MEMORANDUM

January 20, 2011

TO: Academic Deans Council
FROM: Dr. Angi E. Bourgeois
       UCCC Chair
RE: Change Notice 5

Listed below are curriculum change proposals which have been recommended by the University Committee on Courses and Curricula. Under current procedure, members of the Academic Deans Council may question the approval of these proposals at any time prior to 5:00 p.m. on January 31, 2011 by contacting the Committee's office (5-0831), or the office of the Vice President for Academic Affairs (5-3742). If no questions have been raised, the proposals will be considered to have been approved automatically.
1. Course Proposals

**AGRICULTURAL AND LIFE SCIENCES**

| Add | HS 4593/6593 | **Creative Design Techniques.** (1). (Prerequisites: HS 1533 or consent of instructor). Two hours lecture. Two hours laboratory. Application of techniques- dyeing, knitting, crochet, embroidery, beading, etc.- for creating and embellishment of garments and accessories. Also utilization of multicultural and historic design inspirations.
| Fr. | LA 2253 | **Planting Design fundamentals in Landscape Architecture.** (3). (Prerequisites: A 1153, LA 2323, LA 2433, PSS 2423) One hour lecture, four hours studio. Using plants as landscape architectural functional elements in a holistic design context. Applying the design elements and principles to design with emphasis on planting design. |
| To: | LA 3653 | **Planting Design fundamentals in Landscape Architecture.** (3). (Prerequisites: A 1153, LA 2554, and PSS 2423) One hour lecture, four hours studio. Using plants as landscape architectural functional elements in a holistic design context. Applying the design elements and principles to design with emphasis on planting design. |

Effective: Spring 2011

Effective: Fall 2011
To: LA 2323  
**Presentation Methods and Media.** (3). (Prerequisites: none; recommended ART 1123 and ART 1213). Six hour studio/lab. Delineation and professional presentation techniques for the practice of Landscape Architecture utilizing traditional and contemporary presentation approaches.

Fr: LA 1553  
**Presentation Methods and Media.** (3). Six hours studio. A review of the various types of architectural drawings used in landscape architecture. Emphasis on basic and graphic tools and drawing techniques and their use in design.

Effective: Fall 2011

Fr: LA 2423  
**History of Landscape Architecture.** (3). Three hours lecture. Historic developments of Landscape Architecture Profession.

To: LA 1423  
**History of Landscape Architecture.** (3). Three hours lecture. Historic developments of Landscape Architecture Profession.

Effective: Fall 2011

To: LA 2433  
**Landscape Systems and Plant Communities.** (3). One hour lecture. Four hours laboratory. The nature, scope and relevancy of landscape systems and their respective plant communities as they relate to land planning and landscape architectural design.

Fr: LA 1333  
**Landscape System and Plant Communities.** (3). One hour lecture. Four hours laboratory. The nature, scope and relevancy of landscape systems and their respective plant communities as they relate to land planning and landscape architectural design.

Effective: 2011
Add LA 2652 | **Landscape Architecture Precedent Studies.** (2).  
(Prerequisites: LA 2654). On-site travel study to experience and document notable landscape architecture projects, methods of construction, and professional office visits.

METHOD OF INSTRUCTION: N and Q  
DELIVERY: F  
C.I.P.: 04.0601  
24-CHAR: LA Precedent Studies

Effective: Fall 2011

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Fr: LA 3544 | **Landscape Architecture Construction I** (3).  
(Prerequisites: none; recommended: ABE 2873 & MA 1323). Two hours lecture. Four hours studio/lab. Course is concerned with land surveying, landscape architecture grading, road alignments and calculations for cut and fills volumes.

To: LA 2644 | **Construction II: Grading** (3). (Prerequisites: LA 2544).  
Two hours lecture. Four hours studio. Land surveying, landscape architecture grading, roadway design and alignment, basic staking and layout, and earth volume estimation.

Effective: Fall 2011

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Fr: LA 3555 | **Landscape Architecture Design I.** (5) (Prerequisites: 1153, LA 1223, LA 2323, LA 2253 and LA 2453). Two hours lecture. Six hours studio/lab. A landscape architectural design process applied to site planning for small acreages. Emphasis on accommodation and application of design principles to site design elements.

To: LA 2554 | **Landscape Architecture Design I: Site Design.** (4)  
(Prerequisites: LA 1153, LA 1223, LA 1333, and LA 1533). Eight hour studio/lab. A landscape architecture design process applied to sustainable site planning. Emphasis on green infrastructure and application of design principles to site design elements.

Effective: Fall 2011
|Fr: LA 3644| **Landscape Architecture Construction II.** (4).  
(Prerequisites: none; recommended LA 3544). Two hours lecture. Four hours studio/lab. Calculations for stormwater management, best management practices, surface and subsurface drainage systems, basic hydrology and erosion and sediment control design and practices. |
|---|---|
|To: LA 3544| **Landscape Architecture Construction III. Hydrology**  
(4). (Prerequisites: LA 2644). Two hours lecture. Four hours studio. Calculations for stormwater management, best management practices, surface and subsurface drainage systems, basic hydrology and erosion and sediment control design and practices. |
|Add LA 3654| **Landscape Architecture Design IV: Urban Design.** (4).  
(Prerequisites: LA 3554). Eight hours studio/lab. Emphasis on urban planning and design, including consideration of urban fabric, building typologies, transit, streetscapes, pedestrian circulation, open space, hydrology, and natural systems. |
<p>|Fr: LA 3655| <strong>Landscape Architecture Design II.</strong> (5). (Prerequisites: LA 1153, LA 1223, LA 2323 &amp; LA 2453). Two hours lecture. Six hours studio/lab. Deals with program and site specific requirements, inventory and analysis, construction detailing, economic issues, social impact, and planting design applied to medium scale projects. |
|To: LA 2654| <strong>Landscape Architecture Design II: Neighborhood Context.</strong> (4) (Prerequisite: LA 2554). Eight hours studio. Emphasis on design at the neighborhood scale, including block and street network design. |</p>
<table>
<thead>
<tr>
<th>Fr.</th>
<th>To.</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 4244</td>
<td>LA 2544</td>
<td><strong>Landscape Architecture Construction III.</strong> (4) (Prerequisites: LA 2323). Two hours lecture. Four hours studio. The nature of materials and their physical attributes. Calculations, drawings, and specifications for the construction design and details.</td>
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<td><strong>Landscape Architecture Construction I: Materials.</strong> (4) (Prerequisites: LA 1223 and LA 1533). Two hours lecture. Four hours studio. The nature of materials and their physical attributes. Calculations, drawings, and specifications for construction design and details.</td>
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<td>Effective: Fall 2011</td>
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<tr>
<td>LA 4755</td>
<td>LA 3554</td>
<td><strong>Landscape Architecture Design III.</strong> (5). (Prerequisites: LA 1153, LA 1223, LA 2323, LA 2253 &amp; LA 2453). Two hours lecture. Six hours studio/lab. The design process applied to intermediate size project, with emphasis on providing shelter for society. Integration of techniques for design development into a holistic process.</td>
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<td><strong>Landscape Architecture Design III – Small Town/Rural Context.</strong> (4). (Prerequisites: LA 2644 and LA 2654). Eight hours studio. Emphasis on design at the Community/Town scale, including place theory and aesthetics.</td>
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<td>Effective: Fall 2011</td>
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<tr>
<td>LA 4855</td>
<td>LA 4854</td>
<td><strong>Landscape Architecture Capstone Studio.</strong> (5). (Prerequisites: LA 3555, LA 3655, LA 4755, LA 3544, LA 3644, and LA 4723). Twelve hours studio/lab. A self-directed course that includes an approved terminal project including proposal, analytical design process, master plan, support drawings, and construction documents of selected plan elements.</td>
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<td><strong>Landscape Architecture Capstone Studio.</strong> (4). (Prerequisite: LA 3544, LA 4723, and LA 4754). Eight hours studio. Emphasis on development of an approved terminal project used to demonstrate competency in proposal development, design process, site planning, detail design and construction detailing.</td>
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<td>BIO 4113/6113</td>
<td>BIO 4113/6113</td>
<td><strong>Evolutionary Biology</strong> (3). (Prerequisites: MA 1313 or equivalent, BIO 1134 and BIO 1144, BIO 3103 or BIO 4133). Historical development of evolutionary theory; phylogeny and systematic; historic or organic evolution; molecular and phenotypic variation in populations; genetic drift and natural selection; speciation.</td>
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<td><strong>Evolution</strong> (3). (Prerequisites: MA 1313 or equivalent, BIO 1134 and BIO 1144, BIO 3103 or BIO 4133). Historical development of evolutionary theory; phylogeny and systematic; historic or organic evolution; molecular and phenotypic variation in populations; genetic drift and natural selection; speciation.</td>
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<td><strong>Shakespeare and Film</strong> (3). (Prerequisites: EN 1103 and EN 1113 or their equivalent). Three hours lecture. This course offers a focused study of Shakespeare on page and screen. Specific plays and film adaptations are selected by the instructor.</td>
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<td><strong>Hindu Mythology</strong> (3). A survey of narrative traditions in Hindu literature portraying the activities of Gods, Goddesses and sagas, and their relevance to Hindu theology and religious practice.</td>
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**METHOD OF INSTRUCTION:** C  
**DELIVERY:** F  
**C.I.P.:** 23.0801  
**24-CHAR:** Shakespeare and Film  
**Effective:** Spring 2011

Add EN 3523  
**METHOD OF INSTRUCTION:** C  
**DELIVERY:** F  
**C.I.P.:** 38.0299  
**24-CHAR:** Hindu Mythology  
**Effective:** Fall 2011
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<td>METHOD OF INSTRUCTION: C</td>
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<td>DELIVERY: F</td>
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<td>C.I.P.: 38.0299</td>
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<td></td>
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<td>24-CHAR: Judeo-Christian Ethics</td>
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**EDUCATION**

