Graduate Council  
Mississippi State University

Number: 2  
Date: September 28, 2012


Absent: T. Anderson (excused), T. Barnett, J. Gilbert, B. Mikel, P. Ryan (excused), D. Wise

Guest: R. Harkess

1. Graduate Council Chair Dr. Juan Silva stated that the Graduate Council minutes from August 2012 will be discussed at the October meeting.

2. University Committee on Courses and Curricula (UCCC)

Dr. Silva explained that Graduate Council had tabled the combined bachelors and master’s degree in Agriculture at the last meeting. He stated that he invited Dr. Richard Harkess from the department of Plant and Soil Science to speak about the proposal and answer any questions.

Dr. Harkess explained that the proposal should read “16 hours in the student’s final year” everywhere. He stated that the proposal will be changed to reflect the correct wording.

Dr. Dan Reynolds made a motion to approve the modification to the combined bachelors and master’s degree in Agriculture with the discussed changes. The motion was seconded by Dr. Russell Carr.

Graduate Council voted and approved the combined bachelors and master’s degree in Agriculture proposal by acclamation.

Dr. Dana Franz introduced the modification to the PhD in Curriculum and Instruction and was available to answer questions. It was pointed out that a sentence is needed to explain the 90 hours required for the degree. In addition, the proposal should read 8000 level or higher, there are still some typos that need to be corrected and whether or not a student must choose a concentration needs to be clarified.

Dr. David Morse made a motion to accept the modification to the PhD in Curriculum and Instruction with the above mentioned corrections. Dr. Lara Dodds seconded the motion.
Graduate Council voted and approved the modification to the PhD in Curriculum and Instruction proposal by acclamation.

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

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

- **Staff**
  Ms. Kathryn Griffin has been hired to replace Ms. Raimeka Brown as Admissions Assistant for distance graduate students, effective October 1, 2012.

- **Graduate School Enrollment**
  The official count for fall 2012 enrollment of graduate students (not including professional students) is 3,648, 141 less than last year. This number is a 6.9 % decrease caused by a combined reduction in new and returning graduate students both at the Starkville and Meridian campuses. The number of new graduate students was 1,342, 56 (4.0 %) less than last year. Most were unclassified students. As part of the decrease, the number of new distance education graduate students decreased by 9 or 2.1% less than the number for last year. Of the remaining 85 students who did not return, approximately 50 % were unclassified students. Many of these students were lost as returning unclassified students, but were included as new regular admission students when they were accepted and enrolled into the MBA Program of the College of Business. The total decrease in new graduate students who are not unclassified is low. Increases in new graduate students for next year can only be realized by increases in research funding or the recruitment of more international graduate students who are fully funded.

- **Applications**
  In comparison to the fall 2011 semester, the number of fall 2012 applications decreased from 3182 to 3165, a decrease of 17 or 0.5 %. As stated previously, the number of new students decreased by 56, from 1398 to 1342, down 4.0 %. For distance education the number of applications decreased from 693 to 669, a decrease of 24 (-3.5%). The number of new distance education students who were admitted decreased from 439 to 430, for a decrease of 2.1 %.

- **International Fulbright Students**
  On September 6, the Office of the Graduate School sponsored a luncheon to welcome the six new international Fulbright students who have enrolled for the fall 2012 semester.

- **Graduate Recruitment Assistance Grants (GRAGs)**
  Reports for GRAGs awarded in AY 2011-12 are due to Karin Lee by September 30th. The RFP for GRAGS was sent to all graduate coordinators, department heads, and associate deans on September 10. Funds that are awarded range from $1,500 to $2,000 for departmental-specific strategies for recruitment. Preferred strategies are those that include departmental cost sharing and focus on underrepresented students. The deadline for application for a GRAG is Friday, October 12.

- **Office of the Graduate School Assistantships**
  A total of 36 applications were received for seven 2-year assistantships offered for new or existing, highly qualified, preferably Ph.D., graduate students. Selection of the recipients of the assistantship awards should be completed by no later than October 1.

- **Preparing Future Faculty**
  A total of 53 applications for participation in the 2012-2013 Preparing Future Faculty Program were received and 23 students were chosen to participate. The Bagley College of Engineering continues to have the largest number of applications and the largest number of selected participants. A kick-off
luncheon was held on September 7 for students to get to know one another. Students were also provided information about requirements to complete the program and corresponding expectations. This is the third year of this very popular program.

- **Travel Assistance Grants for Graduate Students program (TAGGS)**
  An announcement concerning the availability of Travel Assistance Grants for Graduate Students program (TAGGS) was distributed on August 15 for the travel period of November 1, 2012 through April 30, 2013. A total of $21,000 has already been awarded to 26 students. All funds earmarked for this cycle period have been exhausted.

- **Fulbright Workshop for Graduate Students**
  On Thursday, Sept. 13, Lee Rivers met with undergraduates and graduate students, an honors literature class, and faculty and students in Q&A informational sessions. Approximately 50 faculty and students attended one or more sessions. The workshop was jointly sponsored by the Office of the Graduate School and International Institute.

- **Honor Code Policy and Academic Grievance Policy for Graduate Students**
  The Academic Grievance Policy for Graduate Students which started in the Graduate Council about two years ago and is now in the form of an AOP, was recently submitted to the Deans Council for review. After much discussion, no action was taken by the Deans Council. Several revisions were requested and completed. The revised AOP will now return to the Associate Deans Council for review. The revised Honor Code policy was also the subject of discussion at a recent Deans Council meeting. The focus of discussion was sanctions for those graduate students who violate the honor code. No action was taken and a subcommittee lead by Dean Sarah Rajala convened on September 26 to discuss and propose a revised procedure to adjudicate ethical violations of graduate students and levy appropriate sanctions.

- **Academic Integrity Week – October 29, to November 2, 2012**
  The Office of the Graduate School intends to participate in Academic Integrity Week that is being planned by the Student Honor Code Council Office. OGS is planning to sponsor a roundtable forum for graduate students focusing on the ethical conduct of research.

- **Information about Assistantships**
  A total of 1150 assistantships were awarded to graduate students for fall 2012 semester and included 586 (51.0 %) GRAs, 409 (35.5 %) GTAs, and 155 (13.5%) GSAs. This represents a 2.3 % decrease relative to the fall 2011 semester. Since 2010, the number of GRAs have decreased by 35 from 621 to 586, a plausible explanation for part of the decrease in graduate student enrollment. Please note that IRS Code states that the tuition remission of those Graduate Service Assistants whose course of study is specifically related to assistantship duties is not taxable. For a Graduate Service Assistant whose course of study is not related to assistantship duties, tuition remission up to $5,250.00 per calendar year is not subject to tax; however, tuition remission in excess of $5,250.00 per calendar year is taxable.

