<tr>
<td>HS 8853 Current Issues in HDFS [new course]</td>
</tr>
<tr>
<td>HS 9000 Research/Dissertation [new course]</td>
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<tr>
<td>Focus area (choose 1 area)</td>
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</tbody>
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**Infant & Child Focus**

| HS 8113 | Trends in Infant & Child Development [new course]* |
| HS 6883 | Risk, Resilience and Preventive Interventions |
| COE 8913 | Counseling Children |
| EDE 9420 | Research Practicum in Early Childhood Education |
| EPY 8293 | Cognitive Development |
| HS 6823 | Development and Administration of Child Service Programs |
| EDX 6423 | Teaching the Disadvantaged Child |
| PSY 6713 | Language & Thought |
| EDX 6353 | Assistive Technology in Special Education |

**Youth Focus**

| HS 8313 | Contemporary Youth Issues [new course]* |
| HS 6883 | Risk, Resilience and Preventive Interventions |
| HS 6873 | Positive Youth Development |
| SO 6233 | Juvenile Delinquency |
| SO 6333 | Sociology of Sports |
### Family Focus
- **HS 8413** Issues in Family Studies [new course] *
- **HS 8423** Development of Intimate Relationships [new course]
- **COE 8303** Family Counseling Theory
- **HS 6313** Family Resource Management
- **HS 6333** Families, Legislation, and Public Policy
- **HS 6403** Introduction to Gerontology
- **HS 6803** Parenting
- **HS 6813** Adult Development: The Middle Years
- **HS 6853** The Family: A Human Ecological Perspective
- **HS 6883** Risk, Resilience, and Preventive Interventions
- **SO 6203** The Family in the United States
- **SO 6223** Comparative Family Systems

### Family Resource Management Focus
- **HS 6313** Family Resource Management *
- **HS 6333** Families, Legislation and Public Policy
- **HS 6863** Consumer Aspects of Aging
- **HS 6323** Consumer Issues and Policy
- **HS 6683** Current Housing Problems of Families

### Gerontology Focus
- **HS 6403** Intro to Gerontology *
- **PSY 6983** Psychology of Aging
- **HS 6863** Consumer Aspects of Aging
- **SO 6413** Aging and Retirement in American Society
- **COE 6713** Issues in Aging
- **COE 8813** Counseling Elderly Clients
- **PE 8153** Wellness and Aging
- **SO 6433** Sociology of Death and Dying

**TOTAL HOURS** | **60**

*Required course within focus area.*

Note: Courses may be substituted depending on student interest area and course availability. Advisor approval will be required in advance.

6. Describe the faculty who will deliver this degree program including the members’ names, ranks, disciplines, current workloads, and specific courses they will teach within the program. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added.

HDFS currently has 4 tenure-track faculty members with graduate-level status: Dr. Jan Taylor, Professor; Dr. Sheri Worthy, Associate Professor; Dr. Joe Wilmoth, Assistant Professor; Dr. Tom Phillips, Assistant Professor. Ms. Angel Fason is an instructor in the unit covering a large portion
of undergraduate courses. Other members of the graduate faculty in Human Sciences who have expressed interest in teaching graduate-level courses for Human Sciences include: Dr. Bobbie Shaffett, Extension Associate Professor, and Dr. Louise Davis, Extension Professor. Two Child & Youth Studies Assistant Professors and a Gerontology Assistant Professor will be hired with Ph.D.s in the appropriate HDFS focus area.

<table>
<thead>
<tr>
<th>Anticipated HDFS Course Teaching Assignments</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>HS 1813 Indiv &amp; Family Dev thru Lifespan</td>
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<tr>
<td>HS 2813 Child Development</td>
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<tr>
<td>HS 4834 Hospitalized Child</td>
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<tr>
<td>HS 3823 Designing Child Care Programs</td>
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<tr>
<td><strong>Ian Taylor</strong></td>
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<tr>
<td>HS 4701 Internship Placement</td>
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<tr>
<td>HS 8113 Trends in Infant &amp; Child Development</td>
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<tr>
<td>HS 3303 Consumer Econ</td>
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<tr>
<td>Tommy Phillips*</td>
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<tr>
<td>HS 4803/7803 Parenting</td>
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<tr>
<td>HS 8823 Advanced Theories of HDFS</td>
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<tr>
<td>Joe Wilmoth*</td>
</tr>
<tr>
<td>HS 4853/6853 The Family: An Ecological Perspective</td>
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<tr>
<td>HS 4843/6843 Family Interaction</td>
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<tr>
<td>HS 4823 Dev &amp; Admin of Child Serv Prog</td>
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<tr>
<td>HS 3833 Human Dev in Context of Leisure &amp; Rec</td>
</tr>
<tr>
<td>Gerontology Assistant Professor*</td>
</tr>
<tr>
<td>HS 4883/4883 Risk, Resilience, and Preventive Interventions</td>
</tr>
<tr>
<td>HS 4702 Senior Seminar</td>
</tr>
<tr>
<td>HS 4813/4813 Adult Development: The Middle Years</td>
</tr>
</tbody>
</table>
*Additional duties will include advising graduate student and chairing thesis/dissertation committee.
As the program gets underway, we foresee some undergraduate-level classes being taught by doctoral students working under the supervision of Ph.D. level faculty members.

7. Describe the library holdings relevant to the proposed program, noting strengths and weaknesses. If there are guidelines for the discipline, do current holdings meet or exceed standards?
Considering the current MSU library holdings, online resources, and availability of inter-library loan services, the MSU library is currently adequate to support this degree.

8. Describe the procedures for evaluation of the program and its effectiveness in the first six years of the program, including admission and retention rates, program outcome assessments, placement of graduates, changes in job market need/demand, ex-student/graduate surveys, or other procedures.
The program effectiveness will be evaluated through tracking student admission and ensuing graduation rates. In addition, student placement upon graduation and sequential career promotions will be tracked and documented on a continual basis through graduate surveys. Program assessment will also be evaluated through direct and indirect solicitation of employer feedback on student capabilities and training. Program outcome assessments will be evaluated through outcomes and assessments, testing to make sure that the competencies are met that are listed in #2 above. Additionally, numbers of journal publications, presentations, and grant dollars will be measures of success.

9. What is the specific basis for formulating the number of graduates expected in the first six years?
There are approximately 250 undergraduate students majoring in an HDFS-related area around the state of Mississippi (from USM, MUW, Delta State, and Alcorn). Many of these students would consider a M.S. or Ph.D. in HDFS from Mississippi State University. Additionally, MSU graduates an average of 25 HDFS students per year. Approximately 13% of those students are currently pursuing a graduate degree in HDFS at another university or in a related area such as Ag Extension Education, Educational Psychology, Elementary Education, or Counselor Education. HDFS faculty estimate an additional 10% of our graduates would attend a graduate program in HDFS if it were offered at MSU. This is an estimated 5-6 MSU HDFS graduates entering the HDFS graduate program each fall and an additional 4-5 from other Mississippi universities. This is a conservative estimate as an online poll was taken in two Human Sciences classes during spring semester 2010 and, of the 49 students responding, 92% said they would be interested in a M.S. in HDFS and 57% said they would be interested in a Ph.D. in HDFS.

The current policy of MSU Extension service is to allow county agents hired with a bachelor's degree 5 years to obtain their master's degree. This is another area from which we have had numerous requests for a graduate degree in HDFS. County agents in the areas of Child Development, Family Life, Family Resource Management, 4-H, and Gerontology would greatly benefit from a graduate degree in HDFS. There are approximately 8 FRM agents, 8 Child and Family agents, and 8 Food Nutrition agents statewide. We estimate about half of these agents (12) would be interested in pursuing an HDFS graduate degree at MSU. Extension currently
employs a 4-H agent in each of Mississippi's 82 counties. We estimate 10-12% of these agents (9) would pursue a graduate degree in HDFS if it were offered.

There are currently between 300 and 350 Family and Consumer Sciences high school teachers in the state of Mississippi. These individuals would benefit from a graduate degree in HDFS, and we have had requests from this group.

Another audience from which we get requests for a graduate degree in HDFS is from Child Life Specialists in the area. The University of Alabama currently has a moratorium on accepting new Child Life master's degree candidates into their program due to lack of faculty in the area. This is an audience we could tap into with a graduate degree in HDFS.

HDFS faculty are confident we could draw students from surrounding states (Louisiana, Alabama, Arkansas, and Tennessee). Additionally, we could draw students completing related undergraduate and graduate programs at other Mississippi universities.

Taking into consideration turnover of Extension staff, constant new HDFS graduates from the MSU undergraduate program, and other interest for the only HDFS Ph.D. program in the state, we conservatively estimate 16 students entering the M.S. program in HDFS and 4 students entering the Ph.D. program in HDFS each fall beginning Fall 2011.

Also, there are several graduate degree programs on MSU campus that currently encourage their students to use HDFS as their minor area. For example, Community College Leadership students have used HDFS as their teaching area.
Date: March 10, 2010

To: University Courses and Curriculum Committee

From: Dr. Jan Cooper Taylor, Chair
School of Human Sciences Curriculum Committee

Subject: Proposed Human Development and Family Studies Master of Science and Doctor of Philosophy Degrees and supporting graduate courses


Currently, a related degree program in Human Development and Family Studies is not offered at Mississippi State University. The M. S. and PhD programs and supporting courses are contemporary and meet the educational needs of an audience of graduate students who are not currently served by Mississippi State University.

Jan Cooper Taylor, Committee Chair

Wanda Cheek, Committee Member

Jacquelynn Deeds, Committee Member

Joe Wilmot, Committee Member

Tommy Phillips, Committee Member

Angel Fason, Committee Member
February 15, 2010

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


Sincerely,

Sheri Worthy
Associate Professor
& HDFS Option Leader

Jan Taylor
Professor

Joe Wilmot
Assistant Professor

Tommy Phillips
Assistant Professor

Angel Fason
Instructor
7 February 2010

Sheri Lokken Worthy, Ph.D.
Associate Professor
School of Human Sciences
P.O. Box 9746
Mississippi State, MS 39762

Dear Dr. Worthy:

I am writing this letter in support of the proposal that you and your department are planning to submit for approval in reference to developing two degrees programs (Master’s and Ph.D.) in Human Development and Families Studies (HDFS).

I am pleased to see that, as stated in your letter, these degrees/programs will be an interdisciplinary approach to the study of individual and family development in a variety of contexts across the lifespan. Most importantly, the need of these degrees/programs is that there are currently no human development programs with a lifespan emphasis that leads to a doctoral degree in the state of Mississippi. I strongly believe that these proposed programs will undoubtedly provide the very much needed professional training to the citizens of the state of Mississippi and beyond.

The Department of Counseling and Educational Psychology is pleased to be included as one of the departments to offer courses to support this proposal. We will collaborate with you and your department in the near future to schedule these proposed courses to ensure the success of your proposed programs.

Best of luck with the proposal and if there is anything at all that I can be of assistance, please let me know.

Sincerely,

Daniel W. Wong, Ph.D.
Professor and Department Head
Department of Counseling and Educational Psychology
March 29, 2010

Dr. Sheri Worthy
Associate Professor & Program Leader, HDFS
School of Human Sciences
Mississippi State University
Mail Stop 9745

Dear Dr. Worthy:

I want to take this opportunity to let you know that the Agricultural Information Science and Education faculty in the School of Human Sciences supports the proposed graduate programs (Master of Science degree and Doctorate of Philosophy degree) in Human Development and Family Studies. The AISE faculty also support having the HDFS graduate student enrolled in the AIS courses listed in the proposed curricula requirements. If you have any additional questions or comments, please contact me.

Sincerely,

Gary B. Jackson
Director

C: AISE Faculty
   HDFS Faculty
   Dr. Lynn Reinschmiedt, Associate Dean
   Dr. Mike Cox, CALS C & C Chair
Hi Sheri: Your question is an interesting one that is coming up more frequently these days. The short answer is "yes," it is possible for your students to enroll in Great Plains IDEA courses. Having said that, there are several things you should know.

Because of the demand for courses, particularly in Family Financial Planning, Great Plains IDEA has a procedure for ensuring that degree seeking students within Great Plains IDEA programs have first access to Great Plains IDEA courses. There are four priority levels assigned—your students would be the lowest priority. If current trends continue, it might be difficult for them to get into the courses they would like to take. Both Youth Development and Family Financial Planning are beginning an expansion process, but that will be gradual. In Family Financial Planning, we do anticipate that increased demand will fill available seats.

We have non-degree seeking students in courses each semester. If your students wish to enroll in Great Plains IDEA courses, the process would involve contacting the Campus Coordinator at the institution teaching the course to be placed on the wait list. The contact information and schedule of courses to be offered in each program is available on the Great Plains IDEA website. The Coordinator can usually offer a fairly accurate prediction of whether the class will have seats. The grade for the course would be recorded by the teaching institution. Upon completion, your student would follow Mississippi State policies in transferring the credit back.

You are correct in your statement that this is really not the intent of Great Plains IDEA. However, as I said, it does happen—we all want to fill our courses! If you might be interested in joining the consortium, these issues would be eliminated. We do have members that are affiliates—that is members of just one program for exactly the reasons you describe. Of course, they agree to abide by all the Great Plains IDEA policies, including the Common Price. I believe Mississippi State has explored joining through AG*IDEA but decided perhaps this was not a fit.

If we can answer more questions or be of help in any way, please let me know. I hope this provides the information you need.

Thanks,
Carol

Carol A. Gould
Executive Director
Great Plains IDEA
245 Justin Hall
Kansas State University
Manhattan, KS 66506
Voice: 785-532-6848
FAX: 785-532-2869
www.gpidea.org

----- Original Message ----- 
From: "Sheri Worthy" <slokken@humansci.msstate.edu>
To: cgould@k-state.edu
Sent: Friday, February 5, 2010 1:45:57 PM GMT -06:00 US/Canada Central
Subject: Great Plains IDEA

Carol:

The School of Human Sciences at Mississippi State University is currently going through the process of developing a master's and PhD in Human Development and Family Studies. Would it be possible for some of our
students to take some of the courses through the Great Plains IDEA with the intention of "transferring" the credit to Mississippi State University and completing their degree here at MSU?

I'm not sure if this fits the intention of the IDEA project, but would help us have a broader potential offering of courses for our students as we get our graduate program started. The courses we are particularly interested in are those in the Youth Development area and possibly the Family Financial Planning area. I have attached our proposed M.S. and Ph.D. curricula.

Thank you for your time.

Sheri Worthy

Sheri Lokken Worthy, Ph.D.
Associate Professor
School of Human Sciences
P.O. Box 9746
Mississippi State, MS 39762
(662)325-0918
fax (662)325-7700
Dear Dr. Deeds:

The Human Development and Family Studies faculty in the School of Human Sciences are proposing a new degree (master's and Ph.D.) in Human Development and Family Studies (HDFS). The HDFS degree will be an Interdisciplinary approach to the study of individual and family development in a variety of contexts across the lifespan, from conception to later life. It will encompass specialty areas in infant and child studies, youth studies, gerontology, and family studies including resource management.

There are currently no HDFS programs with a lifespan emphasis that lead to a doctorate in the state of Mississippi. We have documented a great need for this degree among our undergraduate students, MSU Extension personnel, 4-H agents, Mississippi Family and Consumer Sciences high school teachers, and others from Mississippi and surrounding states.