<table>
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<tr>
<th>Add</th>
<th>EDE 8713</th>
<th><strong>Educating Young Adults.</strong> (3). Three hours lecture. Examination of issues influencing the education of young adolescents, including instructional methods, curricular models, organizational patterns, and developmentally responsive schools. Observation/participation in 4-8 settings.</th>
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<tbody>
<tr>
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<td>METHOD OF INSTRUCTION: C</td>
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<td>DELIVERY: F</td>
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<td>C.I.P.: 13.1203</td>
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<td>24-CHAR: Educ Young Adolescents</td>
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<tr>
<th>Modify</th>
<th>EDS 3633</th>
<th><strong>Secondary Math Education.</strong> (3). (Prerequisite: Admission to Teacher Education. Corequisite: EDF4243/6243 and RDG 3513). Three hours lecture. Examine the concepts and tools used to teach mathematics in the secondary classroom, connections between algebra and geometry concepts, and national and state mathematics standards.</th>
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<tr>
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<td>EDS 4633</td>
<td><strong>Methods of Teaching Math.</strong> (3). (Prerequisite: Admission to Teacher Education, EDS 3633). Three hours lecture. Field based. Aims and purposes of teaching mathematics in high school, curriculum problems, organization, presentation of subject matter, methods of teaching and evaluation.</td>
</tr>
<tr>
<td>Modify</td>
<td>EDS 6633</td>
<td><strong>Methods of Teaching Math.</strong> (3). (Prerequisite: Admission to Teacher Education, EDS 3633). Three hours lecture. Field based. Aims and purposes of teaching mathematics in high school, curriculum problems, organization, presentation of subject matter, methods of teaching and evaluation.</td>
</tr>
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<td></td>
<td>EDS 6633</td>
<td><strong>Methods of Teaching Math.</strong> (3). (Prerequisite: Admission to Teacher Education). Three hours lecture. Field based. Aims and purposes of teaching mathematics in high school, curriculum problems, organization, presentation of subject matter, methods of teaching and evaluation.</td>
</tr>
<tr>
<td>Modify</td>
<td>EDS 3643</td>
<td><strong>Secondary Social Studies Education.</strong> (3). (Prerequisite: Admission to Teacher Education, EDS 3411, EPY 3143. Corequisite: EDF 4243/6243 and RDG 3513) Three hours lecture. An introduction to the history, purposes, and current issues associated with middle and secondary social studies education.</td>
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<tr>
<td></td>
<td>EDS 3643</td>
<td><strong>Secondary Social Studies Education.</strong> (3). (Prerequisite: Admission to teacher education). Three hours lecture. An introduction to the history, purposes, and current issues associated with middle and secondary social studies education.</td>
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</tbody>
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<tr>
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<th><strong>Methods of Teaching Social Studies.</strong> (3). (Prerequisite: Admission to teacher education, EDS 3411, EDS 3411, EPY 3143, EDF 4243/6243, RDG 3513, and EDS 3643. Corequisite: EPY 3253). Three hours lecture. An examination of teaching methods and instructional materials and media appropriate for use in middle schools and secondary social studies classrooms.</th>
</tr>
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<tr>
<td>Modify</td>
<td>EDS 6643</td>
<td><strong>Methods of Teaching Social Studies.</strong> (3). (Prerequisite: Admission to teacher education, EDS 3411, EDS 3411, EPY 3143, EDF 4243/6243, RDG 3513, and EDS 3643. Corequisite: EPY 3253). Three hours lecture. An examination of teaching methods and instructional materials and media appropriate for use in middle schools and secondary social studies classrooms.</td>
</tr>
<tr>
<td>Modify</td>
<td>EDS 3653</td>
<td><strong>Secondary Science Education.</strong> (Co-requisite: RDG 315 and EDF 4243). Three hours lecture. Fundamentals of science education including the National Science Education Standards and NSTA recommendations required for teaching science in grades 7-12th.</td>
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<td>Modify</td>
<td>EDS 4653</td>
<td><strong>Methods of Teaching Science.</strong> (3). (Co-requisite: EPY 3253) Three hours lecture. Field based. Students will gain insight into the methods of teaching science in grades 7-12, including selection, organization, presentation and assessment required by NSES.</td>
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<tr>
<td>EDS 4653</td>
<td><strong>Methods of Teaching Science.</strong> (3). (Prerequisite: Admission to Teacher Education, EDS 3653) Three hours lecture. Field based. Students will gain insight into the methods of teaching science in grades 7-12, including selection, organization, presentation and assessment required by NSES.</td>
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<tr>
<td>Modify</td>
<td>EDS 6653</td>
<td><strong>Methods of Teaching Science.</strong> (3). (Co-requisite: EPY 3253) Three hours lecture. Field based. Students will gain insight into the methods of teaching science in grades 7-12, including selection, organization, presentation and assessment required by NSES.</td>
</tr>
<tr>
<td>EDS 6653</td>
<td><strong>Methods of Teaching Science.</strong> (3). (Prerequisite: Admission to Teacher Education) Three hours lecture. Field based. Students will gain insight into the methods of teaching science in grades 7-12, including selection, organization, presentation and assessment required by NSES.</td>
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<tr>
<td>EDS 3673</td>
<td><strong>Second Language Arts Education.</strong> (3). (Prerequisite: Admission to Teacher Education). Three hours lecture. Essential knowledge, literature, and composition. Primarily for secondary teachers of language arts, foreign language and speech.</td>
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Effective: Fall 2011
### UCCC Change Notice 5
January 20, 2011

<table>
<thead>
<tr>
<th>Modify</th>
<th>EDS 4673</th>
<th>Methods of Teaching Language Arts. (3). (Prerequisite: EDS 3673, EPY 3253). Three hours lecture. Field based. Objectives in English/Language Arts; content, organization, methods of teaching language, literature, and composition. Primarily for secondary teachers of language arts, foreign language and speech.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modify</td>
<td>EDS 6673</td>
<td>Methods of Teaching Language Arts. (3). (Prerequisite: Admission to Teacher Education, EDS 3673). Three hours lecture. Field based. Objectives in English/Language Arts; content, organization, methods of teaching language, literature, and composition. Primarily for secondary teachers of language arts.</td>
</tr>
<tr>
<td>Delete</td>
<td>RDG 8523</td>
<td>Reading Comprehension Processes and Instruction</td>
</tr>
</tbody>
</table>

### ENGINEERING

<table>
<thead>
<tr>
<th>Fr:</th>
<th>CEE 4733/6733</th>
<th>Construction Engineering Equipment and Methods (3). Three hours lecture. Aspects of planning, operation and management or civil engineering support equipment, site logistics, equipment cost engineering, power systems and environmental considerations of equipment use.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To:</td>
<td>CE 4733/6733</td>
<td>Construction Engineering Equipment and Methods (3). Three hours lecture. Aspects of planning, operation and management or civil engineering support equipment, site logistics, equipment cost engineering, power systems and environmental considerations of equipment use.</td>
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</tbody>
</table>

Effective: Spring 2011
UCCC Change Notice 5
January 20, 2011

VET MED

<table>
<thead>
<tr>
<th>Fr:</th>
<th>CVM 5864</th>
<th>Beef Production Medicine (4). Three hours lecture.</th>
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<tbody>
<tr>
<td>To:</td>
<td>CVM 5864</td>
<td>Bovine Production Medicine (4). (Prerequisite: Enrollment in the CVM professional curriculum). Four hours lecture. Reproductive and nutritional management, record-keeping, data analysis, herd health programs, and other advanced bovine production topics will be covered, building on student's core veterinary education.</td>
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<td>Effective: Spring 2011</td>
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2. Degree Proposals

AGRICULTURE AND LIFE SCIENCES

<table>
<thead>
<tr>
<th>Modify</th>
<th>Degree: Bachelor</th>
<th>Major: Landscape Architecture</th>
<th>Add: LA 2652</th>
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<tbody>
<tr>
<td></td>
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<td>New Requirements: ENS 2103, LA 3654, and LA4754</td>
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<td>Delete: CO 1003, EC 2113, LA 2453, LA 4253, LA 4344, PSS 3303</td>
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</table>

<table>
<thead>
<tr>
<th>Modify</th>
<th>Degree: Bachelor of Science</th>
<th>Major: Landscape Contracting and Management</th>
<th>Add the following new course requirements: LA 1333, MGT 3233, and LA 4753. No longer require LA 1701, LA 2701, MGT 3114, LA 4733, LA 4744</th>
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<td>Effective: Spring 2011</td>
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ARCHITECTURE, ART & DESIGN

<table>
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<tr>
<th>Modify</th>
<th>Degree: Bachelor of Science</th>
<th>Major: Interior Design</th>
<th>Remove ARC 1003 from Major Core courses, add CO 1003 or CO 1013 to degree program (to replace ARC 1003)</th>
</tr>
</thead>
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<td>Effective: Spring 2011</td>
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</table>
EDUCATION

Modify Degree: Bachelor of Arts Major: Elementary Education

Change requirements to take PS 1113 to the option of taking either PS 1113 American Government or SO 1003 Intro to Soc or SO 1203 Marriage and Family. Change the requirement to take a grammar elective to the option to take a grammar elective or another English above Comp II. Allow additional choices for the middle school concentration endorsement areas.

Effective: Spring 2011

3. AOCE Proposals

AGRICULTURE AND LIFE SCIENCES

| HS 3673 | Environments for Special Needs |

ARTS AND SCIENCES

| HI 4193/6193 | U.S. Environmental History |

EDUCATION

| EDX 4113 | Diagnostic-Prescriptive Methods and Materials for Early Elementary Education |

All of the proposals were approved with the exception of the following:

Proposals**

________________________
________________________

Dr. Peter L. Ryan
Associate Vice President for Academic Affairs

January 25th, 2011
NOTE: This form is a cover sheet that must accompany the course 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: Ag & Life Sciences
Department: Human Sciences

Contact Person: Phyllis Bell Miller
Mail Stop: 9746 E-mail: pbmiller@humansci.msstate.edu

Nature of Change: Add
Date Initiated: 10-18-10 Effective Date: Spring 2010

Current Listing in Catalog:
Symbol Number Title
Credit Hours

New or Modified Listing for Catalog:
Symbol Number Title Credit Hours
HS 4573/6573 Creative Design Techniques (3)

New or Modified Catalog Description:
(Prerequisites: HS 1533 or consent of instructor). Two hours lecture. Three hours laboratory. Application of techniques—dy ing, knitting, crochet, embroidery, beading, etc.—for creation and embellishment of garments and accessories. Also utilization of multicultural and historic design inspirations.

Approved: M. Jaylar
Date: 11/3/10
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: 1/3/10

January 23rd 2011
Proposal for New Course

Creative Design Techniques

1. CATALOG DESCRIPTION:

**HS 4573/6573. Creative Design Techniques. (3)** (Prerequisites: HS 1533 or consent of instructor). Two hours lecture. Three hours laboratory. Application of techniques—dyeing, knitting, crochet, embroidery, beading, etc.—for creation and embellishment of garments and accessories. Also utilization of multicultural and historic design inspirations.

2. DETAILED COURSE OUTLINE

**Lecture Topics**

<table>
<thead>
<tr>
<th>Lecture Topic</th>
<th>Hours</th>
<th>Totals</th>
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<tbody>
<tr>
<td>I. Course introduction</td>
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<tr>
<td>A. Creative thinking</td>
<td>2.50</td>
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<td>B. Decorative arts</td>
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<td>C. Supplies and preparation</td>
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<td>D. Using ethnic and historic influences</td>
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<tr>
<td><strong>Total introductory hours</strong></td>
<td>2.50</td>
<td>2.50</td>
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<tr>
<td>II. Crochet</td>
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<td>3.00</td>
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<tr>
<td>A. History</td>
<td>0.25</td>
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<td>B. Supplies and materials</td>
<td>0.75</td>
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<td>C. Garment assembly and finishing</td>
<td>0.50</td>
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<td>D. Understanding and following patterns</td>
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<tr>
<td>E. Basic pattern development and design</td>
<td>1.00</td>
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<tr>
<td><strong>Total crochet hours</strong></td>
<td>3.00</td>
<td>3.00</td>
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<tr>
<td>III. Dyeing Techniques</td>
<td></td>
<td>8.25</td>
</tr>
<tr>
<td>A. History of dyestuffs and dyeing</td>
<td>1.50</td>
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<tr>
<td>B. Dyeing techniques (tie dyeing, shibori, etc.)</td>
<td>0.75</td>
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<tr>
<td>C. Creating and using natural dyes (natural fibers)</td>
<td>2.00</td>
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<td>D. Using acid dyes (protein fibers and nylon)</td>
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<tr>
<td>E. Using fiber-reactive dyes (cellulosic fibers and silk)</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td><strong>Total dyeing hours</strong></td>
<td>8.25</td>
<td>8.25</td>
</tr>
<tr>
<td>IV. Knitting</td>
<td></td>
<td>5.25</td>
</tr>
<tr>
<td>A. History</td>
<td>0.25</td>
<td></td>
</tr>
</tbody>
</table>
### Lecture Topic

<table>
<thead>
<tr>
<th>B. Materials and resources</th>
<th>0.75</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Stitches and techniques</td>
<td>0.0</td>
</tr>
<tr>
<td>Casting on, knit stitch, purl stitch</td>
<td>0.50</td>
</tr>
<tr>
<td>Increasing, decreasing, binding off</td>
<td>0.50</td>
</tr>
<tr>
<td>D. Pattern stitches, cables, lace, etc.</td>
<td>1.00</td>
</tr>
<tr>
<td>E. Garment assembly and finishing</td>
<td>0.75</td>
</tr>
<tr>
<td>F. Understanding and following patterns</td>
<td>0.5</td>
</tr>
<tr>
<td>G. Basic pattern development and design</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Total knitting hours**  5.25

### IV. Embroidery

<table>
<thead>
<tr>
<th>A. History</th>
<th>0.25</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Supplies and materials</td>
<td>0.50</td>
</tr>
<tr>
<td>C. Basic stitches and techniques</td>
<td>1.00</td>
</tr>
<tr>
<td>D. Reading and designing patterns</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Total embroidery hours**  2.75

### V. Beading

<table>
<thead>
<tr>
<th>A. History</th>
<th>0.25</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Supplies and materials</td>
<td>0.50</td>
</tr>
<tr>
<td>C. Basic stitches and techniques</td>
<td>1.00</td>
</tr>
<tr>
<td>D. Reading and designing patterns</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Total beading hours**  2.75

### VI. Other technique (felting, macramé, etc.)

<table>
<thead>
<tr>
<th>A. History</th>
<th>0.25</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Supplies and materials</td>
<td>0.50</td>
</tr>
<tr>
<td>C. Basic techniques</td>
<td>1.25</td>
</tr>
<tr>
<td>D. Reading and designing patterns</td>
<td>0.50</td>
</tr>
</tbody>
</table>