- **Recruiting**
  The Office of the Graduate continues to focus on the recruitment of international graduate students who are fully funded by their governments. The focus is on students from the Middles East, specifically Iraq, and from Central and South America. Most recently, we have talked with representatives from Education USA concerning students from Peru. Most of the discussion focuses on entrance requirements, specifically language requirements, and the logistics of admission. This recruitment strategy offers an opportunity to increase enrollment for fall 2013 without the need of additional funds. Associate Dean Coats recently participated in two recruiting trips, one to Mississippi Valley State (23 students) and another at Tougaloo College (35-40 students)
Dr. Silva offered to write an official letter from the Graduate Council to President Keenum in support of increasing graduate assistantships.

4. Report from Graduate Student Association (GSA)

GSA President Thomas Sellers presented the following report:

GSA held its first meeting on September 1, 2012. Approximately 50 students attended. GSA has commitment of about 30 graduate students representing 25 departments to participate in the Student Graduate Council which will be a legislative type body to represent all graduate students. GSA hopes to build on the number of participants to have every department represented. GSA will have a tent at Homecoming. All graduate students, graduate coordinators and all of Graduate Council are invited. The exact location of the tent will be announced via email. GSA will also be involved in Academic Integrity Week.

1. Old Business

   a) Number of non-research credits with an S grade allowed on Program of Study (Silva – Subcommittee Report)

   Dr. Silva stated that the subcommittee did not meet yet; therefore, there is no report on this issue.

2. New Business

   a) Student Dismissal Appeal Timetable (Coats - Handout)

   Dr. Coats referred to a draft of a Student Dismissal Appeal Timetable that had been emailed to Graduate Council prior to the meeting and explained the document. Discussion followed. It was pointed out it should state “within 60 work days” in the first paragraph. The document should also clearly state that the Graduate School must be notified at every level of the appeal process when an appeal is received.

   Dr. David Lewis made a motion to approve the proposed timetable for student dismissal appeals with the noted changes above. Dr. Dodds seconded the motion.

   Graduate Council members voted and the motion passed with five members abstaining and one member opposing.

   Dr. Coats will make the changes and send the revised document to Graduate Council.

In the absence of other business, the meeting adjourned at 2:35 p.m.

The date for the next Graduate Council meeting has been set for Friday, October 26, 2012 at 1:30 p.m. in 611 Allen Hall.
NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Mail Stop 9699 (25 Morgan Ave), Phone: 325-0831.

College: Agriculture and Life Sciences Department: Plant and Soil Sciences
Contact Person: Mike Phillips Mail Stop: 9555 E-mail: mphilips@pss.msstate.edu
Nature of Change: Modify Date Initiated: 09/20/2011 Effective Date: 1/1/2012
Current Degree Program Name: Concentration:

New Degree Program Name: No Change
Major: Concentration:

Summary of Proposed Changes:

Degree requirements are not changing. This proposal provides students the option of combining studies in the Bachelor of Science in Agronomy or Horticulture with studies towards the Master of Science in Agronomy, Horticulture, or Weed Science. This is done by allowing undergraduates in their final semester to count a maximum of nine credit hours of graduate coursework towards both their 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 combination is in accordance with recently approved Graduate Council guidelines on a combined BS/MS 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

☐ IHL Action Required

☐ SACS Letter Sent
March 5, 2012

CALS Courses & Curriculum Committee
Mike Cox, Chair
Box 9555
Mississippi State, MS 39762

CALS CCC:

The PSS CCC met as a committee to discuss and vote on the proposed BS/MS combined degree. After considerable discussion, the committee had a majority vote to support the proposed BS/MS combined degree in Plant and Soil Sciences. The committee determined this will be a good addition to the PSS curricular program. This program does not represent a duplication of effort from other programs offered at Mississippi State University.

Sincerely,

Richard L. Harkess, Chair
Plant and Soil Sciences Courses & Curriculum Committee

PSS CCC Committee:
Brian Baldwin
Michael Cox
Jim DelPrince
William Kingery
David Lang
Paul Meints
Brenda Reed
Barry Stewart
## Catalog Description.

<table>
<thead>
<tr>
<th>CURRENT Degree Description</th>
<th>PROPOSED Degree Description</th>
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| Dr. Mike Phillips, Department Head  
Dr. William L. Kingery, Graduate Coordinator  
117 Dorman Hall  
PO Box 9555  
Mississippi State, MS 39762  
Telephone: 602-325-2311  
E-mail: wkingery@pss.msstate.edu | Dr. Mike Phillips, Department Head  
Dr. William L. Kingery, Graduate Coordinator  
117 Dorman Hall  
PO Box 9555  
Mississippi State, MS 39762  
Telephone: 602-325-2311  
E-mail: wkingery@pss.msstate.edu |

Graduate study offered in the Department of Plant and Soil Sciences leads to the Master of Science in Agriculture degree with concentrations in Agronomy, Horticulture, or Weed Science and also to the Doctor of Philosophy degree in Agricultural Science with a concentration in Agronomy, Horticulture, or Weed Science. The department has an extensive research program which provides a diversity of problems for thesis and dissertation research under the supervision of experienced and highly trained scientists. The Department of Plant and Soil Science offers graduate programs in Plant Breeding and Genetics, Molecular Biology, Crop Modeling, Agronomy, Soil Science, Crop Physiology, Weed Science, Turfgrass Science, Remote Sensing, and Horticulture. Graduate programs are designed to develop skills in research techniques in reference to the individual needs of each student. This program is developed and administered by a departmental committee within the student's area of specialization and may include courses in mathematics and statistics, biology, chemistry, biochemistry, remote sensing, etc., as well as agronomic, horticultural, and weed science courses. Graduate assistantships are provided, subject to availability of funds. An undergraduate grade average of B or better is required to be eligible for an assistantship. Request for additional information should be addressed to Head of the Department of Plant and Soil Sciences, PO Box 9555, Mississippi State, MS 39762.

### Departmental Admission Criteria

M.S. in Agriculture and Ph.D. in Agricultural Science with concentrations in Agronomy, Horticulture, or Weed Science:

**GPA**—For Master of Science: Agronomy 2.5; Horticulture 2.75; Weed Science 3.00. For Doctor of Philosophy: Agronomy 3.00; Horticulture 3.00; Weed Science 3.25 on graduate work.

**TOEFL (Test of English as a Foreign Language)** or **IELTS (International English Language Testing Systems)** score—

- Agronomy: TOEFL score of 500 PBT (173 CBT; 61 iBT) or IELTS score of 5.5
- Horticulture: TOEFL score of 500 PBT (173 CBT; 61 iBT) or IELTS score of 5.5
- Weed Science: TOEFL score of 550 PBT (213 BT; 79 iBT) or IELTS score of 6.5

**GRE**—Weed Science requires submission of GRE scores.

### Provisional Admission

A student who has not met the requirements stipulated by the University for admission to graduate study (GPA of 2.75) may be granted admission as a degree-seeking graduate.