Attached you will find our proposed curricula for the M.S. and Ph.D. degrees in HDFS. Several AIS courses have been included in the curricula (AIS 8803 Research Methods, AIS 8703 Evaluation of Ag & Extension Education, AIS 8503 Program Planning and Development in AIS, AIS 6403 Development of Youth Programs, AIS 9583 Analysis of Data in AEE, AIS 8523 Teaching Out-of-School in AIS, AIS 8593 Historical Foundations of Agriculture and Human Sciences, AIS 8693 Philosophical Foundations of Agriculture and Human Sciences). We hope you will be willing to write a letter of support for us to include these courses in the HDFS degree. Our anticipated enrollment is:

<table>
<thead>
<tr>
<th></th>
<th>Master's</th>
<th>Ph.D.</th>
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<tbody>
<tr>
<td>Year One:</td>
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</tr>
<tr>
<td>Year Two:</td>
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<td>5</td>
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<td>Year Three:</td>
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<td>Year Four:</td>
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<td>5</td>
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<tr>
<td>Year Five:</td>
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<td>6</td>
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<tr>
<td>Year Six:</td>
<td>22</td>
<td>6</td>
</tr>
<tr>
<td>Total:</td>
<td>116</td>
<td>31</td>
</tr>
</tbody>
</table>

I would be happy to discuss the proposal further. Please let me know if you or your faculty members have any questions about our proposal. I can be reached at 325-0918 or sworthy@humansci.msstate.edu.

Thank you,

Sheri Worthy, Ph.D.
Option Leader & Associate Professor, Human Development & Family Studies
School of Human Sciences • Box 9745 • Mississippi State, MS 39762-9745
(662) 325-2950 • Fax (662) 325-8188 • email: humansci@humansci.msstate.edu
Dear Dr. Klein:

The Human Development and Family Studies faculty in the School of Human Sciences are proposing a new degree (master’s and Ph.D.) in Human Development and Family Studies (HDFS). The HDFS degree will be an interdisciplinary approach to the study of individual and family development in a variety of contexts across the lifespan, from conception to later life. It will encompass specialty areas in infant and child studies, youth studies, gerontology, and family studies including resource management.

There are currently no HDFS programs with a lifespan emphasis that lead to a doctorate in the state of Mississippi. We have documented a great need for this degree among our undergraduate students, MSU Extension personnel, 4-H agents, Mississippi Family and Consumer Sciences high school teachers, and others from Mississippi and surrounding states.

Attached you will find our proposed curricula for the M.S. and Ph.D. degrees in HDFS. Two psychology courses have been included in the curricula (PSY 6713 Language & Thought and PSY 6983 Psychology of Aging). We hope you will be willing to write a letter of support for us to include these courses in the HDFS degree. Our anticipated enrollment is:

<table>
<thead>
<tr>
<th>Year</th>
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<th>Ph.D.</th>
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<td>One</td>
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<td>Two</td>
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I would be happy to discuss the proposal further. Please let me know if you or your faculty members have any questions about our proposal. I can be reached at 325-0918 or sworthy@humansci.msstate.edu

Thank you,

Sheri Worthy, Ph.D.
Option Leader & Associate Professor, Human Development & Family Studies
February 3, 2010

Greg Dunaway
Department of Sociology
207 Bowen Hall,
Mississippi State, MS 39762

Dear Dr. Dunaway:

The Human Development and Family Studies faculty in the School of Human Sciences are proposing a new degree (master’s and Ph.D.) in Human Development and Family Studies (HDFS). The HDFS degree will be an interdisciplinary approach to the study of individual and family development in a variety of contexts across the lifespan, from conception to later life. It will encompass specialty areas in infant and child studies, youth studies, gerontology, and family studies including resource management.

There are currently no HDFS programs with a lifespan emphasis that lead to a doctorate in the state of Mississippi. We have documented a great need for this degree among our undergraduate students, MSU Extension personnel, 4-H agents, Mississippi Family and Consumer Sciences high school teachers, and others from Mississippi and surrounding states.

Attached you will find our proposed curricula for the M.S. and Ph.D. degrees in HDFS. Several sociology courses have been included in the curricula (SO 6233 Juvenile Delinquency, SO 6333 Sociology of Sports, SO 6203 The Family in the United States, SO 6223 Comparative Family Systems, SO 6413 Aging and Retirement in American Society, SO 6433 Sociology of Death and Dying). We hope you will be willing to write a letter of support for us to include these courses in the HDFS degree. Our anticipated enrollment is:

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<td>Year One: 16</td>
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I would be happy to discuss the proposal further. Please let me know if you or your faculty members have any questions about our proposal. I can be reached at 325-0918 or s worthy@humansci.msstate.edu

Thank you,

Sheri Worthy, Ph.D.
Option Leader & Associate Professor, Human Development & Family Studies
March 9, 2010

Sheri Worthy, Ph.D.
Option Leader & Associate Professor
Human Development & Family Studies

Dear Dr. Worthy,

I have reviewed the Human Development and Family Studies (HDFS) proposal for the new master's and Ph.D. degrees, and I have discussed the implications of the new degrees with the elementary and special education faculty. We understand that if the HDFS proposal is approved, students admitted into the degree programs who select either the Infant & Child Focus or the Youth Focus may opt to enroll in one or more courses housed in the Department of Curriculum, Instruction, and Special Education (CISE). We further understand (per a meeting held in December with HDFS leadership and faculty) that as proposed, the degree programs do not need to teacher licensure and will, therefore, not duplicate any degree offerings housed in CISE.

In view of the minimal additional load the anticipated number of potential students will pose on our department, and in recognition that no duplication in program offerings will result from the new degrees as proposed, I offer this letter of support for your proposal for new master's and Ph.D. degree programs in Human Development and Family Studies. In the event I or the CISE faculty can be of further assistance to you in this endeavor, please feel free to contact me.

Sincerely,

Susie Burroughs, Ph.D.
Interim Department Head
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: Arts & Sciences
Department: Biological Sciences

Contact Person: Gary Ervin
Mail Stop: 9536 E-mail: gervin@biology.msstate.edu

Nature of Change: Modify
Date Initiated: 09/15/09 Effective Date: Fall 2010

Current Degree Program Name: Bachelor of Science and Master of Science in Biological Sciences
Major: Biological Sciences
Concentration:

New Degree Program Name: No change in name of degree programs
Major:
Concentration:

Summary of Proposed Changes:

No change in degree requirements is proposed. This is a proposal to provide students an option to combine studies in the Bachelor of Science in Biological Sciences with studies towards the Master of Science in Biological Sciences. This would be accomplished by permitting students in their final undergraduate semester to count a maximum of nine credit hours of graduate coursework towards both the B.S. and M.S. degrees. Current Graduate School policy permits students to complete up to nine hours of graduate credit in their final semester, but not to count those hours towards both degrees. The proposed framework is in accordance with recently approved Graduate Council guidelines on a combined BS/MS option.

Approved: Nancy Ahlgren
Date: 3/15/2010

Wayne Doss
Chair, College of School Curriculum Committee

Dave Swain
Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

Date: 3/29/10
3/29/10
4/19/10
1. CATALOG DESCRIPTION

This proposal is for a combined BS/MS degree option in the Department of Biological Sciences. Thus, this is not a new degree program, per se, rather a means to expand the existing M.S. degree program by permitting early entry by highly qualified MSU undergraduates. The existing catalog descriptions for the B.S. in Biological Sciences and Microbiology (Appendices one and two) and the M.S. (Appendix three) in Biological Sciences are attached. Following those, there is an amended description of graduate degrees, containing information on the proposed combined BS/MS program (Appendix four). Changes are indicated in bold in Appendix four. This combined program would be provided only for students wishing to pursue a thesis-based Master of Science degree in the Department of Biological Sciences.

2. CURRICULUM OUTLINE

The primary distinction between the proposed combined BS/MS program and the individual B.S. and M.S. degrees is that up to, but no more than, nine hours of graduate coursework would be taken during the student’s final semester of undergraduate studies and counted towards the M.S. degree.

As stated in guidance issued by the MSU Graduate Council (October 2008), students may use up to nine hours for both the bachelor’s and master’s degrees. The specific guidance on this from the Graduate Council was:

“The double counting will work as follows: once the student is accepted into the combined program, the student and the advisor may select up to nine hours that will satisfy both undergraduate and graduate requirements. These courses may be split level or 8000 level classes. The student should take the courses for graduate credit. After successfully completing the graduate-level class, the student and advisor will fill out a request to receive undergraduate credit for the course. After receiving the request, the Registrar will grant credit for the undergraduate course and give the same grade. For the case of a split-level class, the transcript will show both on the transcript. In the case of an 8000 level class, a special topics undergraduate course of the same title will be entered on the transcript or a “dummy” class created with the same name to allow dual credit.”

As provided in the statement issued by the Graduate Council, students would be permitted to opt out of the combined program at any time, at which point they could complete only the undergraduate portion of the program. No additional dual counting of courses would occur after the student opted out of the combined program.

Students would receive the bachelor’s degree once the requirements for the Bachelor’s degree were met. Students would be required to complete all of the requirements for both the Bachelor’s and Master’s degrees in order to receive both degrees, and those requirements would be identical to the requirements for students enrolled in traditional B.S. and M.S. programs. Students would be classified as undergraduates until they had fulfilled all the requirements for the undergraduate degree. At that time, they would be classified as graduate students and would be subject to all the guidelines pertaining to the M.S. in Biological Sciences degree. Students admitted to this program should read and understand guidelines in the Department of Biological Sciences Graduate Student Handbook before registering for any courses for graduate credit.

Admission to the combined BS/MS program

Students would be eligible to apply for admission to the combined BS/MS in Biological Sciences program at any time beginning with the end of their sophomore year (i.e., after having completed 60 or more hours of graded courses in their B.S. degree program). The application process would be identical
to that completed by traditional applicants for graduate programs in the Department of Biological Sciences, with the exception of the required GPA for entry to the combined program. Thus, requirements for entrance into the combined BS/MS program in the Department of Biological Sciences would be:

1. a GPA of 3.50 or higher (on a 4.00 scale) for all undergraduate work;
2. three letters of recommendation from individuals familiar with the applicant’s academic performance;
3. submission of scores from the Graduate Record Examinations (GRE) General Test prior to enrolling in graduate courses; and
4. a statement of professional interests and goals from the applicant, including specification of one or more potential Major Professors.

The more rigorous GPA requirement is as stipulated by the Graduate Council.

3. JUSTIFICATION, STUDENT LEARNING OUTCOMES, AND ASSESSMENT

Justification

The creation of a new combined BS/MS option for obtaining the Biological Sciences degrees will allow highly qualified MSU undergraduates to work on a Bachelor’s degree and a Master’s degree concurrently. This will permit those students to obtain the Master’s degree in less time than in the case where a student would complete the Bachelor’s before beginning work on the Master’s degree. Students in the combined BS/MS degree program will be allowed to double count selected courses to simultaneously fulfill the requirements for the two degrees.

This combined BS/MS program is meant to encourage participation of our most talented undergraduates in research at a higher level than is available under current undergraduate research programs. It is further hoped that some of the graduates from the combined program would extend their studies to a Ph.D. program or other terminal degree. Because the students would have had in-depth exposure to research, the likelihood of success of such Ph.D. students should be substantially increased.

Learning Outcomes

Learning outcomes for this combined BS/MS program would be the same as for the existing, independent B.S. and M.S. degree programs in the Department of Biological Sciences. These include, among other goals:

- providing a broad academic base and a nucleus of basic courses that present fundamental principles in the Biological Sciences,
- providing advanced training in unifying concepts and philosophies of the Biological Sciences, and
- providing exposure to current advances in the various subfields of the Biological Sciences.

Assessment

All degree programs in the Department of Biological Sciences are currently part of the ongoing assessment process at MSU. This Combine Program would be incorporated into that assessment process, but could be assessed as an independent entity for purposes of evaluating the success of its students versus those entering the M.S. program as traditional graduate students.

In general, the assessment program in the Department of Biological Sciences evaluates whether:
1. Students demonstrate a breadth of knowledge across the biological sciences, a depth of knowledge in their specific area of study, and the ability to synthesize that knowledge in scholarly endeavors,
2. Students display competency in communication skills,
3. Students demonstrate application and synthesis of biological knowledge in professional forums, and
4. The graduate programs provide students with the knowledge, skills, and abilities they expect to receive from a graduate program at a comprehensive university.

4. SUPPORT

Letters of support from the Undergraduate and Graduate Curriculum Committees in the Department of Biological Sciences are provided (Appendices five and six).

5. PROPOSED 4-LETTER ABBREVIATION
No change – The actual degrees awarded would be the B.S. and M.S. in Biological Sciences, as currently available through the Department of Biological Sciences.

6. EFFECTIVE DATE
Fall semester, August 2010
The biological sciences encompass the three basic sub-disciplines of biology: botany, microbiology and zoology. The curricula of the major areas of concentration are designed to provide the student with a broad academic base while offering valuable practical experiences in laboratory and field situations.

The biology curriculum contains a nucleus of basic courses that present unifying principles, and advanced courses in either botany or zoology. Botany may be defined as a scientific study of plants. It is the basic science of all applied fields of work having to do with plants, such as agronomy, forestry, horticulture, plant breeding and plant pathology. Zoology is a basic science of all work having to do with animals such as taxonomy, ecology, physiology.

Microbiology is the study of living microscopic and submicroscopic organisms which are of importance to mankind. Majors in microbiology are prepared to work in food processing plants, plant or animal disease control agencies, pharmaceutical companies, quality control positions, the industrial fermentation industry, and basic research in cell and molecular biology.

Majors offered in the department are the B.S. in Biological Sciences, B.S. in Medical Technology, B.S. in Microbiology, M.S. in Biological Sciences, and the Ph.D. in Biological Sciences.

A senior research thesis in the biological sciences is available to outstanding students. A description of the program and application materials may be obtained from the department office.

**University and College Core**

- **English Composition (6 hours)**
  - EN 1103 English Comp I OR EN 1163 Accelerated Comp I
  - EN 1113 English Comp II OR EN 1173 Accelerated Comp II

- **Foreign Language (6 hours)**
  - 2 semesters one Foreign Language (see advisor)

- **Humanities (6 hours)**
  - 3 hours Literature, 3 hours History

- **Mathematics (6 hours)**
  - MA 1313 College Algebra, MA 1323 Trigonometry

- **Fine Arts (3 hours)**
  - See A&S requirements

- **Natural Sciences (9-12 hours)**
  - See Major Core - Consult advisor for specifics

- **Social Sciences (6 hours)**
  - Must be from 2 different areas - see A&S requirements

**Major Core - Biological Sciences (24 hours)**

- BIO 1134 Biological Sciences I, BIO 1144 Biological Sciences II, BIO 3304 General Microbiology,
- BIO 4133 Human Genetics, BIO 2103 Cell Biology

**Oral Communication Requirement**

- CO 1003 Fundamentals of Public Speaking

**Writing Requirement**

- BIO 3013 Writing for Biologists
Computer Literacy Requirement
   BIO 3013 Writing for Biologists, BIO 4133 Human Genetics

**Biological Sciences Area Courses - minimum 6 hours in each area**

(Three Biological Sciences area courses must include a laboratory. A minimum of one animal course and one plant course is required from Areas 2, 3 or 4.)