**Total technique hours**  2.50

### VII. Final Exam Period

**Final Exam hours**  3.00

**Total instructional hours**  30.00

### Laboratory Topics

<table>
<thead>
<tr>
<th>Laboratory Topic</th>
<th>Hours</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Crochet Stitches &amp; Techniques</td>
<td>5.00</td>
<td></td>
</tr>
<tr>
<td>A. Basic &amp; intermediate stitches: chain, Slip stitch, single, double, treble, increasing, decreasing, afghan stitch.</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Laboratory Topic</td>
<td>Hours</td>
<td>Totals</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>B. Garment assembly and finishing techniques</td>
<td>1.00</td>
<td>5.00</td>
</tr>
<tr>
<td><strong>Total crochet hours</strong></td>
<td></td>
<td>5.00</td>
</tr>
<tr>
<td><strong>II. Dyeing Techniques</strong></td>
<td></td>
<td>8.25</td>
</tr>
<tr>
<td>A. Dyeing techniques (tie dyeing, shibori, etc.)</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>B. Creating and using natural dyes (natural fibers)</td>
<td>2.50</td>
<td></td>
</tr>
<tr>
<td>C. Using acid dyes (protein fibers and nylon)</td>
<td>2.25</td>
<td></td>
</tr>
<tr>
<td>D. Using fiber-reactive dyes (cellulosic fibers and silk)</td>
<td>2.50</td>
<td></td>
</tr>
<tr>
<td><strong>Total dyeing hours</strong></td>
<td></td>
<td>8.25</td>
</tr>
<tr>
<td><strong>V. Knitting</strong></td>
<td></td>
<td>6.25</td>
</tr>
<tr>
<td>A. Stitches and techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Casting on, knit stitch, purl stitch</td>
<td>1.50</td>
<td></td>
</tr>
<tr>
<td>Increasing, decreasing, binding off</td>
<td>2.25</td>
<td></td>
</tr>
<tr>
<td>B. Pattern stitches, cables, lace, etc.</td>
<td>2.50</td>
<td></td>
</tr>
<tr>
<td><strong>Total knitting hours</strong></td>
<td></td>
<td>6.25</td>
</tr>
<tr>
<td><strong>VIII. Embroidery</strong></td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A. Basic stitches and techniques</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>B. Reading and designing patterns</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td><strong>Total embroidery hours</strong></td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td><strong>IX. Beading</strong></td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A. Basic stitches and techniques</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>B. Reading and designing patterns</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td><strong>Total beading hours</strong></td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td><strong>X. Other technique (felting, macramé, etc.)</strong></td>
<td></td>
<td>2.50</td>
</tr>
<tr>
<td>A. Basic techniques</td>
<td>2.50</td>
<td></td>
</tr>
<tr>
<td><strong>Total technique hours</strong></td>
<td></td>
<td>2.50</td>
</tr>
<tr>
<td><strong>Total instructional hours</strong></td>
<td></td>
<td>30.00</td>
</tr>
</tbody>
</table>

**Justification for Lab Fee**

This course requires numerous samples, fabrics, dyes, and other supplies. Most of these materials are not available locally and are considerably less expensive when purchased in bulk. In addition, students require only a small quantity of certain materials to complete the unit samples. Further, because several activities (dyeing) require extensive
setup time and are done in groups, it is imperative that everyone has his/her materials at the specified time.

Hence, it makes sense to collect a lab fee so that the materials and supplies required for class trials, labs, and activities can be purchased in bulk. Students will receive a packet of supplies (scarves, bead trays, needle packets, bead assortments, etc.) for their individual use. Other supplies (dyes, fixatives, detergents, etc.) will be available in the lab for all class members to use.

3. METHOD OF EVALUATION

<table>
<thead>
<tr>
<th>Evaluation Criterion</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Crochet samples &amp; projects</td>
<td>12.00%</td>
</tr>
<tr>
<td>B. Knitting samples &amp; projects</td>
<td>13.00%</td>
</tr>
<tr>
<td>C. Dyeing samples &amp; projects</td>
<td>20.00%</td>
</tr>
<tr>
<td>D. Beading &amp; embroidery samples &amp; projects</td>
<td>15.00%</td>
</tr>
<tr>
<td>E. Other techniques</td>
<td>5.00%</td>
</tr>
<tr>
<td>F. Final project</td>
<td>20.00%</td>
</tr>
<tr>
<td>G. Course notebook containing all projects &amp; assignments</td>
<td>10.00%</td>
</tr>
<tr>
<td>H. In-class quizzes &amp; exercises</td>
<td>5.00%</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

Grading Scale (Based on Percentage of Total Points Possible for Course):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
</tr>
<tr>
<td>B</td>
<td>90-80</td>
</tr>
<tr>
<td>C</td>
<td>80-70</td>
</tr>
<tr>
<td>D</td>
<td>70-60</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

Out of Class Work (See Evaluation Criteria above.)

- Create and/or complete specified samples and unit projects using techniques covered in the course. Also record information concerning samples on the
4. JUSTIFICATION & LEARNING OUTCOMES

Justification

Because at least one third of ATM students are interested in design-related careers (fashion, costume, and accessory design, styling, wardrobe consulting, etc.), the number of design-related courses needs to increase. At present, the only design-related courses in the ATM curriculum are Visual Design in Dress (HS 1523), Apparel Design I (HS 1533), Apparel Design II (HS 4343/6343) and Computer-aided Design for Human Sciences (HS 4733/6733). The proposed course will provide students with considerable knowledge of fabric creation, dyeing, and surface embellishment as well as of the use of ethnic and historic design influences—all of which are prominent in global fashion forecasts for several years to come.

The course has been offered twice before (spring semester 2007 and 2009) and has received overall student evaluations of 4.67 (2007) and 4.6 (2009). Student awards resulting from material addressed in the course include Third Place for Wearable Art and three finalists in the 2007 National Emerging Young Designer Competition and Second- and Third-place in the 2010 Mississippi Association of Family and Consumer Sciences (MAFCS) Design Competition. Internships that students report to have directly resulted from the course include those with Vera Wang, Betsey Johnson, Ralph Lauren, and Wenlan Chia (Twinkle Knits and Yarn) in New York City and the prestigious 2010 PiPN (Pathways into Professional Needlearts) Scholar Program, which is administered through the National Needlearts Association.

In addition, this course will make the ATM program more competitive with America's most prestigious design and ATM programs. Similar courses are offered at
Colorado State University, the University of Nebraska-Lincoln, Oklahoma State University, and Kent State University.

**Expected Learning Outcomes**

As a result of the course, students will know:
- The history of a variety of design techniques, such as crochet, knitting, macramé, dyeing, embroidery, beading, and appliqué.
- A variety of decorative techniques, as listed above.
- Methods of creating fabrics through knitting, crochet, and macramé techniques.
- Methods of designing original garments and accessories using various creative techniques, as listed above.
- How to design of embroidery and other forms of decoration.
- Methods of researching multicultural and historic influences and utilizing them for the creation of original designs.

5. **ACADEMIC MISCONDUCT**

Not applicable.

6. **TARGET AUDIENCE**

Not applicable.

7. **SUPPORT**

- Availability of staff: No additional staff is required to teach this course. A current faculty member will do so.
- Library support: Students can utilize the internet and current library holding for additional information and research. The Instructional Media Center and its staff provide the necessary equipment and assistance with scanning and utilizing software to create the inspiration boards and reports required for the course.
- Laboratories or equipment required: The course will be held in 202 Moore Hall, which is a design lab under the jurisdiction of the School of Human Sciences. The required equipment, which includes dye pots, measuring implements, mixing tools, and timers, were purchased previously and are still available.

- Consumable goods, such as dyes, surfactants, fixatives, fabrics, needles, beads, and similar supplies will be purchased through student lab fees.

8. INSTRUCTOR OF RECORD (Graduate Course)

Phyllis Bell Miller, Associate Professor of ATM.

9. GRADUATE STUDENT REQUIREMENTS (Split-Level Courses)

<table>
<thead>
<tr>
<th>Evaluation Criterion</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Crochet samples &amp; projects</td>
<td>10.00%</td>
</tr>
<tr>
<td>B. Knitting samples &amp; projects</td>
<td>10.00%</td>
</tr>
<tr>
<td>C. Dyeing samples &amp; projects</td>
<td>17.00%</td>
</tr>
<tr>
<td>D. Beading &amp; embroidery samples &amp; projects</td>
<td>13.00%</td>
</tr>
<tr>
<td>E. Other techniques</td>
<td>5.00%</td>
</tr>
<tr>
<td>F. Final project</td>
<td>25.00%</td>
</tr>
<tr>
<td>G. New technique &amp; demonstration</td>
<td>5.00%</td>
</tr>
<tr>
<td>H. Course notebook containing all projects &amp; assignments</td>
<td>10.00%</td>
</tr>
<tr>
<td>I. In-class quizzes &amp; exercises</td>
<td>5.00%</td>
</tr>
</tbody>
</table>

**TOTAL POINTS** 100.00%

- Research, write proposals for, create inspiration boards for, and design at least two garments/accessories that collectively utilize all of the techniques covered in the course. Also utilize an additional technique, as described below. Include photographs of work in progress and of completed projects. A different proposal is required for each project. (F)
• Research, learn, and utilize a technique not covered in class in the final project. Be prepared to demonstrate and teach this technique to the class. Provide instructional handouts and a materials list for the technique. (G)

J. PLANNED FREQUENCY (or schedule of offering)

Spring semester, every other year.

K. EXPLANATION OF ANY DUPLICATION

This course does not duplicate material from any other course offered at MSU.

L. METHOD OF INSTRUCTION CODE

B: Lecture/Lab.

Method of Delivery:

F: Face to face

M. PROPOSED C.I.P. NUMBER

C.I.P. number: 19.0901

N. PROPOSED 24-CHARACTER ABBREVIATION

Creative Design Tech

O. PROPOSED SEMESTER EFFECTIVE

Spring 2011

P. OTHER APPROPRIATE INFORMATION

Textbooks/Required Reading:


Class handouts

**Reading List & Bibliography**

**Crochet**


**Dyeing**


**Knitting**


**Embroidery & Beading**


Crill, R. Indian embroidery. 1999: V&A Publications.


**Ethnic Design**


Periodicals

Vogue Knitting  
Beading  
Crochet  
Fiber Arts  
Interweave Knits  
Ornament  
Surface Design  
Textile View

Q. PROPOSAL CONTACT PERSON

Phyllis Bell Miller, Associate Professor, Co-Option Leader for ATM  
207 Moore Hall, Mail Stop 9746  
Office: 662-325-8783  
Mobile: 662-312-2938  
Fax: 662-325-7700  
pbmill@humansci.msstate.edu
October 18, 2010

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

RE: Proposal for Creative Design Techniques Course

We are requesting that a new course, Creative Design Techniques (HIS 4573/6573), be approved. This course will provide Apparel, Textiles, and Merchandising (ATM) students with the background and skills that they need to compete successfully for design-related positions, including visual merchandising, fashion and costume design, and photographic styling.

At present, the ATM curriculum contains only four design-related courses. The proposed course will provide students with considerable knowledge of fabric creation, dyeing, and surface embellishment as well as of the use of ethnic and historic design influences—all of which are prominent in global fashion forecasts for several years to come. In addition, it will make MSU’s ATM program more competitive with America’s most prestigious design and ATM programs.

The course has been offered twice before (spring semester 2007 and 2009) and has received overall student evaluations of 4.67 (2007) and 4.6 (2009). Students have also won state and national awards for projects completed in both courses. They also report that have garnered several highly competitive internships and jobs as a direct result of knowing the information covered in the course.

Thank you for your support and assistance in making our program more nationally competitive.

Sincerely,

Phyllis Bell Miller
Co-Option Leader

Wanda K. Cheek
Co-Option Leader

C: Walter Taylor
Date: November 1, 2010

To: University Courses and Curriculum Committee

Subject: New Course Approval, HS 4573/6573

The proposal for a new course, HS 4573/6573, Creative Design Techniques, has the support of the members serving on the curriculum committee for the School of Human Sciences. This new course will be offered as part of the Apparel, Textiles and Merchandising curriculum in the School of Human Sciences. It has been taught previously as HS 4990 with positive feedback from students.

Jan Cooper Taylor, Committee Chair

Wanda Cheek, Committee Member

Jacquelyn Deeds, Committee Member

Joe Wilmoth, Committee Member

Tommy Phillips, Committee Member

Angel Fason, Committee Member
NOTE: This form is a cover sheet that must accompany the course 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: CALS
Contact Person: Michael Seymour
Nature of Change: Modification
Date Initiated: Nov, 2010 Effective Date: Fall, 2011

Current Listing in Catalog:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA</td>
<td>2253</td>
<td>Planting Design Fundamentals in Landscape Architecture</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Current Catalog Description:

LA 2253. Planting Design Fundamentals in Landscape Architecture. (3) (Prerequisites: LA 1153, LA 2323, LA 2433, PSS 2423). One hour lecture. Four hours studio. Using plants as landscape architectural functional elements in a holistic design context. Applying the design elements and principles to design with emphasis on planting design.