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 Agronomy or Horticulture B.S. and Agronomy, Horticulture, or Weed Science M.S. degrees during the student's final year of undergraduate studies with enrollment in up to nine hours of graduate courses for which undergraduate credit is also awarded. Students need to consult with a potential graduate advisor 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 junior year (i.e., after completion of 90 or more hours of graded undergraduate courses). This option is only available for students pursuing a thesis-based Master of Science degree in Agronomy, Horticulture, or Weed Science.

### Departmental Admission Criteria

M.S. in Agriculture and Ph.D. in Agricultural Science with concentrations in Agronomy, Horticulture, or Weed Science:

**GPA**—For Master of Science: Agronomy 2.75; Horticulture 2.75; Weed Science 3.00. For Doctor of Philosophy: Agronomy...
The student with provisional status. The student will be eligible for advancement to regular status after attaining a 3.00 GPA on the first 9 hours of graduate level courses taken at Mississippi State University (courses with an S grade, transfer credits, or credits earned while in Unclassified status cannot be used to satisfy this requirement). If a GPA of 3.00 is not attained, the provisional student may be dismissed from the graduate program.

Program of Study: General Departmental Requirements

Master of Science Degree—The minimum number of credit hours required is 30, with 12 credit hours at 8000 level or above plus 6 hours of research/thesis. A thesis defense is required. An exit seminar describing thesis research is also required.

Doctor of Philosophy Degree—A qualifying examination is required at the beginning of the student’s third semester. The student must successfully complete a program of study as approved by the major advisor and graduate committee. The student must pass a preliminary examination presented by the graduate committee. A dissertation is required of all candidates for the doctorate. Two departmental seminars are required. The first seminar, which is to be done in the early stages, will present the research proposal and include a review of relevant literature, and the second, or exit seminar, will describe the dissertation research.

Program of Study: Agronomy Concentration Requirements

Master of Science—See General Departmental Requirements.

Master of Science—Non-Thesis—A student in the M.S. non-thesis option program must successfully complete 30 hours of graduate level courses of which at least 15 must be courses numbered 8000 or above. Three credit hours of Directed Individual Study (PSS 7000) are required, and the student must develop a research paper approved by the student’s graduate committee. An oral comprehensive exam is required.

Doctor of Philosophy Degree—For the Ph.D. degree, the student must successfully complete a program of study as presented by the student’s major advisor and graduate committee. Twenty hours of research/dissertation (PSS 9000) and two seminars (PSS 811-8831) are required.

Academic Performance—Students in the M.S. and Ph.D. degree programs must maintain a 3.00 GPA after admission to the program. No grade of less than a C will be accepted for graduate credit. Two or more than two grades of C or below constitute grounds for dismissal from the program.

Prerequisite and Core Courses—As specified by the student’s major professor and graduate committee.

Completion Requirements—For the Ph.D. degree, original research, a preliminary examination, a dissertation, and an oral defense are required. The preliminary examination will be administered when coursework is completed.

Graduate Courses—Course prerequisites are noted in

3.00; Horticulture 3.00; Weed Science 3.25 on graduate work TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing Systems) score—

Agronomy: TOEFL score of 500 PBT (173 CBET); 61 iBT) or IELTS score of 5.5
Horticulture: TOEFL score of 500 PBT (173 CBET); 61 iBT) or IELTS score of 5.5
Weed Science: TOEFL score of 500 PBT (213 BT; 79 iBT) or IELTS score of 6.5
GRE—Weed Science requires submission of GRE scores.

Requirements for entrance into the combined B.S./M.S. program in Agronomy, Horticulture, or Weed Science are:

1. a GPA of 3.50 or higher on a 4.00 system for all undergraduate work;
2. submission of a standard application for graduate studies in the Department of Plant and Soil 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.

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.
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. degree. Students admitted to this program should read and understand the guidelines in the Department of Plant and Soil Sciences Graduate Student Handbook before registering for any courses for graduate credit.

Provisional Admission—A student who has not met the requirements stipulated by the University for admission to graduate study (GPA of 2.75) may be granted admission as a degree-seeking graduate student with provisional status. The student will be eligible for advancement to regular status after attaining a 3.00 GPA on the first 9 hours of graduate level courses taken at Mississippi State University (courses with an S grade, transfer credits, or credits earned while in Unclassified status cannot be used to satisfy this requirement). If a GPA of 3.00 is not attained, the provisional student may be dismissed from the graduate program.

Program of Study: General
Departmental Requirements
Master of Science Degree—The minimum number of credit hours required is 30, with 12 credit hours at 8000 level or above plus 6 hours of research/thesis. A thesis defense is required. An exit seminar describing thesis research is also required.
Doctor of Philosophy Degree—A qualifying examination is required at the beginning of the student's third semester. The student must successfully complete a program of study as approved by the major advisor and graduate committee. The student must pass a preliminary examination presented by the graduate committee. A dissertation is required of all candidates for the doctorate. Two departmental seminars are required. The first seminar, which is to be done in the early stages, will present the research proposal and include a review of relevant literature, and the second, or exit seminar, will describe the dissertation research.

Program of Study: Agronomy
Concentration Requirements
Master of Science—See General Departmental Requirements.

Master of Science-Non-Thesis—A student in the M.S. non-thesis option program must successfully complete 30 hours of graduate level courses of which at least 15 must be courses numbered 8000 or above. Three credit hours of Directed Individual Study (PSS 7000) are required, and the student must develop a
credits to be arranged; minimum of 6 hours required for degree.

PSS 8314 Clay Mineralogy. 4 hours
PSS 8333 Advanced Soil Fertility. 3 hours
PSS 8343 Model Watershed Hydrology (PSS 3301/3303 or consent of instructor). 3 hours
PSS 8900 Special Topics in PSS. 1-9 hours
PSS 9000 Dissertation Research/Dissertation. Hours and credits to be arranged; minimum of 20 hours required for degree.

Program of Study

Horticulture Concentration Requirements

M.S.—See General Departmental Requirements.
M.S.-Non-thesis—A student in the M.S. non-thesis option program must successfully complete 30 credit hours of graduate level courses of which at least 15 must be courses numbered 8000 or above. Three credit hours of Directed Individual Study (PSS 7000) are required, in which the student must develop a research paper approved by the student’s graduate committee. An oral comprehensive exam is required.
Ph.D.—A minimum of 30 hours of coursework is required. After two semesters, the student is required to take a qualifying examination. After completing coursework, an oral preliminary examination will be administered. Original research and a dissertation are also required, including a dissertation defense and final examination.

Academic Performance

The general academic performance and continued enrollment policies as stipulated by the Office of the Graduate School will be followed.