**Area 1: Molecules and Cells**
   BIO 4114 Cellular Physiology, BIO 4413 Immunology, BIO 4433 Prin Virology,
   BIO 4504 Embryology, BIO 4503 Histology, BCH 4603 General Biochemistry,
   BCH 4613 General Biochemistry

**Area 2: Anatomy and Physiology**
   BIO 4204 Plant Anatomy, BIO 4214 General Plant Physiology, BIO 3504 Comparative Anatomy,
   BIO 4514 Animal Physiology

**Area 3: Organisms**
   BIO 2213 Survey of Plants & Fungi, BIO 3303 Parasitology,
   BIO 4203 Taxonomy of Spermatophytes, BIO 4223 Freshwater Algae,
   BIO 3524 Biology of Vertebrates, WF 4513 Ichthyology, WF 4523 Mammalogy,
   WF 4543 Ornithology

**Area 4: Ecology and Evolution**
   BIO 3104 Ecology, BIO 4113 Evolutionary Biology, BIO 4213 Plant Ecology

Life Science Elective (10 hours)* consult advisor

Physical Science Core (20 hours)
   CH 1213 Chemistry I, CH 1223 Chemistry II
   CH 1211 Investigations in Chemistry I, CH 1221 Investigations in Chemistry II
   CH 4513 Organic Chemistry I, CH 4523 Organic Chemistry II
   PH 1113 General Physics I
   PH 1123 General Physics II OR PH 1133 General Physics III

General Electives (13 hours)

**Total hours need for major: 124**

* Hours in excess of 24 hours from area courses may be deducted from elective hours. Life Science electives may be taken in other Departments but must be courses for respective "majors". See advisor.

NOTE: University, College and Department restrictions - the following courses may not be used to meet the above science requirements: BIO 1004, BIO 1023, BIO 1033/1001, BIO 1043, BIO 1123, BIO 2004, BIO 2014, BIO 4713/6713
## APPENDIX TWO - EXISTING PROGRAM FOR THE B.S. IN MICROBIOLOGY

**no change proposed**

<table>
<thead>
<tr>
<th><strong>Microbiology Requirements</strong></th>
<th><strong>Hrs</strong></th>
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<tbody>
<tr>
<td>BIO 3304 General Microbiology</td>
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<tr>
<td>BIO 4405 Pathogenic Microbiology</td>
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</tr>
<tr>
<td>BIO 4413 Immunology</td>
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<tr>
<td>BIO 4433 Virology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 4443 Bacterial Genetics</td>
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<tr>
<td>BIO 4442 Bacterial Genetics Lab</td>
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</tr>
<tr>
<td>BIO 4463 Bacterial Physiology</td>
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<td><strong>Microbiology Electives</strong></td>
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<th><strong>Departmental Core</strong></th>
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<tr>
<td>BIO 1134 Biological Sciences I</td>
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<tr>
<td>BIO 1144 Biological Sciences II</td>
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<tr>
<td>BIO 2103 Cell Biology</td>
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<th><strong>Other Dept. Requirements</strong></th>
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<tr>
<td>CH 1213 Fundamentals of Chemistry</td>
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<tr>
<td>CH 1223 Fundamentals of Chemistry</td>
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<tr>
<td>CH 1211 Laboratory</td>
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<td>CH 1221 Laboratory</td>
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<td>CH 4513 Organic Chemistry</td>
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<tr>
<td>CH 4523 Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CH 4511 Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CH 4521 Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PH 1113 General Physics</td>
<td>3</td>
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<tr>
<td>PH 1123 or 1133 General Physics</td>
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<tr>
<td><strong>BCH 4013 Principles of Biochemistry</strong></td>
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<tr>
<td>or</td>
<td></td>
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<tr>
<td><strong>BCH 4603/4613 Gen. Biochemistry</strong></td>
<td>6</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>University Requirements</strong></th>
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<tr>
<td>EN 1103 English Comp. I</td>
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<tr>
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<td>FL 1113</td>
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<td>FL 1123</td>
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<tr>
<td>HI elective</td>
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<tr>
<td>CO 1003 Into. Pub. Speaking</td>
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<tr>
<td>Soc. Sci. elective</td>
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<tr>
<td>Soc. Sci. elective</td>
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Scientific Writing/Computer Literacy
BIO 3013 3

Math and Statistics Requirements
MA 1713 Calculus I 3
ST 3123 Intro. Statistical Inference 3

General Electives 6 15 or 18hrs

1Students desiring a minor must take General Microbiology, Bacterial Cultivation, Pathogenic Microbiology, and elective microbiology courses to total no less than 19 total hours of microbiology coursework.

2Applied microbiology courses are strongly recommended, regardless of the Department in which they are offered (for example, Food Microbiology, Environmental Microbiology, or Soil Microbiology). Upper division courses in Medical Technology or Biochemistry are also acceptable. BIO 3504 (Comparative Anatomy), BIO 4133 (Human Genetics), and BIO 4502 (Toxicology) are acceptable. Students are encouraged to obtain laboratory research experience by enrolling in Directed Individual Study for microbiology elective credit, with the approval of a faculty member willing to mentor the student. **Students should see their advisor for assistance in selecting courses for microbiology elective credit.** Hours in excess of 8 will reduce the general electives requirement by an equal number.

3Students on the pre-professional/graduate track are required to take BCH 4603/4613 and 15 hours of general electives; students on the B.S.-level position track may substitute BCH 4013 and 18 hours of general electives.

4All courses taken to satisfy these requirements must be on the list of core courses approved by the College of Arts and Sciences.

5ANT, ECO, GR, PS, PSY, SO; no more than 3 semester hours in one discipline.

6Students planning to attend professional schools should check with the faculty advisor for that program to identify additional courses that may be needed. Such courses can be taken for general elective credit.
APPENDIX THREE – EXISTING CATALOG (GRADUATE BULLETIN) DESCRIPTION FOR THE M.S. IN BIOLOGICAL SCIENCES

Biological Sciences
Dr. Nancy Reichert, Department Head
Dr. Gary Ervin, Graduate Coordinator
114 Harned Biology, 295 Lee Blvd
PO Box GY
Mississippi State, MS 39762
Telephone: 662-325-3120
E-mail: grad_studies@biology.msstate.edu

Graduate study leading to the Master of Science and Doctor of Philosophy degrees is offered in Biological Sciences. Major areas of emphasis include molecular, developmental, cellular and organismal biology. An emphasis in biological sciences will be interdisciplinary, drawing from courses in and out of the department relating to a single unifying field, such as cell biology, evolutionary biology/ecology, or microbiology. Graduate research and teaching assistantships are available.

A Master of Science degree in General Biology is offered through distance learning. This degree program is designed for practicing K-12 teachers who need graduate-level comprehensive instruction in biology. This web-based degree program culminates with a capstone hands-on learning experience in lab and field settings.

Admission Criteria—Requirements for entrance into the M.S. and Ph.D. programs in the Department of Biological Sciences are
1. a GPA of 2.75 on a 4.00 system for all undergraduate work and a GPA of 3.00 for all course work in the biological sciences;
2. three letters of recommendation from individuals familiar with the applicant’s academic performance;
3. submission of scores from the Graduate Record Examinations (GRE) General Test;
4. a statement of professional interests and goals from the applicant.

Requirements for admission to the Master of Science in General Biology include
1. a minimum GPA of 2.75 on a 4.00 system on the last 60 hours of the undergraduate degree and a GPA of 3.00 for all course work in the biological sciences;
2. three letters of recommendation from individuals familiar with the applicant’s academic performance;
3. a statement of purpose, professional goals and interests, and work experience.

Contingent Admission—In some cases, a student can be accepted pending a particular condition, such as completion of a B.S. or M.S. degree or other conditions such as determined by the faculty and/or the Office of the Graduate School. A student accepted on a contingent basis may receive an assistantship.

Provisional Admission—In rare cases, if a student does not meet the minimum admission requirements, an individual faculty member may sponsor the student, if the student’s record is close to the minimum requirements and he/she has exceptional academic promise. In such a case, the student will be admitted provisionally as recommended by the Graduate Committee. The provisional student must earn at least a 3.00 GPA while carrying a full load (6 hours summer/9 hours fall or spring, exclusive of
special problems and thesis research hours) of graduate level coursework during the first semester (if the student is a full-time student). Transfer hours or unclassified graduate hours will not fulfill this requirement. The graduate committee will review the student’s progress toward the end of his/her first semester and decide whether regular admission or dismissal should be recommended; this review will also involve the student’s advisory committee, if it has been formed. A student will not be retained on provisional status for more than two semesters. While in the provisional status, a student is not eligible to hold a graduate assistantship.

**Academic Performance**—The graduate student must maintain an average of B (3.00) or higher for all courses after admission to the program. Only grades of C or higher will be accepted for credit. One course of the approved graduate program can be repeated; the two grades will be averaged. All grades earned will be employed in overall GPA calculations. Failure to demonstrate satisfactory progress toward completion of degree requirements, including earning two or more Cs or earning a grade of D or F, may be considered by the Graduate Committee in consultation with the student’s advisory committee to be sufficient cause for dismissal from the graduate program. If the student’s GPA falls below 3.00, he/she will have a one-semester grace period in which to retain a teaching assistantship. By the end of this grace period, the student must have achieved an overall 3.00 GPA. This 3.00 GPA must be maintained for the duration of the graduate program, or the student will be terminated from the graduate program. The student may retain a teaching assistantship during this probationary semester. During the probationary semester, the student must be enrolled in approved program requirements or, if the program has not yet been approved, in courses appropriate for the program.

**Program of Study and Completion Requirement**—A minimum of 30 hours of graduate study, including 24 hours of course work and 6 hours of research/thesis, is required for the Master of Science degree in Biological Sciences. Required courses include BIO 8011, BIO 8021, BIO 8013, and ST 8114. In addition, a mandatory exit seminar, a final comprehensive examination and a thesis are required.

Course requirements for the Doctor of Philosophy are determined by the student’s advisory committee. Required courses are the same as for the Master’s degree and an exit seminar is required. A comprehensive examination and dissertation are also required. Mandatory academic performance is the same as specified by graduate school policy.
APPENDIX FOUR – PROPOSED CATALOG (GRADUATE BULLETIN) DESCRIPTION FOR BIOLOGICAL SCIENCES GRADUATE DEGREES, INCLUDING THE COMBINED BS/MS OPTION
(proposed changes are given in **bold underscore**)

Biological Sciences
Dr. Nancy Reichert, Department Head
Dr. Gary Ervin, Graduate Coordinator
114 Harned Biology, 295 Lee Blvd
PO Box GY
Mississippi State, MS 39762
Telephone: 662-325-3120
E-mail: grad_studies@biology.msstate.edu

Graduate study leading to the Master of Science and Doctor of Philosophy degrees is offered in Biological Sciences. Major areas of emphasis include molecular, developmental, cellular and organismal biology. An emphasis in biological sciences will be interdisciplinary, drawing from courses in and out of the department relating to a single unifying field, such as cell biology, evolutionary biology/ecology, or microbiology. Graduate research and teaching assistantships are available.

Highly qualified undergraduates at Mississippi State are encouraged to consider applying to the combined B.S./M.S. degree program. This program permits concurrent enrollment in the B.S. and M.S. degrees in Biological Sciences during the student's final semester of undergraduate studies with enrollment in up to nine hours of graduate courses, for which undergraduate credit is also awarded. Students would need to consult with potential graduate advisors to ensure graduate credit could be applied to a Program of Study for the M.S. degree. Application to this program may be made as early as the end of the sophomore year (i.e., after completion of 60 or more hours of graded undergraduate courses). This option is only available for students pursuing a thesis-based Master of Science degree in Biological Sciences.

A Master of Science degree in General Biology is offered through distance learning. This degree program is designed for practicing K-12 teachers who need graduate-level comprehensive instruction in biology. This web-based degree program culminates with a capstone hands-on learning experience in lab and field settings.

**Admission Criteria**—Requirements for entrance into the M.S. and Ph.D. programs in the Department of Biological Sciences are
1. a GPA of 2.75 on a 4.00 system for all undergraduate work and a GPA of 3.00 for all course work in the biological sciences;
2. three letters of recommendation from individuals familiar with the applicant’s academic performance;
3. submission of scores from the Graduate Record Examinations (GRE) General Test;
4. a statement of professional interests and goals from the applicant.

Requirements for admission to the Master of Science in General Biology include
1. a minimum GPA of 2.75 on a 4.00 system on the last 60 hours of the undergraduate degree and a GPA of 3.00 for all course work in the biological sciences;
2. three letters of recommendation from individuals familiar with the applicant’s academic performance;
3. a statement of purpose, professional goals and interests, and work experience.

Requirements for entrance into the combined B.S./M.S. program in the Department of Biological Sciences are
1. a GPA of 3.50 or higher on a 4.00 system for all undergraduate work (no fewer than 60 hours);
2. submission of a standard application for graduate studies in the Department of Biological Sciences, along with application fee;
3. three letters of recommendation from individuals familiar with the applicant’s academic performance;
4. submission of scores from the Graduate Record Examinations (GRE) General Test prior to enrolling in graduate courses; and
5. a statement of professional interests and goals from the applicant, including specification of one or more potential Major Professors.

Contingent Admission—in some cases, a student can be accepted pending a particular condition, such as completion of a B.S. or M.S. degree or other conditions such as determined by the faculty and/or the Office of the Graduate School. Graduate students accepted on a contingent basis may receive an assistantship.

Provisional Admission—in rare cases, if a student does not meet the minimum admission requirements, an individual faculty member may sponsor the student, if the student’s record is close to the minimum requirements and he/she has exceptional academic promise. In such a case, the student will be admitted provisionally as recommended by the Graduate Committee. The provisional student must earn at least a 3.00 GPA while carrying a full load (6 hours summer/9 hours fall or spring, exclusive of special problems and thesis research hours) of graduate level coursework during the first semester (if the student is a full-time student). Transfer hours or unclassified graduate hours will not fulfill this requirement. The graduate committee will review the student’s progress toward the end of his/her first semester and decide whether regular admission or dismissal should be recommended; this review will also involve the student’s advisory committee, if it has been formed. A student will not be retained on provisional status for more than two semesters. While in the provisional status, a student is not eligible to hold a graduate assistantship. This option is not available for students pursuing the combined BS/MS option.

Academic Performance—the graduate student must maintain an average of B (3.00) or higher for all courses after admission to the program. Only grades of C or higher will be accepted for credit. One course of the approved graduate program can be repeated; the two grades will be averaged. All grades earned will be employed in overall GPA calculations. Failure to demonstrate satisfactory progress toward completion of degree requirements, including earning two or more Cs or earning a grade of D or F, may be considered by the Graduate Committee in consultation with the student’s advisory committee to be sufficient cause for dismissal from the graduate program. If the student’s GPA falls below 3.00, he/she will have a one-semester grace period in which to retain a teaching assistantship. By the end of this grace period, the student must have achieved an overall 3.00 GPA. This 3.00 GPA must be maintained for the duration of the graduate program, or the student will be terminated from the graduate program. The student may retain a teaching assistantship during this probationary semester. During the probationary semester, the student must be enrolled in approved program requirements or, if the program has not yet been approved, in courses appropriate for the program.
Program of Study and Completion Requirement—A minimum of 30 hours of graduate study, including 24 hours of coursework and 6 hours of research/thesis, is required for the Master of Science degree in Biological Sciences. Required courses include BIO 8011, BIO 8021, BIO 8013, and ST 8114. In addition, a mandatory exit seminar, a final comprehensive examination and a thesis are required.

Course requirements for the Doctor of Philosophy are determined by the student’s advisory committee. Required courses are the same as for the Master’s degree and an exit seminar is required. A comprehensive examination and dissertation are also required. Mandatory academic performance is the same as specified by graduate school policy.