New or Modified Listing for Catalog:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA</td>
<td>3653</td>
<td>Planting Design Fundamentals in Landscape Architecture</td>
<td>(3)</td>
</tr>
</tbody>
</table>

New or Modified Catalog Description:

LA 3653. Planting Design Fundamentals in Landscape Architecture. (3) (Prerequisites: LA 1533, LA 2554 & PSS 2423). One hour lecture. Four hours studio. Using plants as landscape architectural functional elements in a holistic design context. Applying the design elements and principles to design with emphasis on planting design.

Approved:

Date:

11/30/10

11/12/10

11/23/2010

1/5/11

January 23rd, 2011
Proposal to Modify
LA 2253 Planting Design Fundamentals in Landscape Architecture

1. Catalog Description

Current

LA 2253. Planting Design Fundamentals in Landscape Architecture. (3) (Prerequisites: LA 1153, LA 2323, LA 2433, PSS 2423). One hour lecture. Four hours studio. Using plants as landscape architectural functional elements in a holistic design context. Applying the design elements and principles to design with emphasis on planting design.

Proposed

LA 3653. Planting Design Fundamentals in Landscape Architecture. (3) (Prerequisites: LA 1533, LA 2554 & PSS 2423). One hour lecture. Four hours studio. Using plants as landscape architectural functional elements in a holistic design context. Applying the design elements and principles to design with emphasis on planting design.

2. Itemized List and Description of Changes

The fundamental changes to this course are:

1. Changing the course level from a 2000-level course to a 3000-level course, indicating our intent to require the course during the students' junior year.
2. The change in course level necessitates a change in course number.
3. The overall revision of our curriculum necessitates a change in the prerequisites. Because this course has been moved back in the sequence, LA 2544 Design I has been added as a prerequisite to ensure that students have the appropriate background in site design.

The content of the course will not change.

Course Outline

This class will meet two times a week with a total of one hour of lecture and four hours of studio per week. (Total of 75 contact hours)

Project 1 Planting Design Process (15 contact hours)
The purpose of this project is to learn and apply the steps in the process of planting design.

Week 1:
• Holistic considerations in landscape architectural design
• Hardscape
• Softscape
Week 2:
• Historical Aspects of Landscape Development
• The Landscape Industry

Week 3:
• Landscape as Process
• Landscape Planting

Project 2 Planting as Community (15 contact hours)
The purpose of this project is to apply ecological understanding in the plant composition.

Week 4:
• Plant communities
• Plants and their environments

Week 5:
• Classification and origins of landscape plants
• Arranging Plants in the Landscape

Week 6:
• Basic Elements and Principles of planting design
• Functional and aesthetic uses of plants in design

Project 3 Seasonal Planting (5 contact hours)
The purpose of this project is to learn to create a planting design that has seasonal variation

Week 7:
• Design process with emphasis on plants
• Time and the seasonal aspects of planting design

Project 4 Landscape Management (20 contact hours)
The purpose of this project is to learn to write a landscape management plan based upon a planting plan.

Week 8:
• Planting design as spatial articulation

Week 9:
• Planting plan graphics

Week 10:
• Assessing planting plans
• Maintenance considerations in planting design

Week 11:
• Preparation of Landscape Plans as Contract Documents
Project 5 Costing a Planting Plan (20 contact hours)
The purpose of this project is to learn how to develop a budget and proposal from bid specifications.

Week 12:
• Planting plans

Week 13:
• Plant lists
• Planting specifications

Week 14:
• Cost Estimation

Week 15:
• Final design
• Final examination

3. Justification and Learning Outcomes

Justification

Course Level: Through our comprehensive review of our curriculum, it was determined that this course was best required during the students' junior year. For this reason we are proposing that the course level be changed.

Course Number: The change in course level necessitates a change in course number.

Course Prerequisites: The overall revision of our curriculum necessitates a change in the course numbers of the prerequisites and the addition of LA 2554 Design I. Because site design necessarily occurs before planting design, we believe this will create a more appropriate and logical course sequencing. It also will ensure that students are adequately prepared for this course.

Learning Outcomes

This course explores the creative role of plants in landscape architecture based on design elements and principles with emphasis on the principles of line, form, color, and texture. Through lectures, readings, field trips and exercises students will build a knowledge base of plant function and aesthetics in order to design meaningful landscapes.

Upon satisfactory completion of this course students will be able to:

• Apply line, form, color and texture, as well as other design elements and principles, in plant compositions.
• Design and assess a variety of planting compositions.
• Understand the functional and aesthetic interrelationships of plants in the landscape.
• Develop a meaningful understanding of plants in both man-made and natural conditions.
• Develop landscape planting plans, plant lists and specifications for use as contract documents.
• Become aware of landscape management needs and creating landscape management plans.

4. Additional Information

a. Course Symbol – No change.

b. Course Number – Changes from 2253 to 3653 to reflect the change in the course level.

c. Course Name – No change.

d. Credit Hours – No change.

e. Prerequisite – Changes to LA 1533 and LA 2554 for the reasons explained in Item 3 above.

f. Method / Hours of Instruction – No change.

g. Course Description – No change (except prerequisites).

h. Course Content – No change.

5. Graduate Student Requirements (split-level courses): N/A

6. Method of Evaluation

Course Content Weighting

| Project 1 | 7.5% |
| Project 2 | 7.5% |
| Project 3 | 5.0% |
| Project 4 | 25.0% |
| Project 5 | 25.0% |
| Quizzes   | 25.0% |
| Attendance| 5.0%  |
| Total:    | 100.0%|

The following grading scale will be used:

A = 90-100%
Excellent work: All components demonstrate excellent understanding of assignment. Assignment is complete or near complete in its execution, persuasive in its presentation, turned in on time, and clearly demonstrates extra effort that results in a superior product.

B = 80-89.9%
Good work: Above average in all or most every component of an assignment, but with some area of deficiency or lacking clear evidence of extra effort that separate it from Excellent or “A” work.

C = 70-79.9%
Average work: All aspects of an assignment are complete, but are average in detail, solution, scope, presentation, completeness of answer, etc.

D = 60-69.9%
Poor work: Inferior-passing, but not acceptable as satisfactory for degree requirements for students enrolled in the Master of Landscape Architecture program.

F = 0-59.9%
Failure: Work is incomplete, perhaps a poor solution, possibly very late, little evidence of work effort, answers are incorrect or incomplete, etc.

7. Academic Misconduct

N/A

8. Target Audience

N/A

9. Support

See attached approval letter which covers both the Degree Program Modification and Course Modifications

Proposal Contact Person

Michael Seymour, Assistant Professor
325-7897
NOTE: This form is a cover sheet that must accompany the course 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: CALS  
Department: Landscape Architecture  
Contact Person: Michael Seymour  
E-mail: mseymour@lalc.msstate.edu  
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<tr>
<th>Symbol</th>
<th>Number</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>LA</td>
<td>2323</td>
<td>Presentation Methods and Media</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Current Catalog Description:

LA 2323. Presentation Methods and Media. (3) (Prerequisite: none, recommended ART 1123 & ART 1213)  
Six hours studio/lab. Delineation and professional presentation techniques for the practice of Landscape Architecture utilizing traditional and contemporary presentation approaches.

New or Modified Listing for Catalog:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA</td>
<td>1533</td>
<td>Presentation Methods and Media</td>
<td>(3)</td>
</tr>
</tbody>
</table>

New or Modified Catalog Description:

LA 1533. Presentation Methods and Media. (3) Six hours studio. A review of the various types of architectural drawings used in landscape architecture. Emphasis on basic hand graphic tools and drawing techniques and their use in design.

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:  
1/20/2010  
1/12/2010  
11/23/10  
1.5.11  
January 23rd, 2011
Proposal to Modify
LA 2323 Presentation Methods and Media

1. Catalog Description

Current

LA 2323. Presentation Methods and Media. (3) (Prerequisite: none, recommended ART 1123 & ART 1213) Six hours studio/lab. Delineation and professional presentation techniques for the practice of Landscape Architecture utilizing traditional and contemporary presentation approaches.

Proposed

LA 1533. Presentation Methods and Media. (3) Six hours studio. A review of the various types of architectural drawings used in landscape architecture. Emphasis on basic hand graphic tools and drawing techniques and their use in design.

2. Itemized List and Description of Changes

The fundamental changes to the course are:

1) Changing the course level to indicate it will be required during the students' freshman year.
2) Changing the course description to more explicitly state the course purpose.
3) There will be no recommended prerequisite.

The content of the course will not change.

Current Course Outline

This course will meet two times per week for three hours of studio per class period.

Project 1 – Plan View Graphics (12 hours)
The purpose of this project is for the student to learn how to use linewidth, linetypes, value, shading and shadows to create a readable plan view graphic.

Week 1:
- Course overview and purpose
- Lecture on Visual Communication in Landscape Architecture
- Lecture on Plan View Graphics
- Introduce Project 1
- In-class sketching exercise

Week 2:
- Review of Titleblock and Hand Lettering
- In-class work on Project 1
- In-class Exercises on Plan View Graphics
• Project 1 Pin-up
• Complete Peer and Self Evaluations of Project 1

**Project 2 – Elevation View (10 hours)**
The purpose of this project is for the student to demonstrate an understanding of how to create an elevation view from a plan view drawing.

Week 3:
• Lecture on Elevation Graphics
• In-class Exercise on Elevation Graphics
• In-class work on Project 2

Week 4:
• In-class work on Project 2
• In-class Exercise on Elevation Graphics
• Project 2 Pin-up
• Complete Peer and Self Evaluations of Project 2
• Lecture on Section Elevation

**Project 3 – Section Elevation (12 hours)**
The purpose of this project is for students to learn how to create a section elevation view from a topographic map with spot elevations.

Week 5:
• In-class Exercises on Section Elevation
• In-class work on Project 3

Week 6:
• Project 3 Pin-up
• Complete Peer and Self Evaluations on Project 3
• Lecture on One-point Perspective

**Project 4 – One-point Perspective (12 hours)**
The purpose of this project is for students to learn how to create a quick, one-point perspective from a plan view.

Week 7:
• In-class exercises on one-point perspective
• In-class work on Project 4

Week 8:
• In-class exercise on one-point perspective
• Project 4 Pin-up
• Complete Peer and Self Evaluations on Project 4
• Lecture on two-point perspective
Project 5 – Two-point Perspective (12 hours)
The purpose of this project is for students to learn how to use Google Sketchup to create a two-point perspective.
Week 9:
• In-class exercise on two-point perspective
• In-class work on Project 5

Week 10:
• In-class work on Project 5
• Project 5 Pin-up
• Complete Peer and Self Evaluations on Project 5

Project 6 – Axonometric/Colored Pencil Rendering (12 hours)
The purpose of this project is for students to learn how to create an axonometric drawing and to learn how to render with colored pencils.

Week 11:
• Lecture on Use of Color and Axonometric Drawing
• In-class work on Axonometric Drawing
• In-class work on Project 6

Week 12:
• Project 6 Pin-up
• Complete Peer and Self Evaluations on Project 6
• Lecture on Section Elevation and Dimensioning

Project 7 – Section Elevation and Dimensioning (8 hours)
The purpose of this project is for students to learn how to appropriately label and dimension a drawing and to practice drawing section elevation and colored pencil rendering.

Week 13:
• In-class exercises on dimensioning and labeling
• In-class work on Project 7
• Project 7 pin-up
• Complete Peer and Self Evaluations on Project 7

Project 8 – Marker Rendering (6 hours)
The purpose of this project is to learn how to render a plan and elevation view with markers.

Week 14:
• Lecture on Marker Rendering
• In-class exercises on marker rendering
• In-class work on Project 8
• Project 8 pin-up
• Complete Peer and Self Evaluations on Project 8
Project 9 - Sketching as a Tool to Explore Sense of Place (6 hours)
The purpose of this project is to learn how to use site drawing as a way to learn about the landscape and to introduce the concept of 'sense of place'.