Prerequisite and Core Courses—As stipulated by the major professor, the departmental graduate coordinator, and the dean.
- M.S. specific requirements—Statistics (ST 8114) and Seminar (PSS 8811)
- Ph.D. specific course requirements—Biochemistry (BCH 6603), Design and Analysis of Experiments (ST 8214), and Seminar (PSS 8811-8831)

Completion Requirements

- M.S.—A thesis and thesis defense are required. M.S. candidates are required to take an oral examination, a written examination, or both.
- Ph.D.—The dissertation is required of all candidates for the doctorate, and a minimum of 20 semester hours of research for the dissertation must be scheduled. The graduate committee must approve the dissertation topic, the outline, and final product.

Graduate Courses—Courses prerequisites are noted in parentheses.

PSS 6043 International Horticulture (PSS 1313). 3 hours
PSS 6143 Advanced Fruit Sciences (PSS 3043 or equivalent). 3 hours
PSS 6341 Controlled Environment Agriculture Laboratory (Co-requisite: PSS 4343 for horticulture majors). 1 hour
PSS 6343 Controlled Environment Agriculture (BCH 2113 and PSS 3303; co-requisite for horticulture majors: PSS 4341). 3 hours
PSS 6353 Arboriculture and Landscape Maintenance. 3 hours
PSS 6363 Sustainable Nursery Production (PSS 2423 and PSS 3303). 3 hours

research paper approved by the student’s graduate committee. An oral comprehensive exam is required.

Doctor of Philosophy Degree—For the Ph.D. degree, the student must successfully complete a program of study as presented by the student’s major advisor and graduate committee. Twenty hours of research/dissertation (PSS 9000) and two seminars (PSS 811-8831) are required.

Academic Performance—Students in the M.S. and Ph.D. degree programs must maintain a 3.00 GPA after admission to the program. No grade of less than a C will be accepted for graduate credit. Two or more than two grades of C or below constitute grounds for dismissal from the program.

Prerequisite and Core Courses—As specified by the student’s major professor and graduate committee.

Completion Requirements—For the Ph.D. degree, original research, a preliminary examination, dissertation, and an oral defense are required. The preliminary examination will be administered when coursework is completed.

Graduate Courses—Course prerequisites are noted in parentheses.

Crops:
PSS 6103 Forage and Pasture Crops. 3 hours
PSS 6123 Grain Crops. 3 hours
PSS 6133 Fiber and Oilseed Crops. 3 hours
PSS 6414 Turf Management. 4 hours
PSS 6423 Golf Course Management (PSS 6414). 3 hours
PSS 6443 Athletic Field Management (PSS 3303, PSS 4414, or consent of instructor). 3 hours
PSS 6444 Plant Tissue Culture (BCH 4214/6214 or equivalent). 4 hours
PSS 6483 Introduction to Remote Sensing Technologies. 3 hours
PSS 6503 Plant Breeding (PO 3103 or equivalent). 3 hours
PSS 6823 Turfgrass Weed Management. 3 hours
PSS 6990 Special Topics in PSS. 1-9 hours
PSS 7000 Directed Individual Study. 1-6 hours
PSS 8800 Thesis Research/Thesis. Hours and credits to be arranged; minimum of 6 hours required for degree.
PSS 8813 Pasture Development. 3 hours
PSS 8813 Crop Ecology (BCH 4213/6213 or permission of instructor). 3 hours
PSS 8813 Environmental Plant Physiology. 3 hours
PSS 8513 Advanced Plant Breeding (PSS 4503/6503 or equivalent) [Same as GNS 8113]. 3 hours
PSS 8543 Biometrical Genetics in Plant Breeding (PSS 4503/6503 and ST 8114) [Same as GNS 8143]. 3 hours
PSS 8623 Genes and Genomes (BCH 4113/6113 or BCH 4713/6713 or BCH 8643 or consent of instructor) [Same as BCH 8623]. 3 hours
PSS 8813 Topia in Genomics (PSS/BCH 8623 or BCH 4713/6713 or BCH 8643 or consent of instructor) [Same as BCH 8613]. 1 hour
PSS 8811-8831 Seminar. 1-3 hours
PSS 8990 Special Topics in PSS. 1-9 hours
PSS 9000 Dissertation Research/Dissertation. Hours and credits to be arranged; minimum of 20 hours required for
PSS 6444 Plant Tissue Culture (BIO 1203 or equivalent and BIO 4214/6214). 4 hours
PSS 6453 Vegetable Production (PSS 3303, PSS 3301 and BIO 4204), 3 hours
PSS 6503 Plant Breeding (PO 3103) [Same as FSS 4503], 3 hours
PSS 6553 Plant Growth and Development, 3 hours
PSS 6613 Horticulture Crop Programming (PSS 4343/6343), 3 hours
PSS 6833 Temperature Stress Physiology (BIO 4214/6214 or BCH 4013/6013), 3 hours
PSS 6990 Special Topics in PSS, 1-9 hours
PSS 7000 Directed Individual Study, 1-6 hours
PSS 8000 Thesis Research/Thesis. Hours and credits to be arranged; minimum of 6 hours required for degree
PSS 8513 Advanced Plant Breeding (PSS 4503/6503) [same as GNS 8113], 3 hours
PSS 8553 Phytohormones and Growth Regulation (BIO 4214/6214 and CH 2503), 3 hours
PSS 8554 Plant Genetic Engineering (PSS 6444 and BCH 6713), 4 hours
PSS 8563 Post Harvest Physiology of Horticultural Plants (Organic Chemistry and BIO 4214/6214 or equivalent), 3 hours
PSS 8573 Morphology of Horticultural Plants (BIO 4204/6204), 3 hours
PSS 8613 Methods of Horticultural Research, 3 hours
PSS 8623 Genomes and Genomics (BCH 4113/6113 or BCH 4713/6713 or BCH 8643 or consent of instructor) [Same as BCH 8623], 3 hours
PSS 8631 Topics in Genomics (PSS/BCH 8623 or BCH 4713/6713 or BCH 8643 or consent of instructor) [Same as BCH 8613], 1 hour
PSS 8811-8831 Seminar, 1-3 hours
PSS 8990 Special Topics in PSS, 1-9 hours
PSS 9000 Dissertation Research/Dissertation. Hours and credits to be arranged; minimum of 20 hours required for degree.

Program of Study

Horticulture Concentration Requirements
M.S.—See General Departmental Requirements.
M.S.-Non-thesis—A student in the M.S. non-thesis option program must successfully complete 30 credit hours of graduate level courses of which at least 15 must be courses numbered 8000 or above. Three credit hours of Directed Individual Study (PSS 7000) are required, in which the student must develop a research paper approved by the student's graduate committee. An oral comprehensive exam is required.