For students enrolled in a combined B.S./M.S. program, the MSU Graduate Council has established these guidelines, in cooperation with the Registrar’s office:

Once the student is accepted into the combined program, the student and the advisor may select up to nine hours that will satisfy both undergraduate and graduate requirements. These courses may be split level (i.e., split 4000-6000 level) or 8000 level classes. The student should take the courses for graduate credit (i.e., 6000-level or higher). The student should consult the most recent edition of the Graduate Bulletin or Registrar’s office for instructions regarding the process for enrolling in graduate credit as an undergraduate. The combination of undergraduate and graduate credit hours may not exceed 13 hours within a semester. After successfully completing the graduate-level classes, the student and undergraduate advisor will complete a request to receive undergraduate credit for the course. After receiving the request, the Registrar will grant credit for the undergraduate course and give the same grade as received for the graduate course. For the case of a split-level class, the transcript will show credit for both 4000- and 6000-level on the transcript. In the case of an 8000 level class, a special topics undergraduate course of the same title will be entered on the transcript or a “dummy” class created with the same name to allow dual credit.

Students are permitted to opt out of the combined program at any time, at which point they could complete only the undergraduate portion of the program. No additional dual counting of courses would occur after the student opted out of the combined program.

Students will receive the Bachelor’s degree once the requirements for the Bachelor’s degree are met. Students will be required to complete all of the requirements for both the Bachelor’s and Master’s degrees in order to receive both degrees, and those requirements will be identical to the requirements for students enrolled in traditional B.S. and M.S. programs. Students will be classified as undergraduates until they fulfill all the requirements for the undergraduate degree. At that time, they will be classified as graduate students and will be subject to all the guidelines pertaining to the M.S. in Biological Sciences degree. Students admitted to this program should read and understand guidelines in the Department of Biological Sciences Graduate Student Handbook before registering for any courses for graduate credit.
APPENDIX FIVE –

LETTER OF SUPPORT FROM THE BIOLOGICAL SCIENCE UNDERGRADUATE CURRICULUM COMMITTEE
March 6, 2009

To Whom It May Concern:

This letter is in reference to Dr. Gary Ervin’s proposal for a combined BS/MS degree option in the Department of Biological Sciences. This proposal has the full support of the Undergraduate Curriculum Committee of the Department of Biological Sciences. We feel this program, targeted at students that are exceptional candidates for the field of research, will enhance the department’s offerings and lead to recruitment of talented students in and out of state.

The committee believes this program will benefit students by providing a fast track to reaching their career goals and it will also set Mississippi State University apart from peer universities. For these reasons, the committee enthusiastically supports Dr. Gary Ervin’s proposal. Please feel free to contact us if any questions should arise.

Sincerely,

Mary Celeste Reese
Undergraduate Curriculum Committee Chair
APPENDIX SIX –

LETTER OF SUPPORT FROM THE BIOLOGICAL SCIENCE GRADUATE CURRICULUM COMMITTEE AND GRADUATE COORDINATOR
DATE: 15 September 2009

TO: UCCC
FROM: Dr. Gary Ervin, Graduate Coordinator, Department of Biological Sciences

CC: Dr. Nancy Reichert, Head, Biological Sciences
Biological Sciences Graduate Committee
(Drs. First, Gordon, Smith, Welch, Wise)

RE: Degree program modification – Ph.D. in Biological Sciences

The Graduate Committee for the Department of Biological Sciences has drafted a proposal to modify our Master’s of Science degree in order to expand the existing M.S. degree program by permitting early entry by highly qualified MSU undergraduates. This proposal was developed in accordance with guidelines recently set forth by the MSU Graduate Council, with input solicited from all members of the Biological Sciences faculty.

As stated in the proposal, the proposed changes will permit outstanding undergraduate students to obtain the Master’s degree in less time than in the conventional route. Students in the combined BS/MS degree program will be allowed to double count selected courses to simultaneously fulfill the requirements for the two degrees.

This combined BS/MS program further is meant to encourage participation in research by our most talented undergraduates at a higher level than is available under current undergraduate research programs. It is further hoped that because the students would have had in-depth exposure to research, they would continue into a Ph.D. or other terminal degree program.

The Graduate Committee – and faculty as a whole – are in full support of this proposal. Please be in touch if we can be of further assistance with this proposal submission.
Summary of Proposed Changes:

The History Department is proposing to modify its Master of Arts degree program to include a 5th year M.A. program that allows students to begin work on an M.A. in History while completing their undergraduate degree, enabling them to complete the M.A. degree with a single year of post-baccalaureate study. Students may apply to the program after completing 60 graded hours of undergraduate courses, including 15 graded hours in history courses. Admission will be contingent on students completing HI 3903 Historiography and Historical Methods with at least a "B." Once accepted into the program students may enroll in up to 9 hours of graduate courses that will count toward both their undergraduate and graduate degrees. After completing the requirements for an undergraduate degree in history, students admitted to the program will receive that degree and be automatically enrolled in the History Department's regular M.A. program. Students in the 5th year M.A. program will be expected to complete all of the same requirements as students in regular M.A. program.
1. Catalog description

Original Description
The existing catalog description of the M.A. program in History will remain unchanged. The following new description will be added as a separate section, at the end of the existing description of the MA program.

New Description

5th year Master of Arts Degree
The History Department at Mississippi State offers undergraduate students with an interest in history the opportunity to complete a Master of Arts in History with an additional year of post-baccalaureate study. This program offers both the thesis and non-thesis options outlined in the regular Master of Arts Degree program.

Admission Criteria
Students may apply to the program once they have accumulated 60 hours of graded course work and 15 hours of graded course work in history. Applicants must have maintained a 3.5 GPA in both their cumulative undergraduate course work and their course work in history. Admission is contingent upon the student completing HI 3903 (Undergraduate Historiography and Historical Methods) with a grade of B or better. Applicants must submit a completed graduate application form, a statement of purpose for graduate study, transcripts, and at least two letters of recommendation from history faculty members. The application deadlines for this program are December 15 and May 15. All applications will be reviewed at the start of the semester for which the student has been admitted into the program; students whose GPA has fallen below the minimum requirement or who have failed to complete HI 3903 with a B, will be removed from the program.

If a student intends to apply for this program, he or she should meet with the graduate coordinator during the regular spring advising period to select the courses the student will enroll in during the fall semester.

Program of Study/Completion Requirements
Students in this program will have to meet the same expectations regarding primary and secondary fields of emphasis, research skills, and forming a graduate committee as students in the regular M.A. program. Each candidate for the 5th year MA degree must complete the required course work for either the thesis or non-thesis M.A., which includes at least 15 hours of course work at the 7000/8000-level, HI 8923 Historiography and Historical Methods, one research seminar, and for students whose field is in United States History two of the four Graduate Colloquia in United States History (HI 8933, HI 8943, HI 8953, HI 8963), one in the period before 1877 and one in the period after 1877.

Program of study as an undergraduate:
In the course of completing the requirements for the student’s undergraduate degree the student may enroll in up to 9 hours of graduate courses which will count toward both the
student's undergraduate degree and an M.A. in history. These courses can be at either the 6000 or 8000 level and the student should enroll in them for graduate credit. Once the graduate course has been completed, the student and advisor will apply to the Registrar to have the course count for undergraduate credit. Once this application is granted the course will appear on the student's undergraduate transcript. In the case of a split-level course it will appear as the 4000-level equivalent of the 6000 level course. An 8000-level course will appear on the student's transcript as a 4993 Special Topics course with the same name as the 8000-level course. The student may opt out of the 5th year M.A. program at anytime and complete a regular undergraduate major in history. Once the student has opted out, however, no further courses will be allowed to count for both graduate and undergraduate credit.

The student will receive the bachelor's degree after the requirements for the bachelor's degree have been met. On completion of the undergraduate portion of the student's program of study he or she will be reclassified as a graduate student and enrolled in the regular graduate program. The process of reclassification and enrollment will be automatic, provided the student has received no grade lower than a “C” in any course taken for graduate credit and not received more than one “C” in the courses taken for graduate credit, in either of these cases the student will be dismissed from the program. If the student’s GPA in graduate level courses is below a 3.0 the student will enter the graduate portion of the 5th Year M.A. program on academic probation, and may be removed from the program if the overall GPA does not rise above 3.0 at the end of the students first full semester in the graduate program.

Program of study for the student's post baccalaureate year:
In the students' post baccalaureate year he or she will be expected to complete the remainder of the courses required to complete either the thesis or non-thesis degree program.

Students who do not complete the 5th year M.A. program by the end of the summer following their first post-baccalaureate year will be automatically transferred into the regular M.A. program.

2. Curriculum Outline

Current M.A. Program
1. The History Department offers the Master of Arts degree with fields of emphasis in United States, European, Latin America, African, Asian and World History. Each student will choose a primary field of emphasis from one of these areas, and a secondary field of emphasis in history or in a discipline other than history. Students may choose either a thesis or non-thesis option.

2. Students in the non-thesis option are required to take 33 hours of coursework, 18 hours in a primary field of emphasis and at least nine hours in their secondary field of emphasis. At least 15 of the 30 required hours of course work will be at the upper division level (courses numbered 7000 and higher). No more than two
Directed Individual Study courses taken at the 7000 level may count as upper division graduate courses.

3. Students in the thesis program are required to take 24 hours of coursework, 12 hours in a primary field of emphasis, and at least nine hours in a secondary field of emphasis and six ours of thesis research. Students must also take at least six hours of thesis research. Half of the student's course work, excluding thesis hours, will be at the upper division level (courses numbered 7000 and higher). No more than two Directed Individual Study courses taken at the 7000 level may count as upper division graduate courses.

4. All students will take at least one research seminar and HI 8923 Historiography and Historical Method at MSU.

5. All students whose primary field of emphasis in United States History will be required to complete two of the four Graduate Colloquia in United States History (HI 8933, HI 8943, HI 8953, HI 8963) one in the period before 1877 (HI 8933, HI 8943) and one from the period after 1877 (HI 8953, HI 8963).

6. All students must complete both a written and an oral comprehensive examination at the conclusion of their graduate studies. The examination will cover both the primary and secondary fields of emphasis, and will be taken at a time and in a format determined by the student graduate committee.

7. Students who have selected the thesis program must also meet the following requirements:
   a. Students demonstrate proficiency in one research skill, which may be either reading proficiency in a foreign language or proficiency in quantitative methods. For each language, the requirement may be satisfied in any one of four ways:
      i. by passing two semesters of the Reading Course for Graduate Students offered by the Department of Foreign Languages with grades of "B" or better,
      ii. by having completed two years of the language on the undergraduate level with an average grade of "B" or better,
      iii. or by some equivalent deemed suitable by the History Department.
   b. Each student must complete an oral defense of his or her thesis.
   c. Candidates in the thesis program should obtain a copy of the booklet Guidelines for Preparing Dissertations and Theses from the Office of Graduate Studies before beginning work on a master's thesis. This document will answer all technical questions regarding the format of the thesis.
   d. The finished thesis should be given to the student's graduate committee at least seven days before the defense.

8. Students who have selected the non-thesis program must also meet the following requirement: his or her secondary field of emphasis must be drawn from a geographical region separate from their primary field or in a discipline other than history.

9. During the first semester of enrollment, each graduate student in conjunction with his or her advisor will develop a program of study describing all courses, research skill requirements, and activities that must be completed in order to earn a degree.
10. Each student must have a graduate committee composed of three graduate faculty members who will oversee the student's progress toward the M.A. degree and prepare and conduct the written comprehensive examination and the oral defense of it at the conclusion of the student's graduate studies. At least two of the committee members must be members of the History Department's graduate faculty.

11. Although one "C" grade may be included in a graduate program, the History Department views "C" grades as evidence of unsatisfactory work. Students who earn a second "C" grade will be dismissed from the program. Students earning one grade of "D" or "F" may also be dismissed from the program. All candidates for degrees admitted to the program must maintain a "B" average after their admission to the program. If the student's GPA falls below a 3.0 average he or she will be placed on academic probation for one semester at the end of which time if the student's overall GPA is not a 3.0 average he or she may be dismissed from the program. The student's graduate committee may exercise its professional judgment and remove a student for other academic inadequacies.

12. A student's graduate committee will, at the request of the major professor, meet to review the student's progress. The committee may, by majority vote, remove the student from the History Department's graduate program.

13. Students who have completed all coursework and who lack only the completion of the thesis must be continuously registered during at least two academic terms per year. Enrollment in one summer session is considered one term. The Office of Graduate Studies requires students who fail to enroll continuously to pay tuition and fees for one credit hour of work per semester.

14. Each candidate for the M.A. degree must complete the program within six years.

New Curriculum Outline

1. The History Department offers the Master of Arts degree with fields of emphasis in United States, European, Latin America, African, Asian and World History. Each student will choose a primary field of emphasis from one of these areas, and a secondary field of emphasis in history or in a discipline other than history. Students may choose either a thesis or non-thesis option.

2. Students in the non-thesis option are required to take 33 hours of coursework, 18 hours in a primary field of emphasis and at least nine hours in their secondary field of emphasis. At least 15 of the 30 required hours of course work will be at the upper division level (courses numbered 7000 and higher). No more than two Directed Individual Study courses taken at the 7000 level may count as upper division graduate courses.

3. Students in the thesis program are required to take 24 hours of coursework, 12 hours in a primary field of emphasis, and at least nine hours in a secondary field of emphasis and six ours of thesis research. Students must also take at least six hours of thesis research. Half of the student’s course work, excluding thesis hours, will be at the upper division level (courses numbered 7000 and higher). No more than two Directed Individual Study courses taken at the 7000 level may count as upper division graduate courses.
4. Students admitted into the 5th year M.A. program can count up to 9 hours of credit for courses taken as an undergraduate for both undergraduate and graduate credit toward the completion of either a thesis or non-thesis degree program.
   a. Once the student is accepted into the 5th year M.A. program (usually at the beginning of the student’s junior or senior year), the student and his or her advisor may select up to nine hours of graduate coursework, at either the 6000-level or 8000-level, to count for both the undergraduate and graduate degree.
   b. After successfully completing each graduate course, for graduate credit, the student and advisor will request the Registrar grant undergraduate credit for the course.
   c. Once the Registrar has granted undergraduate credit, the course will appear on the student’s transcript as either the 4000-level equivalent of the 6000-level course the student completed, or, in the case of an 8000-level course, as a HI 4993 Special Topics course with the same title as the 8000-level course. The grades will be the same in both courses.
   d. The student will receive the bachelor’s degree after the requirements for the bachelor’s degree have been met.
   e. The student will be automatically reclassified as a graduate student and enrolled in the graduate program, provided he or she has met the standards outlined below for remaining in good standing in the program.

5. All students will take at least one research seminar and HI 8923 Historiography and Historical Method at MSU.

6. All students whose primary field of emphasis in United States History will be required to complete two of the four Graduate Colloquia in United States History (HI 8933, HI 8943, HI 8953, HI 8963) one in the period before 1877 (HI 8933, HI 8943) and one from the period after 1877 (HI 8953, HI 8963).

7. All students must complete both a written and an oral comprehensive examination at the conclusion of their graduate studies. The examination will cover both the primary and secondary fields of emphasis, and will be taken at a time and in a format determined by the student graduate committee.