Week 15:
- On-site work on Project 9
- In-class exercise on Sketching
- Project 9 pin-up
- Complete Peer and Self Evaluations on Project 9
- Submit Portfolio
- Final Exam

3. Justification and Learning Outcomes

Justification

Course Number: The faculty decided that this course should be one of the first landscape architecture classes that students take because the ability to communicate clearly (using graphics) is foundational to the other courses in the curriculum. The number change is necessary to reflect the new location in the sequence.

Catalog Description: The current description is vague and frequently misinterpreted.

Current Description:
(Prerequisite: none, recommended ART 1123 and ART 1213). Six hours studio/lab. Delineation and professional presentation techniques for the practice of landscape architecture utilizing traditional and contemporary presentation approaches.

Prerequisite: Because the course will be required for students in the first semester of their freshman year, they should not be expected to have completed a recommended prerequisite.

Learning Outcomes

The goal of this course is for students to learn the basic types of architectural drawings and how these drawings can be used in design. In addition, students are to learn basic drawing and graphic techniques and shortcuts in order to prepare them for the design sequence.

Upon satisfactory completion of this course, students will:

- Be able to draw a plan view (Project 1), elevation (Project 2), section elevation (Project 3) and axonometric (Project 6) drawing of minimum graphic quality for presentation to a client.
- Be able to draw a one-point perspective from a plan view (Project 4).
- Be able to draw a two-point perspective using a perspective grid or Google Sketchup (Project 5)
• Be able to hand letter to a quality necessary for presentation (Projects 1-8) to a client.
• Be able to identify and draw common graphic symbols employed in the practice of landscape architecture (Exercises)
• Be able to render a graphic with colored pencils (Project 6 and 7) and markers (Project 8) to a minimum graphic quality necessary for presentation to a client.
• Be able to use dimensions appropriately to explain a design (Project 7).
• Be able to complete an appropriate titleblock (Project 1-8), graphic scale (Project 7) and north arrow (Project 1).
• Be able to sketch design ideas with a pencil or pen (Exercises).
• To learn how to keep a designer’s sketchbook (Project 9).
• Be able to combine sketching and writing as a means for examining sense of place (Project 9).
• Understand the pros and cons of the different types of architectural drawings (Lectures and Final Exam).
• Be able to draw quickly and accurately (Exercises).
• Be able to preserve drawings in preparation for creating a professional portfolio (Portfolio)

4. **Additional Information**

   a. Course Symbol – No change.

   b. Course Number – Changes from 2323 to 1533 for the reasons given in Item 3 above.

   c. Course Name – No change.

   d. Credit Hours – No change.

   e. Prerequisite – The current course recommendations have been deleted for the reasons given in Item 3 above.

   f. Method / Hours of Instruction – No change to method or hours of instruction.

   g. Course Description – Changes shown in Item 1 above.

   h. Course Content – No change.

5. **Graduate Student Requirements (split-level courses):** N/A

6. **Method of Evaluation**

<table>
<thead>
<tr>
<th>Item:</th>
<th>Percentage:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Project Assignments (#1-9)</td>
<td>65%</td>
</tr>
<tr>
<td>B. Exercises</td>
<td>10%</td>
</tr>
</tbody>
</table>
A. Project Assignments (65%)
Project assignments will be graded on a scale of 0-100 points using a rubric. Project due
dates are listed on the attached semester schedule. The assignments are designed to
make certain that you understand the various types of architectural drawings as well as
to improve your ability to create presentation quality graphics.

Project 1: Plan View
Project 2: Elevation
Project 3: Section Elevation
Project 4: One-point Perspective
Project 5: Two-point Perspective
Project 6: Axonometric/Colored Pencil Rendering
Project 7: Section Elevation/Dimensioning/Colored Pencil Rendering
Project 8: Marker Rendering
Project 9: Site Sketching to Explore Sense of Place

B. Exercises (10%)
Exercises will be done during class and will be timed. They will be graded on a scale of
0-10 points using a rubric. Exercises are designed to increase speed and also as a warm
up for class work. Note: There will be other work that is done during class as practice
that will not be graded. Graded exercises are listed on the syllabus and will be
discussed in class.

C. Portfolio (10%)
It is important that you establish good habits for preserving and documenting your work
so that you will have a portfolio to show to prospective employers. For this class, the
portfolio is to be an 11x17 bound booklet. You will also submit a digital portfolio. Your
portfolio should contain the following:

1. Cover Sheet
2. Table of Contents
3. Projects 1-7, Marker Exercise and Project 9 (Note: Color projects should be
   represented in color). Project 8 (24" x 36") does NOT need to be in the booklet.
4. CD with digital copy of all the preceding drawings

D. Final Exam (10%)
The final exam is comprehensive and is intended to measure understanding of the
concepts covered in the course. The exam is based upon the class lectures, handouts,
projects and exercises. It consists of architectural drawing exercises, multiple choice
and fill-in-the-blank questions. The drawing exercises are primarily focused upon
accuracy and not graphic quality.
E. Attendance (5%)
Attendance will comprise 5% of your course grade and will be taken during every class-
although this does not mean that I will "call roll." You should make every effort to
attend all scheduled classes, but if it is necessary for you to miss a class, you must
contact me prior to the class in order to not be counted as absent. If you miss a class,
you should get with another student to review what you have missed.

Attendance will be calculated as follows:

<table>
<thead>
<tr>
<th>Number of Absences</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>100%</td>
</tr>
<tr>
<td>One</td>
<td>95%</td>
</tr>
<tr>
<td>Two</td>
<td>85%</td>
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<tr>
<td>Three</td>
<td>75%</td>
</tr>
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<td>Four</td>
<td>65%</td>
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<tr>
<td>Five</td>
<td>50%</td>
</tr>
<tr>
<td>Six</td>
<td>40%</td>
</tr>
<tr>
<td>Seven or more</td>
<td>0%</td>
</tr>
</tbody>
</table>

Late Projects:
Unfortunately, there are severe time constraints involved in landscape architecture.
Speed and timeliness matter. However, we all occasionally miss a deadline or feel we
need extra time to complete an assignment. Late assignments will be penalized as
follows:

1. Ten points initially for being late (after the start of class)
2. An additional ten points after the start of the next class period.
3. An additional ten points after the start of the second class period.
4. Five points after the start of each subsequent class period.

The following grading scale will be used:

A = 90-100%
Excellent work: All components demonstrate excellent understanding of assignment.
Assignment is complete or near complete in its execution, persuasive in its presentation,
turned in on time, and clearly demonstrates extra effort that results in a superior
product.

B = 80-89.9%
Good work: Above average in all or most every component of an assignment, but with
some area of deficiency or lacking clear evidence of extra effort that separate it from
Excellent or "A" work.

C = 70-79.9%
Average work: All aspects of an assignment are complete, but are average in detail,
solution, scope, presentation, completeness of answer, etc.
D = 60-69.9%
Poor work: Inferior-passing, but not acceptable as satisfactory for degree requirements for students enrolled in the Master of Landscape Architecture program.

F = 0-59.9%
Failure: Work is incomplete, perhaps a poor solution, possibly very late, little evidence of work effort, answers are incorrect or incomplete, etc.

7. Academic Misconduct

N/A

8. Target Audience

N/A

9. Support

See attached approval letter which covers both the Degree Program Modification and Course Modifications

Proposal Contact Person

Michael Seymour, Assistant Professor
325-7897
NOTE: This form is a cover sheet that must accompany the course 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:** CALS  
**Department:** Landscape Architecture

**Contact Person:** Michael Seymour  
**E-mail:** mseymour@lalc.msstate.edu

**Nature of Change:** Modification  
**Date Initiated:** Nov, 2010  
**Effective Date:** Fall, 2011

**Current Listing in Catalog:**  
**Symbol** | **Number** | **Title** | **Credit Hours**  
--- | --- | --- | ---  
LA | 2423 | History of Landscape Architecture. | (3)

**Current Catalog Description:**  

**New or Modified Listing for Catalog:**  
**Symbol** | **Number** | **Title** | **Credit Hours**  
--- | --- | --- | ---  
LA | 1423 | History of Landscape Architecture. | (3)

**New or Modified Catalog Description:**  

---

**Approved:**  
Date: 11/2/2011

**Chair, College or School Curriculum Committee**  
Date: 11/12/10

**Dean of College or School**  
Date: 11/23/10

**Chair, University Committee on Courses and Curricula**  
Date: 1/5/11

**Chair, Graduate Council (If applicable)**  
Date: January 25th, 2011

**Chair, Deans Council**
Proposal to Modify  
LA 2423 History of Landscape Architecture

1. Catalog Description

Current


Proposed


2. Itemized List and Description of Changes

The fundamental changes to this course are:

1. Changing the course level from a 2000-level course to a 1000-level course, indicating our intent to require the course during the students' freshman year.
2. The change in course level necessitates a change in course number.

The content of the course will not change.

Course Outline

This class will meet two times per week for a total of 3 hours of lecture. (45 contact hours total)

Week 1:  
- Introductory Lecture: Why we study landscape history (1.5 contact hours)
- Lecture on Architectural Drawing and Topography (1.5 contact hours)  
  Exercise: Section Elevation Drawing

Week 2:  
- Lecture on Pre-History (1.5 contact hours)
  Exercise: Group Discussion Questions
  
  Vignette 1 – Environmental Art
  The purpose of this project is for the student to develop a work of environmental art inspired by the design lessons learned from prehistoric landscapes.

- Lecture on Pre-Colombian America (1.5 contact hours)
  Exercise: Iconography

Week 3:  
- Lecture on Ancient Egypt (1.5 contact hours)
  Exercise: Google Earth Research and Discussion
Lecture on Ancient Greece (1.5 contact hours)
Exercise: Design of a Greek Town

**Vignette 2 – Town Design**
The purpose of this project is for the student to design a town using the design lessons learned from Ancient Greece.

Week 4:
Lecture on the Roman Empire (1.5 contact hours)
Exercise: Roman Forum Design

Lecture on the Architecture of the Middle Ages (1.5 contact hours)
Exercise: Individual Discussion Questions

Week 5:
Lecture on the landscapes of the Middle Ages (1.5 contact hours)
Exercise: Google Earth Research and MyCourses Discussion Board

**Vignette 3 – Campus Design**
The purpose of this project is for the student to design a mini-campus using the design principles learned from the monasteries of the Middle Ages.

Lecture on Islamic Spain (1.5 contact hours)
Exercise: Team Discussion Questions

Week 6:
Lecture on Chinese landscape (1.5 contact hours)
Exercise: Review of a Classmate’s Design

**Vignette 4 – Microcosm Design**
The purpose of this project is for the student to design a courtyard using the design lessons learned from historic Japanese gardens.

Lecture on Japanese landscape (1.5 contact hours)
Exercise: Discussion Questions

Week 7:
Lecture on Renaissance Italy (1.5 contact hours)
Exercise: Google Earth Research on the Piazza del Campo and Answer the Discussion Questions

Lecture on Renaissance France (1.5 contact hours)
Exercise: MyCourses Discussion Board Questions about the design of Washington D.C.

Week 8:
Lecture on the English School (1.5 contact hours)
Exercise: Landscape gardening park design

**Vignette 5 – Arboretum Design**
The purpose of this project is for the student to apply the design principles of landscapes of the Italian Renaissance, French Renaissance and English School to an arboretum design.

Lecture on Colonial America (1.5 contact hours)
Exercise: Critique of Colonial Williamsburg

Week 9:
Lecture on Early American landscapes (1.5 contact hours)
Exercise: Victorian residential landscape design

Lecture on Olmsted and the parks movement (1.5 contact hours)
Exercise: Prospect Park Design

Vignette 6 – Park Design
The purpose of this project is for the student to design a public park using the design lessons learned from the work of either Frederick Law Olmsted or Jens Jensen

Week 10:
Lecture on Historic Preservation (1.5 contact hours)
Exercise: Preservation Definitions

Lecture on the Country Place Era (1.5 contact hours)
Exercise: Dumbarton Oaks Design

Week 11:
Lecture on the Prairie School (1.5 contact hours)
Exercise: Home site investigation

Lecture on the work of Antoni Gaudi (1.5 contact hours)
Exercise: Automatic drawing

Vignette 7 – Surrealist Design
The purpose of this project is for the student to create a design inspired by an automatic drawing exercise and the work of Antoni Gaudi

Week 12:
Lecture on Modernism in Architecture (1.5 contact hours)
Exercise: Group discussion questions

Lecture on Modernism in Landscape Architecture: Thomas Church (1.5 contact hours)
Exercise: Machine-inspired design

Vignette 8 – Modernist Landscape
The purpose of this project is for the student to create a design for a highly-used, public place using the forms of modernist landscape architects.
Week 13: Lecture on Modernism in Landscape Architecture: Eckbo, Kiley and Rose (1.5 contact hours)
Exercise: Art-inspired design

Lecture on Lawrence Halprin (1.5 contact hours)
Exercise: Evaluation of Freeway Park

Vignette 9 – Memorial Design
The purpose of this project is for the student to design a memorial inspired by the work of Lawrence Halprin and Maya Lin.