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- Ph.D.—The dissertation is required of all candidates for the doctorate, and a minimum of 20 semester hours of research for the dissertation must be scheduled. The graduate committee
Graduate Courses—Course prerequisites are noted in parentheses.
PSS 6483 Introduction to Remote Sensing Technologies (Senior or Graduate standing, or consent of instructor). 3 hours
PSS 6633 Weed Biology and Ecology (BIO 1203, PSS 3133). 3 hours
PSS 6813 Herbicide Technology (PSS 3133). 3 hours
PSS 6823 Turfgrass Weed Management. 3 hours
PSS 7000 Directed Individual Study. 3 hours
PSS 8000 Thesis Research/Thesis. Hours and credits to be arranged; minimum of 6 hours required for degree
PSS 8634 Environmental Fate of Herbicides (CH 4513/6513, PSS 4813/6813). 4 hours
PSS 8701-8724 Current Topics in Weed Science (PSS 4813/6813 or consent of instructor). 1-9 hours
PSS 8724 Herbicide Physiology and Biochemistry (PSS 4813/6813, BIO 4214/6214 CH 4513/6513 or consent of instructor). 4 hours
PSS 8811-8831 Seminar. 1-3 hours
PSS 9000 Dissertation Research/Dissertation. Hours and credits to be arranged;

must approve the dissertation topic, the outline, and final product.

Graduate Courses—Course prerequisites are noted in parentheses.
PSS 6043 International Horticulture (PSS 3133). 3 hours
PSS 6143 Advanced Fruit Sciences (PSS 3043 or equivalent). 3 hours
PSS 6341 Controlled Environment Agriculture Laboratory (Co-requisite: PSS 4343 for horticulture majors). 1 hour
PSS 6343 Controlled Environment Agriculture (BIO 2113 and PSS 3302; co-requisite for horticulture majors: PSS 4341). 3 hours
PSS 6353 Arboriculture and Landscape Maintenance. 3 hours
PSS 6363 Sustainable Nursery Production (PSS 2423 and PSS 3303). 3 hours
PSS 6444 Plant Tissue Culture (BIO 1203 or equivalent and BIO 4214/6214). 4 hours
PSS 6453 Vegetable Production (PSS 3303, PSS 3301 and BIO 4204). 3 hours
PSS 6503 Plant Breeding (PO 3103) [Same as PSS 4503]. 3 hours
PSS 6553 Plant Growth and Development. 3 hours
PSS 6613 Floriculture Crop Programming (PSS 4343/6343). 3 hours
PSS 6833 Temperature Stress Physiology (BIO 4214/6214 or BCH 4013/6013). 3 hours
PSS 6990 Special Topics in PSS. 1-9 hours
PSS 7000 Directed Individual Study. 1-6 hours
PSS 8000 Thesis Research/Thesis. Hours and credits to be arranged; minimum of 6 hours required for degree
PSS 8513 Advanced Plant Breeding (PSS 4503/6503) [Same as GNS 8113]. 3 hours
PSS 8553 Phytohormones and Growth Regulation (BIO 4214/6214 and CH 2503). 3 hours
PSS 8554 Plant Genetic Engineering (PSS 6444 and BCH 6713). 4 hours
PSS 8563 Post Harvest Physiology of Horticultural Plants (Organic Chemistry and BIO 4214/6214 or equivalent). 3 hours
PSS 8573 Morphology of Horticultural Plants (BIO 4204/6204). 3 hours
PSS 8613 Methods of Horticultural Research. 3 hours
PSS 8623 Genomes and Genomics (BCH 4113/6113 or BCH 4713/6713 or BCH 8643 or consent of instructor) [Same as BCH 8623]. 3 hours
PSS 8631 Topics in Genomics (PSS/BCH 8623 or BCH 4713/6713 or BCH 8643 or consent of instructor) [Same as BCH 8613]. 1 hour
PSS 8811-8831 Seminar. 1-3 hours
PSS 8990 Special Topics in PSS. 1-9 hours
PSS 9000 Dissertation Research/Dissertation. Hours and credits to be arranged; minimum of 20 hours required for degree

Program of Study
Weed Science Concentration Requirements
M.S.—See General Departmental Requirements.
Ph.D.—The student must successfully complete a program of study as presented by the student’s major advisor and graduate committee. Twenty hours of Research/Dissertation (PSS 9000) and two seminars (PSS 8811-8831) to include an exit seminar describing the student’s dissertation research are required. A qualifying examination after completion of two semesters, a
1. Curriculum Outline
There is no change in the curriculum. The only change is that up to, but no more than, nine hours of graduate coursework could be taken during the student's final semester of undergraduate studies and counted towards the M.S. degree in Agronomy, Horticulture, or Weed Science. 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."

2. Justification and Learning Outcomes
The creation of a new combined BS/MS option for obtaining the M.S. degree in Agronomy, Horticulture, or Weed Science 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 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 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.

Publicity about this program may stimulate undergraduates in Plant and Soil Sciences to begin to consider graduate school options earlier in their academic career.

The availability of the program in Plant and Soil Sciences may attract more honors quality undergraduates into the Plant and Soil Sciences majors.

Expected Learning Outcomes

Expected learning outcomes for the combined BS/MS program would be the same as for the existing, independent B.S. and M.S. degree programs. These include, but are not limited to:

1. Students will be able to demonstrate a broad based knowledge in their selected discipline of Agronomy, Horticulture, or Weed Science.
2. Students will be able to demonstrate proficiency in experimental design, data management, data analysis, and data interpretation.
3. Students will be able to demonstrate knowledge and understanding of current trends and important issues in agriculture.
4. Students will be able to convey knowledge obtained from their research in written and oral formats by publishing journal articles and presenting at professional conferences.

Assessment

All degree programs in the Department of Plant and Soil Science are part of the ongoing assessment process at MSU. This combined program would be incorporated into that assessment process. In general, the assessment programs evaluate whether students demonstrate a breadth of knowledge across the agricultural sciences, a depth of knowledge in their specific discipline, and the ability to synthesize that knowledge in scholarly endeavors.

Specifically, the combined B.S./M.S. program will be assessed on:

1. Student’s ability to demonstrate competency in communication skills,
2. Student’s ability to demonstrate application and synthesis of knowledge in professional forums,
3. Student success after graduation measured by career placement.

Additional Questions

1. Will this program change meet local, state, regional, and national educational and cultural needs? If so, please describe.
Yes, this change allows outstanding students to receive a higher level of education in less time than before the combined programs were available. These students would then enter the agricultural workforce sooner where an increase in educational levels is sorely needed.

2. *Will this program change result in duplication in the System? If so, please describe.*
   This program will not result in duplication in the System.

3. *Will this program change/advance student diversity within the discipline? If so, please describe.*
   This program will not affect diversity within the discipline.

4. *Will this program change result in an increase in the potential placement of graduates in MS, the Southeast, and the U.S.? If so, please describe.*
   Yes. Traditionally it is much easier to place M.S. students in the southeastern region than B.S. students.