8. Students who have selected the thesis program must also meet the following requirements:
   a. Students demonstrate proficiency in one research skill, which may be either reading proficiency in a foreign language or proficiency in quantitative methods. For each language, the requirement may be satisfied in any one of four ways:
      i. by passing two semesters of the Reading Course for Graduate Students offered by the Department of Foreign Languages with grades of "B" or better,
      ii. by having completed two years of the language on the undergraduate level with an average grade of "B" or better,
      iii. or by some equivalent deemed suitable by the History Department.
   b. Each student must complete an oral defense of his or her thesis.
   c. Candidates in the thesis program should obtain a copy of the booklet Guidelines for Preparing Dissertations and Theses from the Office of
Graduate Studies before beginning work on a master's thesis. This document will answer all technical questions regarding the format of the thesis.

d. The finished thesis should be given to the student's graduate committee at least seven days before the defense.

9. Students who have selected the non-thesis program must also meet the following requirement: his or her secondary field of emphasis must be drawn from a geographical region separate from their primary field or in a discipline other than history.

10. During the first semester of enrollment, each graduate student in conjunction with his or her advisor will develop a program of study describing all courses, research skill requirements, and activities that must be completed in order to earn a degree.

11. Each student must have a graduate committee composed of three graduate faculty members who will oversee the student's progress toward the M.A. degree and prepare and conduct the written comprehensive examination and the oral defense of it at the conclusion of the student's graduate studies. At least two of the committee members must be members of the History Department's graduate faculty.

12. All students must remain in good standing, or they may be removed from the program. In order to remain in good standing:
   a. Students must have no more than one "C" grade among their graduate courses. Students who earn a second "C" grade will be dismissed from the program.
   b. Students cannot earn any grade lower than a "C." Students receiving a grade of "D" or "F" may also be dismissed from the program.
   c. Candidates for degree must maintain a "B" average after their admission to the program. If the student's GPA falls below a 3.0 average he or she will be placed on academic probation for one semester at the end of which time if the student's overall GPA is not a 3.0 average he or she may be dismissed from the program.
   d. Students in the 5th year M.A. program must meet these requirements in all courses taken for graduate credit while an undergraduate or they will be removed from the program.
   e. The student's graduate committee may exercise its professional judgment and remove a student for other academic inadequacies.

13. A student's graduate committee will, at the request of the major professor, meet to review the student's progress. The committee may, by majority vote, remove the student from the History Department's graduate program.

14. Students who have completed all coursework and who lack only the completion of the thesis must be continuously registered during at least two academic terms per year. Enrollment in one summer session is considered one term. The Office of Graduate Studies requires students who fail to enroll continuously to pay tuition and fees for one credit hour of work per semester.

15. Students in the 5th Year M.A. program who have not completed their M.A. degree at the end of the summer following their first baccalaureate year will automatically be transferred to the regular M.A. program.

16. Each candidate for the M.A. degree must complete the program within six years.
3. Justification and Learning Outcomes

The proposal is intended to offer our advanced undergraduates an opportunity to pursue their interests in history at the graduate level as undergraduates. It will also allow the University to retain some of its more talented and able students. Keeping these talented students in our graduate program will help raise its profile as these students enter the workforce with an advance degree from Mississippi State, move on to other graduate programs, or remain at State to complete their Ph.D. The program will also help recruit highly qualified undergraduates to Mississippi State by offering a unique opportunity available nowhere else in the state. Brown University, Clark University, Georgetown University, Vanderbilt University, Binghamton University, and Stony Brook University, for example, all advertise their 5th year M.A. programs as an incentive for talented and motivated students to attend their universities. The program would be particularly useful to students interested in further study in law, government service, and secondary education, as well as those students interested in further graduate work in history.

Students enrolled in the program would be expected to develop the skills usually associated with the advanced academic study of history: critical thinking and writing skills, an understanding of how to conduct historical research, an understanding of theories of historical causation, and a comprehensive understanding of the history and historiography of the student’s chosen fields of study. The added benefit, in this case, would be the opportunity the program would allow talented students to begin developing these skills while still an undergraduate, allowing them to move more easily into advanced historical study or any other appropriate field.

4. Support

This program modification will require no additional support, either in personnel or material. The History Department expects that between 5-10 students will enroll in the program each year. Once the program is established we estimate that it will have 15-20 students enrolled in it at any given time.

5. Proposed Four Letter Abbreviation

5YMA

6. Effective Date

Fall 2010
November 4, 2009

To Whom It May Concern:

In its last meeting, the Graduate Committee of the Department of History voted unanimously in favor of the plan for a combined Bachelor's/Master's Degree in History. In addition to accelerating and increasing graduation rates in our MA program, the combined degree has many other benefits. A Fifth Year MA program will encourage the strongest History majors to pursue graduate work at Mississippi State. Moreover, the program will strengthen the applications of those MA students who wish to continue their studies in another PhD program. If I can help to shepherd this program through the approval process in any other way, please contact me.

Sincerely,

Jason Phillips
Graduate Committee Chair
October 29, 2009

UCCC Committee Members:

On behalf the Undergraduate Curriculum Committee, I am writing in support of the proposed Fifth year History MA program. This new course of study will make it possible for interested students to obtain both a BA and MA in history efficiently. We believe that it will provide an excellent educational opportunity for some of our more motivated students, and will strengthen our undergraduate program.

Sincerely,

Anne Marshall
Assistant Professor of History
Chair, Undergraduate Committee
Addendum to History Department’s 5th Year MA Proposal

Fall 2009
Contact Person: Peter Messer

Clark University: History Degree
They do not offer an MA outside of this program (they do offer a Ph.D.) so it is really a fifth year of undergraduate work, so it does double count courses. Their program is the most specific and it follows in detail.

Year 4: Eight courses
1. 2 honors thesis courses (one each semester)
2. 1 directed readings course in area of specialization
3. 5 additional courses “several” in history and “several” in area of specialization
4. Complete and honors thesis

Year 5:
1. 2 graduate seminars (one each semester)
2. 1 upper division history course with graduate workload
3. 1 upper division readings course with graduate workload
4. Either a thesis completed over two semesters
5. Or two revised research papers completed as part of course work.

http://www.clarku.edu/departments/history/bamaprogram.cfm

Vanderbilt: History Degree
They do not offer an M.A. in History (only a Ph.D.), so it again is only an additional year of undergraduate work. It requires 30 hours of graduate work separate from undergraduate requirements, but they allow the students to enroll in graduate courses in their entire senior year. There is no limit to the number of graduate courses in which they can enroll in that year. They encourage students to have completed their requirements for the BA before the last semester of their senior year, so they can take a full load (9-12 hours) of graduate courses in that last semester.

http://www.vanderbilt.edu/cas/academics/specialdegreeprograms/4plus1/index.php

University of Florida: History Degree
Students enroll in 6-12 hours of graduate courses in their senior year. Those courses count for both their undergraduate and graduate degrees. They complete 32 hours of graduate credit for a non-thesis degree. Students apply for admission the semester before the graduate.

http://web.history.ufl.edu/new/undergrad_studies/41_program.htm
http://web.history.ufl.edu/new/grad_studies/handbook/ma.htm#fourone

Binghamton University: General requirement no History option
Students enroll in graduate classes in their senior year, some of which may be double counted. The specifics of how many graduate classes students can take and whether they can double count depends on the Department. Students must apply for admission in either their sophomore or junior years.
Brown University: General requirement no History option
Students can count two courses from their undergraduate course requirements towards the eight required to complete an MA. Students must apply for admission before their senior year.
http://www.brown.edu/Administration/Dean_of_the_College/degree/combined_degrees.php

Stony Brook: General requirement no History option
Students take four graduate level courses in lieu of required undergraduate courses, which then transfer to their MA program. The sample program is from the English department.
http://www.stonybrook.edu/english/grad/bama.html

Georgetown University: General requirement no History option
Students can enroll in six hours of graduate courses in their senior year and they will double count toward both graduate and undergraduate degrees. They require 30 hours, for the non-thesis and 24 for the thesis degree; they do not bill the program as a 5th year program, only a head start.
http://english.georgetown.edu/programs/graduate/
Special Degree Programs

Four Plus One Program

**COMBINED BA/MA (4+1) PROGRAM**

The College of Arts & Science at Vanderbilt University offers students in most departments and programs the opportunity to earn both the Bachelor's degree and the Master's degree in a shorter period of time and at less cost than is normally the case. Exceptional students in the College of Arts & Science can obtain both degrees in an expedited period, typically within but not less than five years.

The usual period of study for both the Bachelor's and the Master’s degree is six years. Through the 4+1 Option, the student with her or his advisor plans a five-year program of study. It is important to note that there is no provision for obtaining both degrees in a period shorter than five years. The program is intended for selected students for whom the Master's degree is sufficient preparation for their career goals, is desirable as a goal in itself, or is viewed as additional preparation before pursuing a doctorate or a professional degree.

The areas of study available for the Combined BA/MA (4+1) Option within A&S is determined by individual departments and programs, who also determine the policies, degree requirements, and admissions criteria to be followed. Students will be provisionally admitted to the Combined BA/MA (4+1) program only by approval of the department or program.

**PROGRAMS OF STUDY**

The 4+1 Option is currently available in the following departments and programs:

- Chemistry
- English
- French
- German
- History
- Latin American Studies
- Mathematics
- Medicine, Health and Society
- Philosophy
- Political Science

http://www.vanderbilt.edu/cas/academics/specialdegreeprograms/4plus1/index.php
Students are welcome to discuss the Combined BA/MA (4+1) Option with any department or program listed above. Other departments and programs are expected to participate in the 4+1 Option at a later date.

ADMISSIONS OVERVIEW

The Combined BA/MA program allows Vanderbilt University students to study for both degrees often, but not necessarily, in the same department. Undergraduates with strong academic records may apply for admission to the program through the department after the first semester of their junior year. Qualifying students are normally accepted into the program in the second semester of the junior year.

To apply for admission, students will first consult with the associate dean for post-baccalaureate programs. (See contact information below). At that time, the student will receive the appropriate form: Petition to Apply to the Combined BA/MA (4+1) Degree Program.

The next steps are as follows:

1. Meet with the designated Faculty Advisor and obtain signature on the “Petition.”

2. Meet with the Director of Graduate Studies or designee in the department or program to which the student is applying and obtain signature on the “Petition.”

3. The department or program will return this “Petition” to Dr. Martin Rapisarda, Associate Dean, College of Arts & Science, 312 Kirkland Hall.

NOTE: If this “Petition” is approved by the department or program’s 4+1 petition committee, the student must then separately apply at the end of the senior year to the Graduate School in accordance with the regular graduate application procedure. A copy of this approved “Petition to Apply to the Combined BA/MA” must accompany your application material.

Formal application to the Graduate School should be made with a view toward achieving graduate student status for the beginning of the fifth year of study. Applications can be completed on-line at www.vanderbilt.edu/gradschool. GRE scores or additional admissions and degree requirements may be specified by the prospective department or program.

Admission to the 4+1 Option is highly selective. Generally speaking, admission for 4+1 students will occur in two stages. First, during the junior or senior year, once the department has confirmed his or her qualifications for the program, the student will be admitted by the department for its 4+1 track. Second, at the appropriate time, toward the end of the undergraduate studies, the student will submit the on-line application to the Graduate School for formal admission as an MA student for the fifth year—but graduate-student status is not established until after the student has the BA in hand. Importantly, until the student has completed the baccalaureate, she/he will adhere to A&S policies and procedures as stipulated in the Undergraduate Catalog. An accomplished academic record, a commitment to pursue graduate study, and a strong endorsement from Vanderbilt faculty are key elements to the successful applicant.
Students will be provisionally accepted as graduate students, pending completion of all undergraduate requirements.

**ADVISING**
Prospective students should discuss with one of their advisers general information on the program and how this program is appropriate to their long-term goals. All students are encouraged to discuss their plans and goals with their undergraduate pre-major and major adviser. Especially in those cases where the intended graduate program differs from the undergraduate major, the student is further encouraged to seek advice from the advisers in the graduate program, too.

**CURRICULUM**
Students in this program must satisfy all requirements for both degrees. There is no double-counting of credits. Advanced Placements (AP) credits will often be used toward satisfying a comparable number of general curriculum requirements, for a maximum of 18 credit hours. The principal distinction between this program and the standard graduate program is two-fold: (1) students are allowed to take Master’s courses while completing the Bachelor’s degree; and (2) students are thereby enabled to complete both degrees within five years.

In order to complete the program in five years, students will be expected to complete most, if not all, the requirements for their undergraduate degree by the end of the first semester of the senior year. It is also suggested that students begin taking graduate courses toward the Master’s degree in the second semester of the senior year. Most graduate programs participating in this option have a non-thesis plan of study requiring 30 graduate credit hours in addition to the requirements for the undergraduate degree. An average load per semester as a graduate student is 9-12 credit hours.

**SCHOLARSHIPS AND FINANCIAL AID**
Students who are receiving scholarship or other forms of financial aid as a Vanderbilt undergraduate are advised that such aid applies in most cases only toward the completion of the Bachelor’s degree or the first four years of their studies (which may include their taking some graduate courses during their senior year). Students wishing to pursue the 4+1 Option should seek support for their fifth year of study through student loans and other financial aid.

**ADDITIONAL INFORMATION IS AVAILABLE BY CONSULTING WITH:**

Martin Rapisarda, Associate Dean  
College of Arts & Science  
311 Kirkland Hall  
martin.rapisarda@vanderbilt.edu

*Mailing address:*  
Station B Box 7  
2301 Vanderbilt Place  
Nashville, TN 37235-0007

*Phone:*  
615-343-3140

http://www.vanderbilt.edu/cas/academics/specialdegreeprograms/4plus1/index.php  
1/6/2010
The 4-1 Program enables outstanding undergraduate History majors to obtain a BA and an MA after the successful completion of 150 credit hours. The program is designed for the student who is considering attending graduate school in history but requires more training before moving onto a PhD program. The program is also appropriate for the student who wishes to continue her/his education in history past the undergraduate level but who does not desire a career as a professional historian. Advanced training in history can provide students with the intellectual tools needed for success in a wide variety of careers.

Students will enter the 4/1 program at the beginning of the senior year. The BA will be awarded after the successful completion of 120 hours of university course credit as a History major. The student will enroll in two graduate level courses in her/his senior year. The student, thus, will enter the graduate program with six regular graduate course credit hours. In her/his fifth year, the student will take twelve regular graduate course credit hours in each academic semester. The quality of graduate training that the student receives will be commensurate with that of a graduate student who enters our MA program after attaining a BA at another institution. All students are assigned a faculty mentor/supervisor and two other faculty members who together constitute the student’s supervisory committee.

Students in this program will not be eligible for departmentally controlled financial aid. Since students in the 4/1 program have a graduate classification, students receiving undergraduate scholarships or Pell grants should check with the provider of the funding to make sure that they will not lose eligibility.

Admission to the program will be competitive. All students wishing to be considered for admission will apply to the Department’s Graduate Committee by January 15 of the Spring semester of their Junior Year. The Committee will consider the student’s performance in upper division history classes and especially the Junior Seminar (4930); we require a minimum undergraduate GPA of 3.25, GRE scores over 1050, a formal letter in which the student describes her/his interests, and three letters of recommendation. After a thorough review, the Committee will extend offers to the most qualified students by April 1. In order for admitted students to continue in the program after receiving their BA, they must have earned a "B" or better in the two 5000 level courses taken in their senior year.