Week 14:
Lecture on Ian McHarg (1.5 contact hours)
Exercise: Highway location using the McHarg method

Lecture on Deconstruction (1.5 contact hours)
Exercise: Borden Plant design critique

Week 15:
Lecture on New Urbanism (1.5 contact hours)
Exercise: In-class debate

Summary Lecture and Review for Final Exam (1.5 contact hours)

### 3. Justification and Learning Outcomes

**Justification**

Course Level: Through our comprehensive review of our curriculum, it was determined that this course was best required during the students' freshmen year as a foundational course. For this reason we are proposing that the course level be changed.

Course Number: The change in course level necessitates a change in course number. Course content does not change.

**Learning Outcomes**

Upon satisfactory completion of this course students will be able to:

- Explain the design philosophy of major landscape architects of the 19th and 20th centuries.
- Identify significant major works of landscape architecture (such as Central Park).
- Identify the variety of sources of inspiration that landscape designers have used throughout history and employ these sources of inspiration in a conceptual design.
- Critically analyze a cultural or historical landscape through use of words, drawings and images.
- Conceptualize, problem solve and reason to arrive at an appropriate conceptual design.
- Apply information from landscape history in a contemporary design solution.
- Adequately explain a design and its inspiration to a client.
4. **Additional Information**

   a. Course Symbol – No change.

   b. Course Number – Changes from 2423 to 1423 reflect the change in the course level.

   c. Course Name – No change.

   d. Credit Hours – No change.

   e. Prerequisite – No change.

   f. Method / Hours of Instruction – No change.

   g. Course Description – No change.

   h. Course Content – No change.

5. **Graduate Student Requirements (split-level courses):** N/A

6. **Method of Evaluation**

   **Course Content Weighting**

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercises</td>
<td>25.0%</td>
</tr>
<tr>
<td>Vignettes</td>
<td>65.0%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>7.5%</td>
</tr>
<tr>
<td>Attendance</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Formula to Calculate your Final Grade:

\[
\text{Final Grade} = (\text{Exercise Grade} \times 0.25) + (\text{Vignette Grade} \times 0.65) + (\text{Final Exam Grade} \times 0.075) + (\text{Attendance Grade} \times 0.025)
\]

**Exercises:**
Exercises will be assigned during class and will take the form of discussion questions, message board postings on MyCourses, short papers, and in-class design problems.

**Vignettes:**
Vignettes are quick design exercises that will be similar to an initial concept that you would present to a client. These vignettes are planned as an active learning activity which requires you to not only investigate the subject matter of the course but also apply that information. As designers, you will often be seeking inspiration for your work. The vignettes will require you to explore many of the sources of inspiration that designers
have used throughout history. You will also be called upon to work with a variety of types of clients. These clients will have varying degrees of understanding of design and design history. Your job will be to explain your design (verbally and in writing) and convince them of its merits based upon your understanding of a particular period of landscape history.

Final Exam:
In an effort to de-emphasize memorization and emphasize critical thinking and application, the exam will be in an essay format. There will be a series of questions that will require an in-depth understanding of the material. You will be given a period of several days in which to complete the exam.

Attendance:
Attendance will comprise 2.5% of your course grade and will be taken during every class. If you are late to class and miss the roll, you will be counted as absent. If it is necessary for you to miss a class, you must contact me prior to the class in order to not be counted as absent. If you miss a class, you should get with another student to review the material you have missed.

Grading:

A 90-100% Superior work. All components of a project, test, quiz or other assigned problem are complete and turned in on-time with clear evidence of extra effort which results in a superior end product.

B 80-89.99% Good work. Above average in all or most every component of a project, test or other assigned problem, but with some small area of deficiency and lacking clear evidence of extra work effort that would make it a superior project, test or assigned problem.

C 70-79.99% Average work. All aspects of a project, test or assigned problem are complete, but are average in detail, solution, presentation, completeness of answer, etc.

D 60-69.99% Below Average work. Inferior, but passing work which is not acceptable for degree requirements for students enrolled in Landscape Architecture as their major.

F 0-59.99% Failure. Work which is incomplete or with little evidence of work effort.

7. Academic Misconduct

N/A

8. Target Audience

N/A

9. Support

See attached approval letter which covers both the Degree Program Modification and Course Modifications
B. 4. Effects on Other Courses

This course is a required part of the Floral Management Concentration for Horticulture majors. A letter from Dr. James M. DelPrince (advisor for the Floral Management concentration) is attached.

Proposal Contact Person

Michael Seymour, Assistant Professor
325-7897
October 29, 2010

Michael Seymour, RLA, ASLA
Assistant Professor
Department of Landscape Architecture
Mississippi State, MS 39762

Dear Mr. Seymour:

I am writing this letter in support of the proposed change in course number of LA 2423 History of Landscape Architecture to LA 1423. This course is required in the Floral Management concentration, Horticulture major in the Department of Plant and Soil Sciences.

Sincerely,

[Signature]
Dr. James M. DelPrince
Professor
NOTE: This form is a cover sheet that must accompany the course 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: CALS
Contact Person: Michael Seymour
Nature of Change: Modification

<table>
<thead>
<tr>
<th>Current Listing in Catalog:</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbol Number Title</td>
<td></td>
</tr>
<tr>
<td>LA 2433 Landscape Systems and Plants.</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Current Catalog Description:
LA 2433. Landscape Systems and Plant Communities. (3) One hour lecture. Four hours laboratory. The nature, scope and relevancy of landscape systems and their respective plant communities as they relate to land planning and landscape architectural design.

<table>
<thead>
<tr>
<th>New or Modified Listing for Catalog:</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbol Number Title</td>
<td></td>
</tr>
<tr>
<td>LA 1333 Landscape Systems and Plants.</td>
<td>(3)</td>
</tr>
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</table>

New or Modified Catalog Description:
LA 1333. Landscape Systems and Plant Communities. (3) One hour lecture. Four hours laboratory. The nature, scope and relevancy of landscape systems and their respective plant communities as they relate to land planning and landscape architectural design.

Approved: [Signature]
Date: 11/30/10

Chair, College or School Curriculum Committee
Date: 11/12/10

Dean of College or School
Date: 11/23/10

Chair, University Committee on Courses and Curricula
Date: 1/5/11

Chair, Graduate Council (if applicable)
Date: 

Chair, Deans Council
Proposal to Modify
LA 2433 Landscape Systems and Plant Communities

1. Catalog Description

Current
LA 2433. Landscape Systems and Plant Communities. (3) One hour lecture. Four hours laboratory. The nature, scope and relevancy of landscape systems and their respective plant communities as they relate to land planning and landscape architectural design.

Proposed
LA 1333. Landscape Systems and Plant Communities. (3) One hour lecture. Four hours laboratory. The nature, scope and relevancy of landscape systems and their respective plant communities as they relate to land planning and landscape architectural design.

2. Itemized List and Description of Changes

The fundamental changes to the course are:

1) Changing the course level from a 2000-level course to a 1000-level course.
2) Changing the course number to reflect the change in course level.

The content of the course will not change.

Course Outline

The course will meet for one lecture period and four hours laboratory per week.

1. Course background, student responsibilities, field trip deliverables, review of grading procedures (1 contact hour)
2. Ecological Process in the Landscape (3 contact hours)
   a. Ecosystem process (biogeography)
   b. Principles of population ecology
   c. Principles of community ecology
   d. Woodland Succession
3. Components of Forest Assessment Worksheet (1 contact hour)
4. Forest assessment - Campus Walk: Sketching and Note-taking, Ruby Woods/Research Park (4 contact hours)
5. Cultural History and Values in the Landscape (1 contact hour)
6. Mesic Upland Forests, Forest assessment – Turkey Creek Research Natural Area (4 contact hours)

7. Wetlands (1 contact hour)

8. Wetland community assessment - Noxubee Wildlife Refuge: Bald Cypress Boardwalk, Lokafoama Lake (4 contact hours)

9. Endangered species and species diversity (1 contact hour)

10. Disturbance Patterns (1 contact hour)

11. Forest Assessment - Noxubee Wildlife Refuge Woodpecker Trail/Goose Overlook (4 contact hours)

12. Riparian Systems (1 contact hour)
   a. Principles of landscape ecology
   b. Importance of corridor design
   c. Stream morphology

13. Forest Assessment - Noxubee Wildlife Refuge Beaver Dam Trail (4 contact hours)

14. Hydologic zonation (1 contact hour)
   a. Xeric, mexic and hydric sytems
   b. applications in community and planting design

15. PROJECT 1 (4 contact hours)
   a. Field visit
   b. Community assessment
   c. Application of concepts of hydrologic zonation

16. Managing for biodiversity (1 contact hour)
   a. Characteristics of Old Growth Forests
   b. Gap dynamics and biodiversity
   c. Importance of Upland and headwater stream communities

17. Forest Assessment - Tombigbee National Forest: Beech-Magnolia Forest (4 contact hours)

18. Application of Corridors and Buffers in the Landscape, Curve numbers (1 contact hour)

19. PROJECT 2 (4 contact hours)
   a. Field visit
   b. Community assessment
   c. Application of concepts of corridors and buffers in the landscape

20. Invasive species (1 contact hour)

21. Community assessment - Osborne Prairie: Blackland Prairies (4 contact hours)
22. Geology, Forest communities of the Cumberland Plateau

23. OVERNIGHT FIELD TRIP #1 (10 contact hours) – Sipsey Wilderness Area, Double Springs, Alabama
   a. Wilderness management
   b. Forest assessment
   c. Differences in hydrologic patterns and communities as compared to Coastal Plain

24. OVERNIGHT FIELD TRIP #2 (10 contact hours) – Crosby Arboretum, Picayune, Mississippi
   a. Ecological Design
   b. Forest and community assessment

25. Exam #1 (2.5 contact hours)

26. Exam #2 (2.5 contact hours)

3. Justification and Learning Outcomes

Justification

Level change: The course will change from being offered in the current sophomore level year to being offered in the proposed freshman undergraduate year. This change was advised by the faculty to ensure that fundamental ecological concepts are learned in the freshman year prior to their application in subsequent coursework.

Learning Outcomes

The course goal is to enable students to understand plant species distribution and apply this knowledge in the planning, design and maintenance processes; students should be able to develop planting designs and landscape management plans that reflect the characteristics of natural plant communities.

Upon successful completion of this course, students will:

- Understand the various physical, biological and cultural influences on ecosystems.
- Be exposed to a broad range of plant communities and ecosystems in order to examine plants in their native environments.
- Be able to sketch native plant communities and correlate plant communities with environmental variables.
- Be able to establish comprehensive lists of gathered data and develop a rapidly retrievable format for applying planting information.

4. Additional Information

   a. Course Symbol – No change.
b. Course Number – Changes from 2433 to 1333 to reflect the change in level of the course as explained in Item 3 above.

c. Course Name – No change.

d. Credit Hours – No change.

e. Prerequisite – No change.

f. Method / Hours of Instruction – No change.

g. Course Description – No change.

h. Course Content – No change.

5. Graduate Student Requirements (split-level courses): N/A

6. Method of Evaluation

The course will consist of lectures, readings, written reports, required field trips, quizzes and semester projects. 1 overnight field trip is required.

The grade percentages for the semester include:

- 50% Field trip sketches and exercises (due at the end of the class on the day of a field trip), quizzes, and required lecture attendance.
- 25% Midterm and Final exams
- 25% Projects

The following grading scheme will be used to evaluate all work:

A = 90-100% Excellent work. All required work for the project or assignment turned in on time with a superior product or effort.
B = 80-89% Good work. Good understanding of the subject area with some possible improvement.
C = 70-79% Average work. Assignment complete but improvement possible in all areas.
D = 60-69% Below average work. Passing but not acceptable for degree requirements in the Department of Landscape Architecture.
F = below 60% Failure. Work incomplete or lack of effort.