5. *Will this program change result in an increase in the potential salaries of graduates in MS, the Southeast, and the U.S.? If so, please describe.*
   Yes, M.S. students generally receive a higher starting salary than B.S. students.

4. **Support**
   A letter of support from the Department of Plant and Soil Sciences Curriculum Committee is attached.

5. **Proposed 4-Letter Abbreviation**
   No Change

6. **Effective Date**
   Fall 2012
NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Mail Stop 9699 (25 Morgan Ave), Phone: 325-0831.

College: Education

Contact Person: Susie Burroughs

Nature of Change: Modify

Department: Curriculum, Instruction, and Special Ed

Mail Stop: 9705
E-mail: dgb19@msstate.edu

Date Initiated: 10/13/2011 Effective Date: Summer 2012

Current Degree Program Name: Ph.D. in Curriculum and Instruction

Major: Curriculum and Instruction

Concentration:

New Degree Program Name: no change

Concentrations: Elementary Education, Secondary Education, Special Education, Reading Education, or Early Childhood Education

Summary of Proposed Changes:

- Create concentrations in Elementary Education, Secondary Education, Special Education, Reading Education, and Early Childhood Education
- Change the requirement to take EDF 9463 Qualitative Data Collection and EDF 9473 Qualitative Data Analysis and Presentation to a requirement to take one or two of the following: EDF 9463 Qualitative Data Collection, EDF 9473 Qualitative Data Analysis and Presentation, or EDF 9443 Single-Subject Research Designs for Education
- Add EDE/EDS/EDX 7000 Directed Individual Study
- Add EDE/EDS/EDX 9553 Teaching and Teacher Education (new course)
- Add EDE 8893 Directed Readings in Teacher Education, EDS 8643 Directed Readings in Teacher Education or EDX 8133 Readings in Exceptional Childhood
- Add EDE/EDS/EDX 9221 Professional Practice in Teacher Education (new course)
- Add EDE/EDS/EDX 9413 Practicum in College Teaching (new course for EDX only)
- Add PHI 8101 Case Studies in Scientific Research
- Delete EDF 9313 Philosophy of Education

Approved: [Signature]

Date: 2-1-12

Chair, College or School Curriculum Committee
[Signature]

Dean of College or School
[Signature]

Chair, University Committee on Courses and Curricula
[Signature]

Chair, Graduate Council (if applicable)

Chair, Deans Council

[ ] IHL Action Required

Date 2-1-12

Date 5-16-12
SACS Letter Sent
PROPOSAL TO MODIFY THE PhD IN CURRICULUM AND INSTRUCTION

1. CATALOG DESCRIPTION

*Current:* The **Doctor of Philosophy with a major in Elementary Education, Secondary Education, or Curriculum and Instruction** requires a minimum of 90 semester hours of coursework beyond the bachelor’s degree including EPY 8214, EPY 9213, EDF 8363, EDF 9373, EDF 9453, EDF 9463, EDF 9473, and EDF 9313; demonstration of competence in the application of research and statistics; a written and oral preliminary examination; satisfactory completion of a research skill requirement; and a dissertation. At least two-thirds of the total hours of coursework on the plan of study, exclusive of dissertation hours, must be 8000 level courses.

*Revised:* The **Doctor of Philosophy with a major in Curriculum and Instruction** requires a minimum of 90 semester hours of coursework beyond the bachelor’s degree including EPY 8214, EPY 9213, EDF 8363, EDF 9373, EDF 9453, EDE/EDS/EDX 9553, EDE 8893, EDS 8643 or EDX 8133, EDE/EDS/EDX 9221, EDE/EDS/EDX 9413, EDF 8323/8383/8393/9313/ or EPY 8223; PHI 8101 and the choice of one or two of the following: EDF 9463, EDF 9473, or EDF 9443. Other requirements include demonstration of competence in the application of research and statistics; a written and oral preliminary examination; satisfactory completion of a research skill requirement; and a dissertation. Students who choose may elect to complete a concentration in Elementary Education, Secondary Education, Special Education, Reading Education, or Early Childhood Education. At least two-thirds of the total hours of coursework on the plan of study, exclusive of dissertation hours, must be 8000 level courses.

### 1. CURRICULUM OUTLINE

<table>
<thead>
<tr>
<th>Research courses</th>
<th>Current</th>
<th>Proposed</th>
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<tr>
<td>EPY 8214 Advanced Educational and Psychological Statistics</td>
<td>EPY 8214 Advanced Educational and Psychological Statistics</td>
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<td>EPY 9213 Advanced Analysis in Educational Research</td>
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<td>EDF 8363 Functions and Methods of Research (may be taken in Master’s)</td>
<td>EDF 8363 Functions and Methods of Research (may be taken in Master’s)</td>
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<td>EDF 9373 Educational Research Design</td>
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<td>EDF 9453 Intro to Qualitative Research in Education</td>
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<td>EDF 9463 Qualitative Data Collection in Education</td>
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<td>EDF 9473 Qualitative Data Analysis and Presentation in Education</td>
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<td>Chose 1 or 2 of the following:</td>
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<td><strong>Foundations</strong></td>
<td>EDF 9313 Philosophy of Education</td>
<td>EDF 8323 Comparative Education, EDF 8383 Issues in Education, EDF 8393 history of Education, EDF 9313 Philosophy of Education, or EPY 8223 Psychological Foundations of Education</td>
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<td>3 hours</td>
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<td><strong>Ethics</strong></td>
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<td>PHY 8101 Case Studies in Scientific Research</td>
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<td>3 hours</td>
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<td><strong>Major Area</strong></td>
<td>Any 24-36 hours of major area coursework (12 hour minor optional)</td>
<td>EDE/EDS/EDX 7000 DIS with major professor</td>
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<td>Coursework</td>
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<td>EDE/EDS/EDX 9553 Teaching and Teacher Education (new course)</td>
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<td>24-36 hours</td>
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<td>EDE 8893 or EDS 8643 Directed Readings in Teacher Education or EDX 8133 Readings in Excep Child</td>
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<td><strong>Dissertation</strong></td>
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<td>Coursework</td>
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### 2. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

The faculty in Curriculum, Instruction, and Special Education have undertaken a review of the PhD in Curriculum and Instruction and have established a need for each of the following changes.

Learning outcomes for graduate programs in the college of education are provided in our Conceptual Framework Program Outcomes and include:
1. **Professionalism**: The knowledge, skills and dispositions needed to become a professional and help all students learn; demonstration of responsible, ethical behavior, and good judgment.

2. **Diversity**: Commitment to diversity and the ability to work with diverse groups.

3. **Knowledge**: Pursuit and demonstration of in-depth knowledge in the discipline.