The structure of the program is as follows:

**Step 1:** Junior Year Semester 5 - Fall Semester
Two history Courses (3000 level or above) - 6 credits (includes junior seminar)
Social & Behavioral Science (GE) - 3 credits
Physical & Biological Sciences - 3 credits
Electives - 3 credits
Total: 15 hours

**Step 2:** Student takes GRE

**Step 3:** Semester 6 - Spring Semester
Two history Courses (3000 level or above) - 6 credits (includes junior seminar if not yet taken)
Electives (3000-level or above) - 9 credits
Total: 15 hours

**Step 4:** Student applies for entry to 4/1 Program application materials due January 15
Step 5: Senior Year: Enter 4/1 Program

Step 6: Semester 7 - Fall Semester

One History Course (5000 level. Student must earn a "B" or better) - 3 credits
Electives (3000 level or above) - 9-12 credits
Total: 12-15 hours

Step 7: Semester 8 - Spring Semester

One History Course (5000 level. Student must earn a "B" or better) - 3 credits
Electives (3000 level or above) - 9-12 credits
Total: 12-15 hours

Step 8: Obtain BA - 120 hours

Step 9: Enter Graduate School (8 Graduate Credits From UG transfer to MA program)

Step 10: Semester 9 - Fall Semester

Two History Courses (5000 6000 level incl. one theory/methods course) - 6 credits
One elective outside Department (3000 level or above) - 3 credits
Total: 12 hours

Step 11: Semester 10 - Spring Semester

Three History Courses (5000 6000 level incl. one theory/methods course) - 12 credits
Total: 30 graduate hours and 150 total hours at UF

The student attains the required 30 course credit hours and graduates with a Non-thesis MA at the end of Spring Semester of her/his fifth year. Since this is a non-thesis program, the Department's regulations regarding the degree will be applied. Thus, in order to obtain the degree the student must take 12 course credit hours in their major field, 8 hours inside of the Department but outside of their major field, 8 hours of theory and methods courses, and 4 hours from courses outside of the Department. They must pass a two hour comprehensive written examination, submit a 35-40 page original paper of publication quality, and sit a two hour oral examination conducted by the student's supervisory committee. The written examination will cover only the materials covered in the seminars taken by the student, and the oral examination will focus on the written examination and the non-thesis paper.

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

College or School: Arts and Sciences
Department: Geosciences
Contact Person: Darrel Schmitz, Ph.D.
Phone: 325-2904  E-mail: schmitz@ra.msstate.edu
Nature of Change: Modification
Date Initiated: 3/10/10  Effective Date: Fall 2010

New or Current Degree Program Name:
M.S. Geosciences

Summary of Proposed Changes:
This modification is to change our current master’s level emphasis areas to concentrations. In changing from emphases to concentrations, we have specified a list of courses from which each student should choose. This change will effectively be a change in name only. The department’s emphasis areas have functioned as concentrations for a number of years. This proposal requests the ability to formally identify these emphasis areas as concentrations.
DEGREE MODIFICATION*

*To change emphasis areas to concentrations in MS in Geosciences

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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree: Master of Science</td>
<td>Degree: Master of Science</td>
</tr>
<tr>
<td>Major: Geosciences</td>
<td>Major: Geosciences</td>
</tr>
<tr>
<td>(Emphasis Areas: Climatology, Geography, Geographic Information Systems (GIS), Geology, and Meteorology (including OMP and BMP). Teachers in Geosciences available through distance learning.)</td>
<td></td>
</tr>
<tr>
<td>Degree: Doctor of Philosophy</td>
<td>Degree: Doctor of Philosophy</td>
</tr>
<tr>
<td>Major: Earth and Atmospheric Sciences</td>
<td>Major: Earth and Atmospheric Sciences</td>
</tr>
</tbody>
</table>

Admission—The Department of Geosciences offers graduate study leading to the Master of Science degree in Geoscience and the Doctor of Philosophy degree in Earth and Atmospheric Science. An applicant to the program must have an undergraduate GPA of at least 2.75 on a scale of 4.00 for entry to the master’s program and at least 3.00 at both the undergraduate and graduate level for entry to the doctoral program. The general GRE is required of all on-campus applicants.

Although helpful, an undergraduate background in Geosciences is not a prerequisite for admission into the M.S. in Geoscience program. Applicants to the master’s program in the meteorology emphasis area are required to have passed Calculus I prior to arrival on campus, and the completion of Calculus II will greatly improve the chances of being accepted. All other master’s applicants are recommended to complete Calculus II to improve their chances of acceptance. All other master’s applicants are recommended to complete Calculus II to improve their chances of acceptance.

Admission—The Department of Geosciences offers graduate study leading to the Master of Science degree in Geoscience and the Doctor of Philosophy degree in Earth and Atmospheric Science. An applicant to the program must have an undergraduate GPA of at least 2.75 on a scale of 4.00 for entry to the master’s program and at least 3.00 at both the undergraduate and graduate level for entry to the doctoral program. The general GRE is required of all on-campus applicants.

Although helpful, an undergraduate background in Geosciences is not a prerequisite for admission into the M.S. in Geoscience program. Applicants to the master’s program in the Broadcast or Professional Meteorology concentrations are required to have passed Calculus I prior to arrival on campus, and the completion of Calculus II will greatly improve the chances of being accepted. All other master’s applicants are recommended to complete Calculus II to improve their chances of acceptance.
to have completed Calculus I.

It is expected that applicants to the doctoral program will have a completed thesis-based master’s degree and have a background in one of the departmental emphasis areas. Applicants from other science disciplines will be considered on a case by case basis. All applicants for the Doctoral program must identify a mentor (dissertation supervisor) prior to acceptance into the program. Some mentors may require a qualifying examination prior to acceptance into the program. Depending on the applicant’s emphasis area of interest, Calculus I and II may be required for admission.

The application package must contain the application for admission; at least two letters of reference; official bachelor’s degree transcript; official transcripts from all colleges attended after earning the bachelor’s degree (both undergraduate and graduate work); and a statement of purpose. An applicant for the Main Campus program is required to take the GRE. A student admitted to the Broadcast Meteorology emphasis area can only begin studies in the fall term. The application deadline for consideration for assistantship funding is March 15.

A Master of Arts degree in Interdisciplinary Sciences (Teachers in Interdisciplinary Sciences) is also available through distance learning. A 21-hour emphasis in Geosciences is complemented by 15 required hours from Biological Sciences; Chemistry; and Mathematics & Statistics in the two-year, 36-hour program intended primarily for K-12 teachers. Detailed admission, program completion, and course information is found in this publication under Master of Arts in Interdisciplinary Sciences.

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It is expected that applicants to the doctoral program will have a completed thesis-based master’s degree and have a background in one of the departmental concentrations. Applicants from other science disciplines will be considered on a case by case basis. All applicants for the Doctoral program must identify a mentor (dissertation supervisor) prior to acceptance into the program. Some mentors may require a qualifying examination prior to acceptance into the program. Depending on the applicant’s emphasis area of interest, Calculus I and II may be required for admission.

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Program of Study/Completion
Requirements- The department has emphasis areas in Climatology, Geography, Geographic Information Systems (GIS), Geology, and Meteorology (including both OMP and BMP).

Both a thesis track and a non-thesis track are available at the master’s level. The master’s thesis option requires 24 hours of coursework including GR 8542 or GG 8572, a thesis defense/comprehensive exam, 6 hours of thesis research, and a thesis. The master’s non-thesis option (normally for students in Broadcast Meteorology only) requires 36 hours of coursework including a research methods course, a research project presentation, and a written and oral comprehensive examination. Both options require competency in statistics or a foreign language.

The doctoral program will include 38 hours beyond the master’s and the completion of a dissertation. Written and oral comprehensive examinations are administered at the end of required coursework. A dissertation proposal defense is also required.

The department also offers a suite of distance learning courses through the Applied Meteorology Program (AMP), the Teachers In Geosciences (TIG) master’s program as well as a certificate in Geographic Information Systems (GIS) by utilizing DVDs, streamed video, and the internet for course instruction. The TIG program is primarily designed for in-service teachers, and additional graduate coursework in the Geosciences is available to students who have completed the Teachers in Geosciences program.

A student who is admitted in the graduate program in Geosciences with an emphasis

Interdisciplinary Sciences.

Program of Study/Completion
Requirements- The department has on-campus concentrations in Broadcast Meteorology, Environmental Geosciences, Geography, Geology, Geospatial Sciences, and Professional Meteorology/Climatology.

Both a thesis track and a non-thesis track are available at the master’s level. The master’s thesis option requires 24 hours of coursework including GR 8542 or GG 8572, a thesis defense/comprehensive exam, 6 hours of thesis research, and a thesis. The master’s non-thesis option (normally for students in Broadcast Meteorology only) requires 36 hours of coursework including a research methods course, a research project presentation, and a written and oral comprehensive examination. Both options require competency in statistics or a foreign language.

The doctoral program will include 38 hours beyond the master’s and the completion of a dissertation. Written and oral comprehensive examinations are administered at the end of required coursework. A dissertation proposal defense is also required.

The department also offers a suite of distance learning courses through the Applied Meteorology Program (AMP), the Teachers In Geosciences (TIG) master’s program as well as a certificate in Geographic Information Systems (GIS) by utilizing DVDs, streamed video, and the internet for course instruction. The TIG program is primarily designed for in-service teachers, and additional graduate coursework in the Geosciences is available to students who have completed the
area of broadcast meteorology must successfully complete a background assessment test in meteorology. The test will be administered during the spring of each year. A student failing this test must successfully complete (grade of B or better) the GR 1603 Intro to Meteorology course from MSU by Distance Learning before starting his or her initial enrollment on campus for study in broadcast meteorology.

Provisional Admission—A student with an undergraduate GPA of 2.50 to 2.74 may gain provisional admission to the program. Provisional students must receive a 3.00 GPA on the first 9 hours of graduate-level courses on the program of study taken at MSU in order to achieve regular admission status. Courses with an S grade, transfer credits, or credits earned while in Unclassified status cannot be used to satisfy this requirement.

Academic Performance—A graduate student in Geosciences must maintain a cumulative 3.00 GPA on the program of study after admission to the program. A maximum of two C grades is allowed during the entire program of study, with the student being placed on probation after the second C grade. A third C grade will result in dismissal from the program. A student in the Broadcast Meteorology emphasis area who earns a C or lower grade in the first year of graduate study will be required to take a proficiency exam in the summer before the second year. Unsatisfactory performance on the exam will result in dismissal from the program.

Teachers in Geosciences program. The AMP is designed for individuals with meteorological, environmental or hazards-related careers.

A student who is admitted in the graduate program in Geosciences in the broadcast meteorology concentration must successfully complete a background assessment test in meteorology. The test will be administered during the spring of each year. A student failing this test must successfully complete (grade of B or better) the GR 1603 Intro to Meteorology course from MSU by Distance Learning before starting his or her initial enrollment on campus for study in broadcast meteorology.

Provisional Admission—A student with an undergraduate GPA of 2.50 to 2.74 may gain provisional admission to the program. Provisional students must receive a 3.00 GPA on the first 9 hours of graduate-level courses on the program of study taken at MSU in order to achieve regular admission status. Courses with an S grade, transfer credits, or credits earned while in Unclassified status cannot be used to satisfy this requirement.

Academic Performance—A graduate student in Geosciences must maintain a cumulative 3.00 GPA on the program of study after admission to the program. A maximum of two C grades is allowed during the entire program of study, with the student being placed on probation after the second C grade. A third C grade will result in dismissal from the program. A student in the Broadcast Meteorology concentration who earns a C or lower grade in the first year of graduate study will be required to take a proficiency exam in the summer before the second year. Unsatisfactory performance on the exam will result in dismissal from the program.
<table>
<thead>
<tr>
<th>CONCENTRATION DESCRIPTION</th>
<th>CONCENTRATION DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Applied Meteorology Program is designed for individuals with meteorological, environmental or hazards-related careers. This two-year master's degree in Geosciences is offered through distance learning by utilizing DVDs, streamed video, and the internet for course instruction.</td>
<td>The Broadcast Meteorology Concentration is designed for students intending to pursue meteorology careers in media. This non-thesis master's degree combines meteorology coursework with the Practicum in Broadcast Meteorology sequence.</td>
</tr>
<tr>
<td></td>
<td>The Professional Meteorology / Climatology Concentration is thesis-based and is intended to prepare students for forecasting careers or further graduate study.</td>
</tr>
<tr>
<td></td>
<td>The Geology Concentration is thesis-based and is intended to prepare students for careers in professional geology or further graduate study.</td>
</tr>
<tr>
<td></td>
<td>The Geography Concentration is a thesis-based program appropriate for students interested in studying the spatial distribution of cultural and physical features across the Earth’s surface. It can be tailored toward specific interests in either human or physical geography.</td>
</tr>
<tr>
<td></td>
<td>The Concentration in Geospatial Sciences is a thesis-based program designed to prepare students to use geospatial technologies to provide insight into Earth and atmospheric processes.</td>
</tr>
<tr>
<td></td>
<td>The Concentration in Environmental Geosciences is a thesis-based program intended for students interested in a broader cross section of the geosciences.</td>
</tr>
<tr>
<td></td>
<td>The Teachers in Geosciences Concentration is a two-year, 36 credit hour program of study offered through distance learning. It is designed</td>
</tr>
</tbody>
</table>
Students pursuing a Master of Science in Geosciences degree in the Applied Meteorology Program (AMP) must complete 36 hours of coursework and a written comprehensive exam.

Six hours of required coursework includes Research Methods (GR 8553) and either GR 8573, Research In Applied Meteorology or 3 credits of GR 8400, Field Methods in Geosciences.

The AMP is a non-thesis master's program, although students may petition the department to complete a thesis. The department will not approve this request unless the student can assemble a committee willing to supervise the thesis.

Students must complete 30 hours of elective coursework at the graduate level, all of which may be completed through distance learning. The typical program of study will consist of some combination of 30 hours from the following courses. Substitutions may be approved by The Committee.