7. Academic Misconduct

N/A
8. Target Audience

N/A

9. Support

See attached approval letter which covers both the Degree Program Modification and Course Modifications

Proposal Contact Person

Michael Seymour, Assistant Professor
325-7897
NOTE: This form is a cover sheet that must accompany the course 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: CALS
Department: Landscape Architecture
Contact Person: Michael Seymour
E-mail: mseymour@lalc.msstate.edu
Nature of Change: Add
Date Initiated:
Effective Date:

Current Listing in Catalog: None
Symbol Number Title
Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol Number Title Credit Hours
LA 2652 Landscape Architecture Precedent Studies. (2)

New or Modified Catalog Description:
LA 2652. Landscape Architecture Precedent Studies. (2) (Prerequisite: LA 2654). On-site travel study to experience and document notable landscape architecture projects, methods of construction, and professional office visits.

Approved: [Signature]
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: 11/15/2010
11/22/2010
11/23/2010
January 23rd, 2011
Proposal for **Course Addition**  
LA 2652 – Landscape Architecture Precedent Studies

1. **Catalog Description**

Proposed

LA 2652. Landscape Architecture Precedent Studies. (2) (Prerequisite: LA 2654). On-site travel study to experience and document notable landscape architecture projects, methods of construction, and professional office visits.

Note: Students will be assessed a fee to pay for the expenses related to the trip.

2. **Detailed Course Outline**

This course will have a total of 60 contact hours.

A. Pre-Trip Precedent Study (5 contact hours)
The purpose of this project is for each student to thoroughly investigate a notable landscape architecture project. Students will present this information to the class.

B. On-site Travel Sketchbook/Journal (50 contact hours)
The purpose of this project is for students to investigate and analyze significant works of architecture and landscape architecture using words and images. A required list of entries will be provided to students and will vary depending on the community being investigated.

C. Post-trip Critique of a Built Work of Landscape Architecture (5 contact hours)
The purpose of this project is for each student to compose an in-depth written and verbal critique of a notable built work of landscape architecture.

3. **Method of Evaluation**

- Pre-trip Precedent Study  
  **20%**
- On-site Travel Sketchbook/Journal  
  **60%**
- Post-trip Critique of a Built Work of Landscape Architecture  
  **20%**

The following grading scale will be used:

A = 90-100%
Excellent work: All components demonstrate excellent understanding of assignment. Assignment is complete in its execution, persuasive in its presentation, turned in on time, and clearly demonstrates extra effort that results in a superior product.

B = 80-89.9%
Good work: Above average in all or most every component of an assignment, but with some area of deficiency or lacking clear evidence of extra effort that separate it from Excellent or "A" work.
C = 70-79.9%
Average work: All aspects of an assignment are complete, but are average in detail, solution, scope, presentation, completeness of answer, etc.

D = 60-69.9%
Poor work: Inferior-passing, but not acceptable as satisfactory for degree requirements for students enrolled in the Master of Landscape Architecture program.

F = 0-59.9%
Failure: Work is incomplete, perhaps a poor solution, possibly very late, little evidence of work effort, answers are incorrect or incomplete, etc.

4. Justification and Learning Outcomes

Justification

We strongly believe that actually experiencing notable built works of landscape architecture complements the work that students do on campus (i.e., studios, lectures, readings, research) by experiencing work of professional practitioners first hand, and building their visual vocabulary. The landscape architecture profession encompasses design thinking from rural to urban. Our physical location aids us greatly in dealing with half of that equation, but we are not proximate to nationally and internationally known landscape architecture examples. Students are expected to experience examples of such work prior to beginning work in the profession. We believe that this precedent study trip will be a significant addition to accomplishing that objective, and would also provide them with points of reference as they pursue their degree. Finally, this trip provides students the opportunity to become acclimated to a major metropolitan area and familiar with professional and public employment opportunities that they would likely not otherwise experience.

This course will look at both historical and contemporary precedents. The trip destination will vary, but will include both landmark historical precedents (such as Central Park) and new and noteworthy design work (such as High Line Park). Examples of trip destinations include: New York City, Chicago, Portland/Seattle, Boston, and San Francisco.

Learning Outcomes

Students will have improved their understanding of professional firms, of national and regional influences, and site-specific relationships to landscape architectural design along with the importance of special constructed design details. They will have obtained a better understanding of the climactic and cultural influences on landscape architectural projects.
Upon satisfactory completion of this course, students will:

- Understand the breadth of natural, structural, spatial, cultural, regulatory, and socioeconomic factors that come together to create the context of a site within a larger community.
- Be able to inventory and analyze the aforementioned factors, and synthesize their meaning as related to the design problem and possible solutions.
- Have a greater appreciation of the meaning of a site and its context, and how this can be used to inform design and resulting forms.
- Develop design and planning skills that create solutions that competently respond to community wants and needs in terms of both form and function.

5. Academic Misconduct

N/A

6. Target Audience

N/A

7. Letter of Support

See attached letter of support which covers the Degree Program Modification, this course addition and the course modifications.

8. Instructor of Record

Michael W. Seymour

9. Graduate Student Requirements (Split-level Courses)

N/A

10. Planned Frequency

Spring

11. Explanation of Any Duplication

None

12. Method of Instruction Code

N and Q

Method of Delivery: F
13. Proposed CIP Number
04.0601

14. Proposed 24-Character Abbreviation of the Course Title
LA Precedent Studies

15. Proposed Semester Effective
Fall, 2011

16. Other Appropriate Information
We are intending to offer this class as a Maymester travel study course.

17. Proposal Contact Person
Michael Seymour, Assistant Professor
325-7897
NOTE: This form is a cover sheet that must accompany the course 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: CALS
Contact Person: Michael Seymour
Nature of Change: Modification
Date Initiated: Nov, 2010 Effective Date: Fall, 2011

Current Listing in Catalog:
Symbol Number Title
LA 3544 Landscape Architecture Construction I.

Current Catalog Description:
LA 3544. Landscape Architecture Construction I. (4) (Prerequisites: none; recommended: ABE 2873 & MA 1323). Two hours lecture. Four hours studio/lab. Course is concerned with land surveying, landscape architecture grading, road alignments and calculations for cut and fill volumes.

New or Modified Listing for Catalog:
Symbol Number Title
LA 2644 Construction II: Grading.

New or Modified Catalog Description:
LA 2644. Construction II: Grading. (4) (Prerequisites: LA 2544). Two hours lecture. Four hours studio. Land surveying, landscape architecture grading, roadway design and alignment, basic staking and layout, and earth volume estimation.

Approved: [Signature]
Department Head

Date: 11/15/2010

Chair, College or School Curriculum Committee

Date: 11/20/2010

Dean of College or School

Date: 11/23/2010

Chair, University Committee on Courses and Curricula

Date: 1.5.11

Chair, Graduate Council (if applicable)

Date: January 23rd, 2011

Chair, Deans Council
Proposal to Modify
LA 3544 Landscape Architecture Construction I

1. Catalog Description

Current

LA 3544. Landscape Architecture Construction I. (4) (Prerequisites: none; recommended: ABE 2873 & MA 1323). Two hours lecture. Four hours studio/lab. Course is concerned with land surveying, landscape architecture grading, road alignments and calculations for cut and fill volumes.

Proposed

LA 2644. Construction II: Grading. (4) (Prerequisites: LA 2544). Two hours lecture. Four hours studio. Land surveying, landscape architecture grading, roadway design and alignment, basic staking and layout, and earth volume estimation.

2. Itemized List and Description of Changes

The fundamental changes to the course are:

1) Making the course the second in the construction sequence.
2) Changing the course from a 3000-level course to a 2000-level course to reflect that it will be required during students' sophomore year.
3) Slightly modifying the course description to more explicitly explain its purpose.
4) Changing the course prerequisite.

The content of the course will not change.

Current Course Outline

This course will meet twice per week, with one hour of lecture and two hours of studio per class. (Total of 90 contact hours)

Project #1: Basic Residential - Single Building (12 contact hours)

Week 1:
01. Introduction to the course.
02. Dynamics of the interrelationship between design and design implementation.

Week 2:
03. Review of the basic grading design, and grading and drainage design.
04. Visualization and communication of topographic form (Drawing profiles and drawing contour on the land and on photographs.)
Project #2: Office Buildings (18 contact hours)

Week 3:
05. Information conveyed by contours and contour signatures.
06. Mapmaking: Spot elevations and Interpolation.

Week 4:
07. Slope: Importance as a Design Element & Calculation.

Week 5:
08. Expressing Slope with Contours and Spot Elevations.
09. Complex Slope.

Project #3: Town Homes Development (18 contact hours)

Week 6:
10. Creating Form in Existing Topography.

Week 7:
11. Creating Use Areas in Existing Topography.

Week 8:
12. Using Slope to Direct Water.

Project #4. A: Layout and Staking Plan (15 contact hours)
Project #4. B: Roadway Design and Alignment (15 contact hours)

Week 9:
15. Grading Multiple Structures and Multiple Uses.

Week 10:
17. Ecological aspects of grading and drainage.
18. Staking and Layout Plans

Week 11:

Week 12:

Week 13:
22. Grading and Drainage of Roadways.
Project #5 (Earth Volume Estimation) [12 contact hours]

Week 14:
23. Review and basic applications of earth volume estimation.

Week 15:
24. Review and basic applications of grading and drainage cost estimation.

3. Justification and Learning Outcomes

Justification

During our review of the current Bachelor of Landscape Architecture Curriculum it was agreed by faculty that the sequence of construction courses should be realigned, with materials to be offered first, followed by grading and hydrology. The purpose of this change in sequence is to provide students with a more logical construction of knowledge and skills since a basic understanding of materials is necessary prior to creation and manipulation of those materials.

Course Number: The course number is changing to reflect that this course, LA 2644, the second course in the construction sequence, will be required during the students' sophomore year.

Course Name: The course name is being modified from "Landscape Architecture Construction I" to "Construction II: Grading" to more explicitly state the position of the course in the construction sequence and the course topic.

Course Prerequisite: The course prerequisite has been changed to require that the first course in the construction sequence, LA 2544, must be taken prior to this course, which is the second in the sequence.

Course Description: The course description has been slightly modified to include design, to reflect that design and construction are interrelated processes.

Learning Outcomes

The goal of the course is to introduce the methods, procedures, and office practices related to landscape architectural construction emphasizing site grading, land surveying, roadway design and alignment, basic staking and layout, and earth volume calculations. Upon completion of this course, students will be able to discuss the engineering and survey needs of landscape architectural projects with licensed engineers and surveyors to support the envisioning, planning, design, design implementation and construction of a project.

Course Objectives:

Upon satisfactory completion of this course, the student will:

- Have a working knowledge of site grading.
• Have an introductory knowledge of roadway design and alignment.
• Have an introductory knowledge of basic staking and layout plans.
• Have an introductory knowledge of land surveying and able to obtain elevations in the field and construct an accurate survey map of the site.
• Have a working knowledge of office procedures for calculating cut and fill volumes for a construction projects.

The above objectives may be further detailed as follows:

01. Basic grading and drainage with emphasis on aesthetic aspects of grading, best management practice, sustainability, landscape architectural systems and infrastructure, including basic roadway design and alignment.

02. Develop grading and drainage plans that are a part of comprehensive working drawings package.

03. Employ grading and drainage as an important element of the overall design development process.

04. Employ grading and drainage designs to accommodate complex landscape architectural designs of various scales with single and multiple structures, and for single or multiple land uses.

05. Develop alternative grading and drainage plans that contrast between traditional and emerging approaches and concepts (i.e. sustainability, green infrastructures) to grading and drainage design.

06. Develop an understanding of indicators used to measure the impacts of design and construction decisions on sustainability, ecology and the environment.

07. Develop the ability to manipulate topography and create landforms to accommodate comprehensive circulation systems.

08. Develop an understanding of the interrelationship between conceptual design, staking and layout plans, and design implementation.

09. Develop and enhance analytical comprehension of the interrelationship between design, design implementation, and construction.

10. Develop and enhance working KSA of written and graphic communication skills necessary to produce contract documents and drawings for grading and drainage as an extension of the overall design process.

11. Comprehend the importance of independent research and survey of literature related to the landscape architecture profession and practice (e.g., technology of materials, products, methods and techniques of construction, developments in design and engineering skills) for the purposes of professional development and enhancement of personal knowledge, skills, and abilities.
4. Additional Information

a. Course Symbol – No change.

b. Course Number – Changes from LA 3544 to LA 2644 for the reasons explained in Item 3 above.

c. Course Name – To be changed from "Landscape Architecture Construction I" to "Construction II: Grading and Hydrology I" for the reasons given in Item 3 above.

d. Credit Hours – No change.

e. Prerequisite – Changed to LA 2544 for the reasons explained in Item 3 above.

f. Method / Hours of Instruction – No change.

g. Course Description – Changes shown in Item 1 above.

h. Course Content – No change.