4. **Assessment**: Competency in curriculum/training evaluation and assessment in the discipline.

5. **Communication Skills**: Ability to use appropriate language, speak and write with clarity, use standard English in writing and speaking; demonstration of good listening and interpersonal skills.

6. **Social/Cultural Skills**: Belief that all students can learn and the relevant social and cultural skills for a diverse educational environment; tolerant, fair, and culturally appropriate behavior.

7. **Technology**: The ability to infuse appropriate technology into professional practice.


9. **Collaboration**: Genuine collaboration with all stakeholders (recipients) in the world of practice.

10. **Inquiry and Problem-solving**: Ability to demonstrate problem-solving skills in professional practice.


13. **Research**: Ability to use research findings to enhance instruction/training and advance knowledge in the discipline.


The justification for each change is discussed below:

**Create concentrations in Elementary Education, Secondary Education, Special Education, Reading Education, and Early Childhood Education**

The Review of the Efficiencies and Innovations committee cited the PhD in Elementary Education and Secondary Education as degree programs with low enrollment and encouraged our department to delete these programs to increase efficiency. Creating concentrations as a component of the PhD in Curriculum and Instruction allows us to condense our three existing doctoral degree programs into a single degree program while still allowing our candidates who specialize in elementary and secondary education to indicate their focus area on their transcript. Adding concentrations in special education, early childhood education, and reading education strengthens the degree program as well. The department of Curriculum, Instruction, and Special Education already offers sufficient numbers of courses in these areas, and there is a demonstrated desire for concentrations in these areas. For example, a survey by the Early Childhood Institute indicates that many local early childhood educators are interested in obtaining a PhD with an emphasis in early childhood education. Top doctoral programs in elementary education (e.g., Vanderbilt, Georgia, Michigan State University, University of Georgia) offer doctoral degrees with concentrations such as those being proposed.

**Change the requirement to take EDF 9463 Qualitative Data Collection and EDF 9473 Qualitative Data Analysis and Presentation to a requirement take one or two of the following: EDF 9463 Qualitative Data Collection, EDF 9473 Qualitative Data Analysis and Presentation, or EDF 9443 Single-Subject Research Designs for Education**

The majority of courses in the research sequence are mandated by the College of Education Core. Giving students the option to enroll in one or two courses beyond the core allows students to choose whether to specialize in qualitative or quantitative research methodology depending on their research interests. This research sequence is consistent with leading degree programs in teacher education (e.g., Michigan State University, Teachers College, University
of Georgia) that require a significant research core including both quantitative and qualitative coursework, and additional study in particular areas of research methodology. The research sequence helps students meet learning outcomes 5 (communication skills), 10 (inquiry and problem solving) and 13 (research).

Add EDE 8893 Directed Readings in Teacher Education, EDS 8643 Directed Readings in Teacher Education or EDX 8133 Readings in Exceptional Childhood

The Department of Curriculum and Instruction is too small to regularly offer a large number of doctoral level courses in each of the content areas in which our students are to become experts (e.g., mathematics education, science education, reading education, early childhood education). An opportunity to study core research in their major emphasis area would benefit our doctoral students. During this course, doctoral students will work with the course instructor and their major professor to design an individualized reading list that will include current and seminal research in their major area, and then read, respond to, and synthesize those readings. The readings done in this course could lead to the beginning of the literature review for the dissertation. Exit surveys indicate an interest in such a course, for example, one student wrote, “it would be great to have a course dedicated to the lit review.” Adding this course will help students meet learning outcomes 11 (pedagogy) and 15 (issues/trends).

Add EDE/EDS/EDX 7000 Directed Individual Study

The College of Education requires students to complete a research skills requirement by presenting a research manuscript at a national conference or publishing a manuscript in a national journal prior to completing the dissertation. The Directed Individual Study course will service as a research seminar, and will provide structure for completing the research skills requirement. Students would work one-on-one with their major professor to prepare a research presentation and/or submit a research manuscript. This course is similar to the Research Practicum courses required by other leading teacher education institutions such as Michigan State University, Vanderbilt University and Teachers College at Columbia University. Adding this course will help students meet learning outcomes 3 (knowledge), 10 (inquiry and problem solving) and 13 (research).

Add EDE/EDS/EDX 9553 Teaching and Teacher Education (new course) and EDE/EDS/EDX 9413 Practicum in College Teaching (new course for EDX only)

The majority of required coursework in the PhD program in teacher education prepares our graduates to become education researchers. There is no dedicated coursework that prepares students for their roles as teacher educators, yet our graduates either go on to be teacher leaders in K-12 schools or to prepare beginning teachers as college and university professors. The sequence of EDE/EDS/EDX 9553 and EDE/EDS/EDX 9413 will prepare students for their future roles as teacher educators. The first will introduce research on preservice teacher education and professional development. This course will be an intensive reading and writing seminar that will provide doctoral students with opportunities to reflect on and apply research in teacher education and gain the skills of critical reading of research. The second will provide for a mentored experience teaching or co-teaching an undergraduate methods course. The second course is especially important because most leading teacher education PhD programs have the resources to provide teaching assistantships to the majority of their doctoral students. At Mississippi State, most of our doctoral students are full time teachers who would not be able to serve at teaching assistants, even if we had the funds. A mentored experience co-teaching an undergraduate methods course will help prepare these students for their roles as teacher educators. One student who heard that the department was considering adding this course wrote, “I am very excited about the new teacher ed course and absolutely think it
should part of the program given that all students in this program will be doing that to some degree or other (if they work with teachers in schools or go on to the academy more officially)." Many leading teacher education programs require a similar course in their PhD programs, for example, Vanderbilt requires a course called "Teaching as a Social Practice," and doctoral students at Michigan State University are required to take one or more of several courses on preservice and/or inservice teacher education. In addition, the most recent NCATE review (our accrediting body) indicated that a lack of assessed field experiences was a weakness in graduate programs in the college. The EDE/EDS/EXD 9413 Practicum course will provide for a consistent, assessed field experience in teacher education. Adding this sequence of courses will help students meet learning outcomes 5 (communication), 8 (reflection), 9 (collaboration), 11 (pedagogy) and 12 (curriculum development). Additionally, this course will meet the post-secondary education curricular requirement as designated in the College of Education core.

Add EDE/EDS/EXD 922 1 Professional Practice in Teacher Education

Many top programs (e.g., University of Georgia, Texas A & M) require a professional protocol seminar. This course provides students with knowledge of the tools they will need as academics, such as preparing a cover letter and curriculum vitae, submitting conference proposals and journal articles, etc. The required seminar course at the University of Georgia, for example, provides students with an orientation to working in academia in education and career planning. Exit surveys reveal a need for the mentoring available in such a course, for example, one student wrote, "I have had excellent mentoring because of my graduate assistantship position. I have no complaints where that is concerned. However, I think that other students lack that who are not able to be a GA. There should be a course where students get closer mentoring about the profession." Another student wrote, "A course that discusses writing the vita and submitting research to journals would be beneficial to students at the doctoral level." Adding this course will help students meet learning outcomes 1(professionalism) and 14 (issues and trends).