**CURRENT CURRICULUM OUTLINE**

(Departmental requirements are stated above)

**PROPOSED CURRICULUM OUTLINE**

**Departmental requirements**

**Thesis track:**
6 hours Research/thesis
24 hours of coursework (with at least 12 hours at the 8000-level) including:
- GG 8561 Geoscience Seminar
- GG 8572 or GR 8542

Demonstration of proficiency in either statistics or a foreign language

Thesis Defense/Comprehensive Exam

**Non-thesis track:**
36 hours of coursework (with at least 18 hours at the 8000-level) including:
- GR 8553 Research Methods

Demonstration of proficiency in either statistics or a foreign language

Comprehensive exam

**Concentration requirements:**

MS Geosciences, Concentration in Broadcast Meteorology (Non-thesis**)
Departmental requirements for non-thesis track and 33 additional credit hours. At least 9 credit hours should be selected from the following*
- GR 6402 Weather Analysis I
- GR 6412 Weather Analysis II
- GR 6422 Weather Forecasting I
- GR 6432 Weather Forecasting II

*primarily for K-12 science teachers. The Applied Meteorology Program is designed for individuals with meteorological, environmental or hazards-related careers. This two-year master's degree in Geosciences is offered through distance learning by utilizing DVDs, streamed video, and the internet for course instruction.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GR 6303</td>
<td>Principles of GIS</td>
</tr>
<tr>
<td>GR 6313</td>
<td>Advanced GIS</td>
</tr>
<tr>
<td>GR 6333</td>
<td>Remote Sensing of the Physical Environment</td>
</tr>
<tr>
<td>GR 6473</td>
<td>Numerical Weather Prediction</td>
</tr>
<tr>
<td>GR 6603</td>
<td>Climatology</td>
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<tr>
<td>GR 6753</td>
<td>Satellite and Radar Meteorology</td>
</tr>
<tr>
<td>GR 6823</td>
<td>Dynamic Meteorology 1</td>
</tr>
<tr>
<td>GR 6933</td>
<td>Dynamic Meteorology 2</td>
</tr>
<tr>
<td>GR 6943</td>
<td>Tropical Meteorology</td>
</tr>
<tr>
<td>GG 8203</td>
<td>Ocean Science</td>
</tr>
<tr>
<td>GG 8233</td>
<td>Environmental Geoscience</td>
</tr>
<tr>
<td>GG 8613</td>
<td>Hydrology</td>
</tr>
<tr>
<td>GR 8553</td>
<td>Research Methods in Geosciences</td>
</tr>
<tr>
<td>GR 8613</td>
<td>Hydrometeorology</td>
</tr>
<tr>
<td>GR 8633</td>
<td>Climate Change</td>
</tr>
<tr>
<td>GR 8813</td>
<td>Advanced Hazards and Disasters</td>
</tr>
<tr>
<td>GR 8833</td>
<td>Weather and Society</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GR 6502</td>
<td>Practicum in Broadcast Meteorology I</td>
</tr>
<tr>
<td>GR 6512</td>
<td>Practicum in Broadcast Meteorology II</td>
</tr>
<tr>
<td>GR 6522</td>
<td>Practicum in Broadcast Meteorology III</td>
</tr>
<tr>
<td>GR 6532</td>
<td>Practicum in Broadcast Meteorology IV</td>
</tr>
<tr>
<td>GR 6613</td>
<td>Applied Climatology</td>
</tr>
<tr>
<td>GR 6623</td>
<td>Physical Meteorology</td>
</tr>
<tr>
<td>GR 6733</td>
<td>Synoptic Meteorology (Prerequisite Calculus I)</td>
</tr>
<tr>
<td>GR 6753</td>
<td>Satellite &amp; Radar Meteorology</td>
</tr>
<tr>
<td>GR 6823</td>
<td>Dynamic Meteorology I (Prerequisite Calculus II)</td>
</tr>
<tr>
<td>GR 6943</td>
<td>Mesoscale Meteorology (Prerequisite Calculus II)</td>
</tr>
<tr>
<td>GR 6203</td>
<td>Geography of North America</td>
</tr>
<tr>
<td>GR 6813</td>
<td>Natural Hazards</td>
</tr>
</tbody>
</table>

**MS Geosciences, Concentration in Professional Meteorology/Climatology (Thesis)**

Departmental requirements for thesis track and 21 additional credit hours. At least 9 credit hours should be selected from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>GR 6402</td>
<td>Weather Analysis I</td>
</tr>
<tr>
<td>GR 6412</td>
<td>Weather Analysis II</td>
</tr>
<tr>
<td>GR 6422</td>
<td>Weather Forecasting I</td>
</tr>
<tr>
<td>GR 6432</td>
<td>Weather Forecasting II</td>
</tr>
<tr>
<td>GR 6613</td>
<td>Applied Climatology</td>
</tr>
<tr>
<td>GR 6623</td>
<td>Physical Meteorology</td>
</tr>
<tr>
<td>GR 6733</td>
<td>Synoptic Meteorology (Prerequisite Calculus I)</td>
</tr>
<tr>
<td>GR 6753</td>
<td>Satellite &amp; Radar Meteorology</td>
</tr>
<tr>
<td>GR 6823</td>
<td>Dynamic Meteorology I (Prerequisite Calculus II)</td>
</tr>
<tr>
<td>GR 6933</td>
<td>Dynamic Meteorology II (Prerequisite Calculus III)</td>
</tr>
<tr>
<td>GR 6943</td>
<td>Mesoscale Meteorology (Prerequisite Calculus II)</td>
</tr>
<tr>
<td>GR 6813</td>
<td>Natural Hazards</td>
</tr>
</tbody>
</table>
Departmental requirements for thesis track and 21 additional credit hours. At least 9 credit hours should be selected from the following:

**Geology (Thesis)**

- GG 6033 Resources and the Environment
- GG 6063 Development of Fossil Fuel Resources
- GG 6114 Mineralogy
- GG 6123 Petrology
- GG 6133 Principles of Paleoecology
- GG 6153 Engineering Geology
- GG 6201 Practicum in Paleontology
- GG 6203 Principles of Paleobiology
- GG 6233 Applied Geophysics
- GG 6304 Principles of Sedimentary Deposits I
- GG 6333 Geowriting
- GG 6403 Gulf Coast Stratigraphy
- GG 6413 Structural Geology
- GG 6433 Subsurface Methods
- GG 6443 Principles of Sedimentary Deposits II
- GG 6503 Geomorphology
- GG 6523 Coastal Environments
- GG 6613 Physical Hydrogeology
- GG 6623 Chemical Hydrogeology
- GG 6633 Physical Geology
- GG 6643 Advanced Structural Geology
- GG 6713 Regional Geology of Eastern North America
- GG 6823 Advanced Paleontology
- GG 6843 Advanced Structural Geology
- GG 8223 Advanced Paleontology
- GG 8443 Advanced Structural Geology
- GG 8503 Geomorphology
- GG 8523 Coastal Environments
- GG 8613 Physical Hydrogeology
- GG 8623 Chemical Hydrogeology
- GG 8633 Physical Geology
- GG 8643 Advanced Structural Geology

**Geography (Thesis)**

- GR 6123 Urban Geography
- GG 6114 Mineralogy
- GG 6203 Principles of Paleobiology
- GG 6213 Petroleum Geology
- GG 6223 Structural Geology
- GG 6233 Applied Geophysics
- GG 6304 Principles of Sedimentary Deposits I
- GG 6333 Geowriting
- GG 6403 Gulf Coast Stratigraphy
- GG 6413 Structural Geology
- GG 6433 Subsurface Methods
- GG 6443 Principles of Sedimentary Deposits II
- GG 6503 Geomorphology
- GG 6523 Coastal Environments
- GG 6613 Physical Hydrogeology
- GG 6623 Chemical Hydrogeology
- GG 6633 Physical Geology
- GG 6643 Advanced Structural Geology
- GG 8223 Advanced Paleontology
- GG 8443 Advanced Structural Geology
- GG 8503 Geomorphology
- GG 8523 Coastal Environments
- GG 8613 Physical Hydrogeology
- GG 8623 Chemical Hydrogeology
- GG 8633 Physical Geology
- GG 8643 Advanced Structural Geology

GG 6063 Resources and the Environment
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GR 6203</td>
<td>Geography of North America</td>
</tr>
<tr>
<td>GR 6213</td>
<td>Geography of Latin America</td>
</tr>
<tr>
<td>GR 6223</td>
<td>Geography of Europe</td>
</tr>
<tr>
<td>GR 6233</td>
<td>Geography of Asia</td>
</tr>
<tr>
<td>GR 6243</td>
<td>Geography of Russia and the Former Soviet Republic</td>
</tr>
<tr>
<td>GR 6253</td>
<td>Geography of Africa</td>
</tr>
<tr>
<td>GR 6263</td>
<td>Geography of the South</td>
</tr>
<tr>
<td>GR 6283</td>
<td>Geography of the Islamic World</td>
</tr>
<tr>
<td>GR 8313</td>
<td>Advanced Cultural Geography</td>
</tr>
</tbody>
</table>

**MS Geosciences, Concentration in Geospatial Sciences (Thesis)**
Departmental requirements for thesis track and 21 additional credit hours. At least 9 credit hours should be selected from the following:

- GR 6303 Principles of GIS
- GR 6313 Advanced GIS
- GR 6323 Cartographic Sciences
- GR 6333 Remote Sensing of the Physical Environment
- GR 6363 Geographic Information Systems processing
- GR 6411 Remote Sensing Seminar
- GR 8303 Geodatabase Systems

**MS Geosciences, Concentration in Environmental Geosciences (Thesis)**
Departmental requirements for thesis track and 21 additional credit hours. At least 9 credit hours should be selected from the following:

- GG 6033 Resources and the Environment
- GG 6063 Development of Fossil Fuel Resources
- GG 6503 Geomorphology
- GG 6523 Coastal Environments
- GR 6123 Urban Geography
- GR 6613 Applied Climatology
GR 6813 Natural Hazards
GG 6613 Water Resources

MS Geosciences, Teachers in Geosciences Concentration (Non-thesis**)
Departmental requirements for non-thesis track and 33 additional credit hours including 30 credits from the following*

GR 8113 Meteorology I: Observations
GG 8113 Geology I: Processes and Products
GR 8123 Meteorology II: Forecasting and Storms
GG 8123 Geology II: Earth, Time and Life
GR 6603 Climatology
GG 8203 Ocean Science
GG 8333 Planetary Science
GG 8233 Environmental Geosciences
GG 8613 Hydrology
GR 8400 Field Methods in Geosciences (up to 6 credits may count toward degree)

MS Geosciences, Concentration in Applied Meteorology (Non-thesis**)
Departmental requirements for non-thesis track, including Research Methods (GR 8553) and either

GR 8573, Research In Applied Meteorology
or
3 credits of GR 8400, Field Methods in Geosciences.

Students must complete 30 hours of additional credits from the following courses.*

GR 6303 Principles of GIS
GR 6313 Advanced GIS
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GR 6333</td>
<td>Remote Sensing of the Physical Environment</td>
</tr>
<tr>
<td>GR 6473</td>
<td>Numerical Weather Prediction</td>
</tr>
<tr>
<td>GR 6603</td>
<td>Climatology</td>
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<td>Satellite and Radar Meteorology</td>
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<tr>
<td>GR 6943</td>
<td>Tropical Meteorology</td>
</tr>
<tr>
<td>GG 8203</td>
<td>Ocean Science</td>
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<td>GG 8233</td>
<td>Environmental Geoscience</td>
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<td>GR 8833</td>
<td>Weather and Society</td>
</tr>
</tbody>
</table>

* Substitutions may be made with the approval of the major professor.

** The Broadcast Meteorology, Applied Meteorology and Teachers in Geosciences programs are all non-thesis master’s programs, although students may petition the department to complete a thesis. The department will not approve this request unless the student can assemble a committee willing to supervise the thesis.

3. JUSTIFICATION

The current emphasis areas available in the Department of Geosciences are effectively concentration areas and should be designated as such. This change is necessary for students to better market themselves to potential employers. The knowledge assumed of a graduate student with a concentration in Geology, for instance would be different from the knowledge assumed of a student who had studied Broadcast Meteorology. Therefore extra detail in the degree awarded is necessary.

4. LEARNING OUTCOMES

No Change
5. SUPPORT

See attached letter of support

6. PROPOSED 4-LETTER ABBREVIATION
Geography MGGR
Geospatial Sciences MGGS
Geology MGGG
Professional Meteorology/Climatology MGPM
Broadcast Meteorology MGBM
Applied Meteorology MGAM
Teachers in Geosciences MGTG
Environmental Geosciences MGEG

7. EFFECTIVE DATE

Fall 2010

8. PROPOSAL SUBMISSION

N/A

9. CONTACT PERSON

Darrel Schmitz, Ph.D.
Department Head and Professor
325-2904
Schmitz@ra.msstate.edu
College of Arts and Sciences  
Courses and Curriculum Committee  

RE: MS Geosciences degree modification to change emphasis areas to concentrations  

Dear Members of the Courses and Curriculum Committee:  

As Graduate Coordinator for the Department of Geosciences, I support the modification to change our current master’s level emphasis areas to concentrations. The emphasis areas have functioned as concentrations for a number of years, so the modification will be in name only. Attached is a proposal in which we request the ability to formally identify the departmental emphasis areas as concentrations. Each concentration is associated with a suite of classes, from which each student should choose to create a Program of Study.  

Formal concentrations will include:  
Broadcast Meteorology  
Environmental Geosciences  
Geography  
Geology  
Geospatial Sciences  
Professional Meteorology/Climatology  
Teachers in Geosciences (Distance Learning)  
Applied Meteorology Program (Distance Learning)  

The modifications were placed before the Geosciences graduate faculty who discussed and approved the proposed changes at the March 10, 2010 faculty meeting. The details of the vote are recorded in the meeting minutes.  

Sincerely,  

Dr. Chris Dewey  
Associate Professor,  
Graduate Coordinator  
Department of Geosciences
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: Engineering
Contact Person: Edward B. Allen
Nature of Change: AOCE Approval
Current Degree Program Name: Master of Science
Major: Computer Science
Concentration:

Summary of Proposed Changes:

To modify the Master of Science in Computer Science degree program to add delivery by Distance Learning.
APPENDIX 8: DECLARATION OF INTENT TO OFFER A DEGREE PROGRAM BY DISTANCE LEARNING

<table>
<thead>
<tr>
<th>Institution: Mississippi State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Initial Program Approval:</td>
</tr>
<tr>
<td>March 1968</td>
</tr>
<tr>
<td>Date of Implementation:</td>
</tr>
<tr>
<td>Spring 2011</td>
</tr>
<tr>
<td>Cost of Implementation:</td>
</tr>
<tr>
<td>$0</td>
</tr>
<tr>
<td>Program Title as Appears on Academic Program Inventory, Diploma, and Transcript: Master of Science in Computer Science</td>
</tr>
<tr>
<td>Six Digit CIP Code:</td>
</tr>
<tr>
<td>11.0101</td>
</tr>
<tr>
<td>Degree(s) to be Awarded:</td>
</tr>
<tr>
<td>Master of Science</td>
</tr>
<tr>
<td>Credit Hour Requirements:</td>
</tr>
<tr>
<td>34 hours (non-thesis); 31 hours (thesis)</td>
</tr>
<tr>
<td>Percentage of Program Completed by Distance Learning: 100%</td>
</tr>
<tr>
<td>Percentage of Program Requiring Campus Visit: 0%</td>
</tr>
<tr>
<td>Will students be allowed to mix on-campus and distance learning courses within this program? Yes</td>
</tr>
<tr>
<td>Will this program require separate admission from those offered on-campus? No</td>
</tr>
<tr>
<td>Will this program have different fees or tuition rates from those offered on-campus? Yes</td>
</tr>
<tr>
<td>Responsible Academic Unit(s):</td>
</tr>
<tr>
<td>Dept. of Computer Science and Engineering</td>
</tr>
<tr>
<td>Institutional Contact:</td>
</tr>
<tr>
<td>Dr. Edward B. Allen, Graduate Coordinator</td>
</tr>
<tr>
<td>Number of Students Expected to Enroll in First Six Years:</td>
</tr>
<tr>
<td>Year One: 16</td>
</tr>
<tr>
<td>Year Two: 20</td>
</tr>
<tr>
<td>Year Three: 22</td>
</tr>
<tr>
<td>Year Four: 24</td>
</tr>
<tr>
<td>Year Five: 20</td>
</tr>
<tr>
<td>Year Six: 16</td>
</tr>
<tr>
<td>Total: Distance learning only: 118 person-years</td>
</tr>
<tr>
<td>Number of Graduates Expected in First Six Years:</td>
</tr>
<tr>
<td>Year One: 0</td>
</tr>
<tr>
<td>Year Two: 0</td>
</tr>
<tr>
<td>Year Three: 0</td>
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<tr>
<td>Year Four: 8</td>
</tr>
<tr>
<td>Year Five: 8</td>
</tr>
<tr>
<td>Year Six: 8</td>
</tr>
<tr>
<td>Total: Distance Learning only: 24 person-years</td>
</tr>
<tr>
<td>Program Summary:</td>
</tr>
<tr>
<td>Graduate study is offered in the Department of Computer Science and Engineering leading to the degrees of Master of Science in computer science and Doctor of Philosophy in computer science. Information regarding the graduate programs, faculty and their research interests and courses are available from the department's page on the World Wide Web. Available degree programs include the Master of Science (M.S.) degree in Computer Science. Under the Thesis option, you will perform scholarly research in the field of computer science. Under the Project option, your project for academic credit will simulate a professional experience in computer science. Under the Courses-only option, you will expand your knowledge of computer science. The Department of Computer Science and Engineering has the following research focus areas: artificial intelligence, high-performance computing, computer security and computer forensics, software engineering, and visualization and graphics. Faculty, research assistants (RA), thesis students, and dissertation students participate in a wide variety of research projects. Many research projects are multi-disciplinary or multi-specialty in nature.</td>
</tr>
</tbody>
</table>

Institutional Executive Officer Signature

Date
Proposal to Offer a Degree Program by Distance Learning

Master of Science in Computer Science

Department of Computer Science and Engineering

1. CATALOG DESCRIPTION

The Bulletin of the Graduate School states

Graduate study is offered in the Department of Computer Science and Engineering leading to the degrees of Master of Science in computer science and Doctor of Philosophy in computer science. … Information regarding the graduate programs, faculty and their research interests and courses are available from the department’s page on the World Wide Web.