Add PHI 8101 Case Studies in Scientific Research

In the spring of 2011, after a presentation on the need for training in research ethics by the Dean of the Graduate School, faculty in CISE reviewed the courses required in our research sequence, and, determined that issues of research ethics (e.g., data acquisition, sharing and ownership; conflict of interest; publication practices; research misconduct, etc.) were not a component of any courses required in the degree program. Adding this course to our degree program will strengthen our students' ability to engage in the ethical conduct of research both during the dissertation and in their role as researchers after graduation.

Instead of EDF 9313 Philosophy of Education, allow doctoral students to choose one foundations course from any of the following: EDF 93 13 Philosophy of Education, EDF 8323 Comparative Government, EDF 8383 Issues in Education, EDF 8393 History of Education, OR EPY 8223 Psychological Foundations of Education

In the fall of 2011, the College of Education approved changes to the Core Curriculum for Doctoral Programs. One change was to allow programs to vary the courses they offer to meet the requirement in the area of foundations of education. The College of Education defines courses in foundations as courses that "provide the basic tenets or principles upon which education is based. It is the intent of foundations courses to provide students with opportunities to critically examine the assumptions and beliefs of teaching and learning in modern society." The CISE department seeks to allow doctoral students with more flexibility in how students meet the foundations requirement. Students can still take EDF 9313 Philosophy of Education but will also be able to
choose from a range of other Foundations courses based on their particular research focus and career goals.

Additional questions:

1. Will this program change meet local, state, regional, and national educational and cultural needs? If so, please describe.
   Yes. The majority of students in the doctoral program are local classroom teachers who have completed their Master's degree and are interested in becoming teacher educators who, for the most part, go on to become teacher educators in the state or in the region. These changes will help mentor students through the research process and prepare them for their roles as teacher educators.

2. Will this program change result in duplication in the system? If so, please describe.
   No, this change does not significantly change the doctoral program. It strengthens our ability to prepare teacher educators.

3. Will this program change result in an increase in the potential placement of graduates in MS, the Southeast, and the US? If so, please describe.
   We believe that the program change will increase our candidates' placement in tenure track positions. As we bring the degree program more in line with competing institutions, strengthen their knowledge of professional practices, and deepen knowledge in their content areas and in teacher education, we will better position our graduates to compete for positions in academia.

4. Will this program change result in an increase in the potential salaries of graduates in MS, the Southeast, and the US? If so, please describe.
   It is unknown whether the potential for earning higher salaries will increase, though degree changes are expected to better support students who wish to leave K-12 education and obtain positions in academia.

3. SUPPORT: A letter of support from faculty in CISE is attached.

4. PROPOSED 4-LETTER ABBREVIATION: no change

5. EFFECTIVE DATE: Fall 2011
To: Box Council and UCCE Committee Members

From: Devon Brenner, Graduate Coordinator

RE: Support for Doctoral Proposals

Date: November 2, 2010

This letter of support is offered by the faculty in the Department of Curriculum, Instruction, and Special Education for the following:

- Add EDE/EDS/EDX 9553 Teaching and Teacher Education
- Add EDX 9413 Practicum in College Teaching in Special Education
- Add EDE/EDX/EDS 9221 Professional Practice in Teacher Education
- Cross list EDS 8893 Directed Readings in Secondary and EDS 8643 Readings in Elementary Education
- Modify the PhD program

Departmental faculty include: Devon Brenner, Johnetta Morrison, Nicole Thompson, Rebecca Robichaux, Tina Schultes, Margaret Pope, Sandy Devlin, Karin Rosenblatt, Kent Coffey, Janet McCarr, Kim Triplett, Lyndon Ratliff, Sallie Harper, Burnette Hamil, William Pearson, Dana Franz, and Missy Hopper.

Thank you,

CISE Faculty

[Signatures]

Date

11/2/10
11/21/10
11/2/10
11/2/10

11/2/10
11/2/10
11/2/10

11/2/10
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11/2/10
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Thank you,

CISE Faculty

Sallie Harper
Kimberly Triplett
Janet J. McCarra

Date
11/4/10
11/10/10
11/9/10
Procedure for Graduate Student Appeal of Academic Dismissal

Following the receipt of a letter of dismissal from the Office of the Graduate School, a graduate student may appeal the decision of dismissal and must begin the process within 15 work days. The entire appeal process consists of up to three stages. If the entire appeal process is used, all levels of appeal must be normally completed within 60 work days of the submission of the first appeal of dismissal. At each level, decisions will be promptly rendered by the appropriate administrator. If the appeal of a student is upheld at any level, then the student will be reinstated into the graduate program. Application for readmission is not required.

The appeal is first submitted to the Department Head in the form of a letter with relevant supporting documentation. The department head must inform the Office of the Graduate School when an appeal is received. In rendering a decision, the department head may convene an existing or ad hoc departmental committee to review the appeal and offer a recommendation to the department head. The department head then will render a decision, in writing, to the student and copy the notification to the Office of the Graduate School. If the dismissal is upheld at the departmental level, the student may appeal the departmental decision by submitting a written request with all relevant supporting documentation to the academic dean.

The academic dean must inform the Office of the Graduate School when an appeal is received and may choose to either 1) render a decision directly and, notify the student of his/her decision in writing and copy the correspondence to the Graduate School, or 2) submit a request to the Office of the Graduate School to convene a subcommittee of the Graduate Council to review the student’s appeal.

If the latter option is selected, the Dean of the Graduate School will convene a subcommittee consisting of three voting members of the Graduate Council who do not have a conflict of interest with the graduate student requesting the appeal or the student’s department. A subcommittee chair will be named by the Dean of the Graduate School. Relevant supporting documents submitted by the student, department, and/or the Graduate School will be assembled by OGS staff and delivered electronically to the subcommittee for review. The subcommittee may choose to deliberate via email or in a face-to-face meeting. The recommendation of the subcommittee will be conveyed to the academic dean in writing and copied to the Graduate School. All correspondence will remain confidential. The academic dean may or may not choose to adhere to the recommendation of the appeals subcommittee. The academic dean will promptly inform the graduate student of his/her decision in writing. The Graduate School will be notified of the academic dean’s decision.

If the student is not satisfied with the decision of the academic dean, he/she may choose to submit a final appeal of the dismissal to the Provost. The Office of the Provost must inform the Office of the Graduate School when an appeal is received. The Provost may seek a recommendation from an ad hoc committee appointed to review the appeal of dismissal. The Provost will promptly inform the graduate student of his/her decision in writing and notify the Graduate School of the decision.