An excerpt from the department’s Web page is paraphrased as follows. (http://www.cse.msstate.edu/academics/gradstud/)

Available degree programs include the Master of Science (M.S.) degree in Computer Science. Under the Thesis option, you will perform scholarly research in the field of computer science. Under the Project option, your project for academic credit will simulate a professional experience in computer science. Under the Courses-only option, you will expand your knowledge of computer science. … The Department of Computer Science and Engineering has the following research focus areas: artificial intelligence, high-performance computing, computer security and computer forensics, software engineering, and visualization and graphics. Faculty, research assistants (RA), thesis students, and dissertation students participate in a wide variety of research projects. Many research projects are multi-disciplinary or multi-specialty in nature.

Distance learning courses will cost the student tuition plus distance fees according to the current policies of the Division of Academic Outreach and Continuing Education (AOCE) and the Bagley College of Engineering. Current fees are described at http://www.distance.msstate.edu/engr/Finances.html

2. CURRICULUM OUTLINE

The proposed curriculum for Campus 5 (AOCE) is identical to the existing curriculum for the M. S. in Computer Science for Campus 1 (Starkville). The entire curriculum for this degree is to be offered through Campus 5 (AOCE).

The current Campus 1 (Starkville) M.S. in Computer Science program accords with the accreditation principles by the Southern Association of Colleges and Schools (SACS), and the delivery via distance learning will likewise accord with those
accreditation principles.

There are no requirements for on-campus attendance by the student. Comprehensive Examinations may be conducted using telecommunications, in-person, or a combination. The requirement for CSE 8011 is routinely waived for students who cannot attend this course at Campus 1 (Starkville).

The following quote from the current Bulletin of the Graduate School explains the curriculum in detail.

**Program of Study**—All students must complete a minimum of 25 hours of graduate coursework that satisfies the following requirements:

- At least one-half of the courses in the program of study must be at the full graduate level (numbered 8000 or 9000).
- A minimum of 12 credit hours of full graduate computer science courses must be included in the program of study.
- At least three of the following six Fundamental Areas courses must be included in the program of study:
  - CSE 6153 Data Communications and Computer Networks
  - CSE 6163 Designing Parallel Algorithms
  - CSE 6214 Introduction to Software Engineering
  - CSE 6413 Computer Graphics
  - CSE 6503 Database Management Systems
  - CSE 6633 Artificial Intelligence

A student who has taken any of these six courses for undergraduate credit may use the undergraduate course to meet the graduate Fundamental Areas requirement and substitute another graduate-level course approved by the student’s graduate committee.

The program of study must include one of the following theory courses:

- CSE 8813 Theory of Computation
- CSE 8833 Algorithms
- CSE 8843 Complexity of Sequential and Parallel Algorithms
- CSE 8990 Special Topics in Computer Science on a topic which has been designated in advance by the department as a theory course fulfilling this requirement. The program of study must include one departmental seminar (1 credit hour): CSE 8011 Seminar.

Students must select either a thesis or a non-thesis option in their program of study. A student may only select the thesis option if a member of the graduate faculty has agreed to serve as the thesis director.

**Thesis option**—If the thesis option is selected, the student must

1. complete a minimum of 6 credit hours of CSE 8000, Thesis Research/Thesis;
2. propose research within his/her area of interest. Normally the major professor will direct the thesis research. The research must be accepted by his/her Graduate Committee and reported in a defensible thesis paper;

3. defend the thesis research to his/her Graduate Committee at a formal presentation at the time of the comprehensive examination.

**Non-thesis option**—If the non-thesis option is selected, the student must

1. complete three additional courses (9 credit hours) in his/her area of interest; insuring that at least 15 hours of the courses in the program of study are at the full graduate level (numbered 8000 or 9000). One of the three additional courses may be Directed Project (CSE 8080) if the student’s major professor (or another member of the student’s graduate committee) agrees to direct the project;

2. stand for an oral comprehensive examination. Students who complete a directed project present the results of the directed project to his/her Graduate Committee at the time of the comprehensive examination.

All M.S. students must perform satisfactorily on an oral comprehensive examination. If the student is in the thesis option or is completing a Directed Project, the master’s comprehensive examination is held in conjunction with the student’s project presentation or thesis defense.

**JUSTIFICATION FOR AOCE OFFERING**

Graduate study in computer science is clearly consistent with the role and mission of Mississippi State University. MSU has offered the M.S. in Computer Science degree since 1968.

Professional accreditation is not available for graduate programs in computer science.

Currently, the M.S. in Computer Science degree program for Campus 1 (Starkville) easily fulfills IHL’s minimum standards of productivity. Campus 1 (Starkville) and Campus 5 (AOCE) productivity will be measured as a whole.

The Engineering Research and Development Center (ERDC, formerly Waterways Experiment Station) of the US Army Corps of Engineers, Vicksburg, Mississippi, has been an educational partner with the MSU Department of Computer Science and Engineering for over 20 years. A continuous stream of full-time employees at ERDC have earned Master of Science in Computer Science degrees via distance learning since the late 1980’s. Over the years, we have worked closely with the ERDC Graduate Institute to deliver graduate computer-science courses, including the interactive video network (IVN) mode. ERDC employees are routinely excused during business hours to attend classes in Graduate Institute classrooms.

In recent years, University policies regarding distance learning have been introduced, so that the M.S. in Computer Science is now a Campus 1 (Starkville) degree, and Campus 3 (Vicksburg) has been combined into Campus 5 (AOCE). Consequently, current students
in the M.S. in Computer Science program must have at least 50% of their course work in Campus 1 (Starkville) courses, which is not practical for full-time ERDC employees.

Recently, ERDC management has identified over 25 employees (government and contractors) who are currently interested in graduate education in computer science. At least 18 of these have backgrounds that include most prerequisites. Based on this cohort of prospective master degree students, the graduate faculty of the Department of Computer Science and Engineering decided to pursue approval of distance-learning delivery of the M.S. in Computer Science degree.

Our track record and this cohort of prospective students demonstrate that distance-learning delivery will continue to meet a regional educational need, and will not introduce unnecessary duplication of other programs within the IHL System.

Moreover, in recent years, some students in the Master of Engineering program have taken distance-learning courses from the Department of Computer Science and Engineering. ERDC management has repeatedly emphasized to college and departmental representatives that an M. S. in Computer Science degree is much more desirable for their information-technology employees than a Master of Engineering degree.

We advise most students who work full-time to take only one course per term due to workload concerns. If a student takes a course each Fall, Spring, and Summer, then graduation can be achieved in less than four years. Initially we expect to offer two graduate courses via distance learning each Fall and Spring semester and one graduate course via distance learning each Summer 10-week term. The selection of courses will be designed to facilitate progress toward graduation, and will assure that the courses will have sufficient enrollment to “make.”

After the above cohort gets started, we anticipate a steady stream of additional prospective students due to ERDC management’s emphasis on graduate education as a factor for professional promotion. In the future, we may also find students in other locations that are prospects for distance-learning delivery of the M.S. in Computer Science degree. These factors and an allowance for attrition are the basis for our enrollment and graduation forecasts.

Current policies for enrollment “make” thresholds, tuition, and distance fees will cover the expenses of distance delivery of courses. Both MSU and the Graduate Institute at ERDC already have in place an infrastructure for distance delivery of courses via IVN mode. Therefore the cost of implementation will be zero.

Therefore, the Department of Computer Science and Engineering is proposing that the Master of Science in Computer Science be approved for distance learning delivery.

**Target audience:** Any student can enroll in the CSE distance MS program; this program is intended for professionals.
Measures to deter academic misconduct: Each distance student must have a proctor (approved by the CSE Department), who will administer exams.

3. LEARNING OUTCOMES

Learning outcomes are identical for both Campus 1 (Starkville) and Campus 5 (AOCE) degrees.

The following are learning outcomes for the current M.S. in Computer Science degree from the 2009 Institutional Effectiveness/Assessment Report.

(1) Student will demonstrate mastery of relevant body of knowledge at advanced level in computer science. (2) Thesis students will demonstrate ability to communicate technical material effectively in written and oral format. (3) Student will have initiated a professional career.

The following are assessment criteria of learning outcomes from the 2009 Institutional Effectiveness/Assessment Report.

(1.a) At least 70% of graduates will finish with a GPA no less than 3.25; source: final transcripts. (1.b) At least 70% of full-time graduates will complete their degree within 3 years; source: final transcripts. (2.a) At least 70% of MS thesis graduates will have published one or more papers at technical symposia/conferences or peer-reviewed technical papers/reports; source: exit surveys. (2.b) At least 70% of MS thesis graduates will have presented orally one or more papers at technical symposia or conferences; source: exit surveys. (3.a) At least 70% of graduates will have garnered employment or advanced studies at the time of graduation; source: exit surveys. (3.b) At least 70% of graduates will be members of appropriate professional society; source: exit surveys.

4. PROPOSAL SUBMISSION

See the attached IHL form “Declaration of Intent to Offer a Degree Program by Distance Learning.” The following courses listed in the Bulletin of the Graduate School are either already approved for delivery via distance learning or have been submitted for AOCE approval along with this proposal.

Graduate Courses—Course prerequisites are noted in parentheses.
CSE 6990 Special Topics in Computer Science. 1-9 hours
CSE 7000 Directed Individual Study. 1-6 hours
CSE 8000 Thesis Research/Thesis. Hours and credits to be arranged; minimum of 6 hours required for degree.
CSE 8080 Directed Project in Computer Science. 1-3 hours
CSE 8990 Special Topics in Computer Science. 1-9 hours
Artificial Intelligence:
CSE 6623 Computational Biology (BCH 4113/6113 or equivalent and CSE 1384 or CSE 4613/6613). 3 hours
CSE 6633 Artificial Intelligence (CSE 2383 and CSE 2813 with a grade of C or better). 3 hours
CSE 6653 Cognitive Science (CSE 4633/6633 or PSY 4713 or PHI 4143/6143 or AN 4623/6623 or EN 4403/6403). 3 hours
CSE 6663 Human-Computer Interaction (CSE 3813 with a grade of C or better for CS majors, permission of instructor for non-majors). 3 hours
CSE 8673 Machine Learning (CSE 4633/6633). 3 hours
CSE 9633 Topics in Artificial Intelligence (consent of instructor). 3 hours

Software Engineering:
CSE 6214 Introduction to Software Engineering (CSE 2383 with a grade of C or better). 4 hours
CSE 6223 Managing Software Projects (CSE 4214/6214 with a grade of C or better). 3 hours
CSE 6233 Software Architecture and Design Paradigms (CSE 4214/6214 with a grade of C or better). 3 hours
CSE 6283 Software Testing and Quality Assurance (CSE 4214/6214 with a grade of C or better). 3 hours
CSE 8233 Software Engineering Project Management (CSE 4214/6214). 3 hours
CSE 8243 Software Specification (CSE 4214/6214). 3 hours
CSE 8253 Software Design (CSE 4214/6214). 3 hours
CSE 8263 Software Verification and Validation (CSE 3813 and either CSE4214/6214 or CSE 8253). 3 hours
CSE 8273 Software Requirements Engineering (CSE 4214/6214 with a C or better). 3 hours
CSE 8283 Empirical Software Engineering (CSE 4214/6214). 3 hours

High Performance Computing:
CSE 6153 Data Communications and Computer Networks (CSE 1384 or ECE 3732 and ECE 3724 all with a grade of C or better). 3 hours
CSE 6163 Designing Parallel Algorithms (CSE 3324 or CSE 4733/6733 with a grade of C or better). 3 hours
CSE 6733 Operating Systems I (CSE 2383 and ECE 3724 both with a grade of C or better). 3 hours
CSE 8153 Advanced Data Communications (CSE 4153/6153 or equivalent). 3 hours
CSE 8163 Parallel and Distributing Scientific Computing (CSE 4163/6163). 3 hours
CSE 8733 Advanced Systems Programming (CSE 4733/6733). 3 hours
CSE 8843 Complexity of Sequential and Parallel Algorithms (CSE 4833/6833). 3 hours
CSE 9133 Topics in High Performance Computing (consent of instructor). 3 hours
Programming Languages:
CSE 6713 Programming Languages (ECE 3724 and CSE 3813 both with a grade of C or better). 3 hours
CSE 6723 Compiler Construction (Credit or registration in CSE 4713/6713 ). 3 hours

Database Systems:
CSE 6503 Database Management Systems (CSE 2383 and CSE 2813 both with a grade of C or better). 3 hours

Theory of Computation:
CSE 6833 Introduction to Analysis of Algorithms (CSE 2383, CSE 2813, and MA 2733 all with a grade of C or better. 3 hours
CSE 8813 Theory of Computation (CSE 3813). 3 hours
CSE 8833 Algorithms (CSE 4833/6833). 3 hours
CSE 8843 Complexity of Sequential and Parallel Algorithms (CSE 4833/6833). 3 hours

Computer Graphics and Visualization:
CSE 6413 Principles of Computer Graphics (CSE 2383 with a grade of C or better and MA 3113). 3 hours
CSE 8413 Visualization (CSE 4413/6413). 3 hours
CSE 8433 Advanced Computer Graphics (CSE 4413/6413). 3 hours

Computer Security:
CSE 6243 Information and Computer Security (CSE 4733/6733 with a grade of C or better). 3 hours
CSE 6273 Introduction to Computer Forensics (Senior standing in CSE/SE/CPE/MIS/CJ). 3 hours
CSE 6383 Cryptography and Network Security (CSE 4153/6153). 3 hours

5. EFFECTIVE DATE
Spring 2011

6. CONTACT PERSON

Edward B. Allen
Associate Professor and Graduate Coordinator
Department of Computer Science and Engineering
Email: edward.allen@msstate.edu
662-325-7449
March 26, 2010

To whom it may concern:

This letter from the CSE Course and Curricula Committee documents the support of the CSE faculty for the proposal to offer the MS degree in Computer Science via distance learning and all the associated AOCE approvals for the following courses:

CSE4233/6233, CSE4653/6653, CSE4713/6713, CSE4723/6723, CSE4503/6503, CSE4413/6413, CSE4163/6163, CSE4383/6383, CSE4663/6663, CSE4833/6833, CSE4633/6633, CSE8283, CSE8843, CSE8673, CSE8153, CSE8813, CSE8433, CSE8163, CSE8263, and CSE8833

Sincerely,

Yogi Dandass
CSE Course and Curricula Committee Chair

T.J. Jankun-Kelly
Committee Member

Andy Perkins
Committee Member

J. Edward Swan II
Committee Member