5. Graduate Student Requirements (split-level courses): N/A

6. Method of Evaluation

Course evaluation is based on the student’s understanding of the course material and his/her ability to apply the knowledge to assigned course tasks. Students will be expected to demonstrate a working knowledge and comprehension of the course material through their use to knowledge gained from discussions, and execution of coursework. Student projects will be evaluated according to the stated course and project objectives.

Final course grade will be determined according to the following course tasks:

- Quizzes (A minimum of four) 10.0%
- Mid-term Examination 10.0%
- Final Examination 15.0%
- Project#1: Basic Residential – Single Building 5.0%
- Project#2: Office Buildings 10.0%
- Project#3: Town Homes Development 10.0%
- Project#4.A: Layout and Staking Plan 10.0%
- Project#4.B: Roadway Design and Alignment 10.0%
- Project#5: Earth Volume Estimation 10.0%
- Class Participation & Progress (P & P) 10.0%
- Total = Cumulative Points for the Course Work 100.0%
Grades are based on a 100-point scale where:

"A" 100-90: Superior performance demonstrating complete and thorough understanding of the problem and the means for its solution. Solution is presented clearly.

"B" 89.9-80: Good performance demonstrating an understanding of the problem and means for its solution -- yet lacks the thoroughness and completion of an "A" solution. The approach may be creative, but the solution may not be totally justified; requiring minor changes; solution is presented clearly and logically, yet not totally convincingly.

"C" 79.9-70: Acceptable performance; lacks total understanding of problem, process, and/or means of its solution. Major changes are required for solution to solve the problem; changes seriously affect overall solution. Ability to communicate solution is weak, incomplete or unclear. Basic skills are not totally understood, although strengths are being developed.

"D" 69.9-60: Marginal performance; lacks complete ability to solve the problem, apply the process, or communicate solution. Disregard for alternatives; solution does not resolve problem; major changes are required which radically change overall solution. Ability to communicate solution is poor, incomplete, and illogical in terms of process.

"F" 59.9 - 0: Inadequate; makes no attempt to understand or apply process; solution does not work; most phases of work unacceptable; or project not submitted.

7. Academic Misconduct

N/A

8. Target Audience

N/A

9. Support

See attached approval letter which covers both the Degree Program Modification and Course Modifications

Proposal Contact Person

Michael Seymour, Assistant Professor
325-7897
NOTE: This form is a cover sheet that must accompany the course 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: CALS
Contact Person: Michael Seymour
Nature of Change: Modification

Current Listing in Catalog:
Symbol Number Title Credit Hours
LA 3555 Landscape Architecture Design I. (5)

Current Catalog Description:
LA 3555. Landscape Architecture Design I. (5) (Prerequisites: LA 1153, LA 1223, LA 2323, LA 2253 & LA 2453). Two hours lecture. Six hours studio/lab. A landscape architectural design process applied to site planning for small acreages. Emphasis on accommodation and application of design principles to site design elements.

New or Modified Listing for Catalog:
Symbol Number Title Credit Hours
LA 2554 Landscape Architecture Design I: Site Design. (4)

New or Modified Catalog Description:
LA 2554 Landscape Architecture Design I: Site Design (4) (Prerequisites: LA 1153, LA 1223, LA 1333, & LA 1533). Eight hours studio/lab. A landscape architectural design process applied to sustainable site planning. Emphasis on green infrastructure and application of design principles to site design elements.

Approved:

Date: 11/30/2010
11/12/2010
11/23/2010
1/5/11
January 23rd, 2011
Proposal to Modify
LA 3555 Landscape Architecture Design I

1. Catalog Description

Current

LA 3555. Landscape Architecture Design I. (5) [Prerequisites: LA 1153, LA 1223, LA 2323, LA 2253 & LA 2453). Two hours lecture. Six hours studio/lab. A landscape architectural design process applied to site planning for small acreages. Emphasis on accommodation and application of design principles to site design elements.

Proposed

LA 2554 Landscape Architecture Design I: Site Design (4) (Prerequisites: LA 1153, LA 1223, LA 1333, & LA 1533). Eight hours studio/lab. A landscape architectural design process applied to sustainable site planning. Emphasis on green infrastructure and application of design principles to site design elements.

2. Itemized List and Description of Changes

The current and proposed course outlines are listed below. The fundamental changes to the course are:

1) Changing the course number to reflect that the course will be the first in the design sequence, and that it will be required during the students’ sophomore year.
2) The course name will be modified to explicitly state the course focus.
3) The number of course hours will be reduced from 5 to 4, but there will be a net increase in the number of studio contact hours.
4) The course description will be slightly modified to more explicitly reflect the course emphasis.

The content of the course will not change.

Current Course Outline

This course will meet three times per week for four hours per class period.

1. The design process (50 contact hours)
   a. Research and analysis
   b. Site inventory
   c. Site analysis
   d. Client interview
   e. Program development
   f. Ideal functional diagrams
   g. Site related functional diagrams
   h. Concept plans
i. Form composition study
j. Preliminary master plan
k. Master plan
l. Schematic design
m. Design development
n. Construction drawings
o. Post-construction evaluation and maintenance

2. Landform (18 contact hours)
   a. Aesthetics and spatial forms
   b. Landform expression
   c. Landform types
   d. Functional uses of landform

3. Buildings (12 contact hours)
   a. Building clusters and spatial definition
   b. Building clusters and types of spaces
   c. Design guidelines for building clusters
   d. Siting individual buildings
   e. Relating buildings to a site

4. Pavement and circulation (21 contact hours)
   a. Functional and compositional uses
   b. Design guidelines
   c. Basic pavement materials

5. Site structures (25 contact hours)
   a. Steps
   b. Ramps and ADA
   c. Walls and fences
   d. Retaining walls
   e. Design guidelines
   f. Materials
   g. Seating

6. Water (18 contact hours)
   a. General characteristics
   b. General uses
   c. Visual uses

Proposed Course Outline

The course will meet three times per week for three hours on Monday and Wednesday, and two hours on Friday.

1. The design process (36 contact hours)
   a. Research and analysis
   b. Site inventory
c. Site analysis
d. Client interview
e. Program development
f. Ideal functional diagrams
g. Site related functional diagrams
h. Concept plans
i. Form composition study
j. Preliminary master plan
k. Master plan
l. Schematic design
m. Design development
n. Construction drawings
o. Post-construction evaluation and maintenance

2. Green infrastructure functions and design (15 contact hours)
   a. Landscape integrity
   b. Landscape problems and infrastructure opportunities
   c. Precedents

3. Sustainable Site Initiatives (15 contact hours)
   a. Soils
   b. Hydrology
   c. Vegetation
   d. Materials
   e. Human well-being

4. Pavement and circulation (14 contact hours)
   a. Functional and compositional uses
   b. Design guidelines
   c. Basic pavement materials

5. Site structures (20 contact hours)
   a. Steps
   b. Ramps and ADA
   c. Walls and fences
   d. Retaining walls
   e. Design guidelines
   f. Materials
   g. Seating

6. Water and riparian greenways (20 contact hours)
   a. General characteristics and functions
   b. General uses
   c. Visual uses
   d. Design and management
3. Justification and Learning Outcomes

Justification

Change in Course Level: Currently students do not take major design studios during their sophomore year. This has been identified as a major deficiency of our undergraduate program by students, faculty, and a visiting accreditation team.

Course Hours: The number of course hours is being reduced from five hours, with two hours lecture and six hours of studio, to four hours with eight hours of studio. Faculty have proposed this modification in response to student needs and concerns raised during accreditation. We have determined that students need to be exposed to a greater number of studios overall and a greater breadth of topics covered by those studios. Furthermore, we believe that more contact hours should be spent in studio rather than in lecture. As a rational compromise to achieve both ends, we have elected to reduce the number of hours credit for all studios from five to four, so that we can then offer more studios covering a greater breadth of subject matter, and to emphasize studio contact hours over lecture contact hours to provide the students with more one on one contact with faculty during class.

Course Name: The course name is changing to explicitly reflect the emphasis of the studio.

Change in Course Description: The core content of the course will not change. The current and proposed focus of the course is on design at the site scale. The description has been modified to provide more clear and concise language, and to reflect the emphasis on green infrastructure and sustainable site design.

Learning Outcomes

To become proficient using a process and learned knowledge to evolve sustainable design solutions for multiple scaled and multi-faceted program elements at the site scale.

Course Objectives

Upon satisfactory completion of this course students will:

- Have working knowledge of the design and application of some standard site items including, but not limited to: parking, roads and sidewalks, ADA, hydrology, soils, utilities, climate and microclimate, vegetation, etc.
- Be able to research, record and utilize precedent projects.
- Become proficient in site inventory and analysis.
- Understand and apply Sustainable Site Initiative principles.
- Further develop understanding of design vocabulary.
- Further develop understanding of two and three dimensional spaces.
- Learn to participate in group design projects.
- Understand how to apply regenerative design principles to site scale projects.
• Be able to logically record, process and evolve a design solution based on a concept and a program statement.
• Understand a project site in context to its larger watershed, greenway connections, and ecology.

4. Additional Information

a. Course Symbol – No change.

b. Course Number – Changes from 3555 to 2554 for the reasons given in Item 3 above.

c. Course Name – To be changed from “Landscape Architecture Design I” to “Landscape Architecture Design I: Site Design” to more explicitly describe the course focus.

d. Credit Hours – To be changed from 5 hours to 4 hours for the reasons given in Item 3 above.

e. Pre-requisite – Changed to reflect changes in the overall Bachelor of Landscape Architecture curriculum.

f. Method / Hours of Instruction – Changed from two hours lecture/six hours studio to four hours studio for reasons given in Item 3 above.

g. Course Description – Changes shown in Item 1 above.

h. Course Content – No change with the exception of the total number of contact hours per week. The Course Outline is provided in Item 2 above.

5. Graduate Student Requirements (split-level courses): N/A

6. Method of Evaluation

The course will consist of lectures, readings, written reports, required field trips, quizzes on book chapters and semester projects. The grades are constructed to evaluate a student’s understanding of landscape architecture knowledge, theory, skills, and abilities appropriate for a junior level of study.

The grade percentages for the semester include:

- Project 1 - 20%
- Project 2 - 23%
- Project 3 - 30%
- Study projects - 10%
- Participation - 7%
- Quizzes - 10%
The following grading scheme will be used to evaluate all work:

A = 90-100%  Excellent work. All required work for the project or assignment turned in on time with a superior product or effort.

B = 80-89%  Good work. Good understanding of the subject area with some possible improvement.

C = 70-79%  Average work. Assignment complete but improvement possible in all areas.

D = 60-69%  Below average work. Passing but not acceptable for degree requirements in the Department of Landscape Architecture.

F = below 60%  Failure. Work incomplete or lack of effort.

7. Academic Misconduct

N/A

8. Target Audience

N/A

9. Support

See attached approval letter which covers both the Degree Program Modification and Course Modifications

Proposal Contact Person

Michael Seymour, Assistant Professor
325-7897
NOTE: This form is a cover sheet that must accompany the course 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: CALS
Contact Person: Michael Seymour
Nature of Change: Modification
Date Initiated: Nov, 2010 Effective Date: Fall, 2011

Current Listing in Catalog:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA</td>
<td>3644</td>
<td>Landscape Architecture Construction II</td>
<td>(4)</td>
</tr>
</tbody>
</table>

Current Catalog Description:
LA 3644. Landscape Architecture Construction II. (4) (Prerequisite: none; recommended LA 3544). Two hours lecture. Four hours studio/lab. Calculations for storm-water management, best management practices, surface and subsurface drainage systems, basic hydrology and erosion and sediment control design and practices.

New or Modified Listing for Catalog:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA</td>
<td>3544</td>
<td>Construction III: Hydrology.</td>
<td>(4)</td>
</tr>
</tbody>
</table>

New or Modified Catalog Description:
LA 3544. Landscape Architecture Construction III: Hydrology. (4) (Prerequisite: LA 2644). Two hours lecture. Four hours studio. Calculations for stormwater management, best management practices, surface and subsurface drainage systems, basic hydrology and erosion and sediment control design and practices.

Approved: [Signature]

Date: 11/15/2010

Chair, College or School Curriculum Committee [Signature]

Date: 11/22/2010

Dean of College or School [Signature]

Date: 11/23/2010

Chair, University Committee on Courses and Curricula [Signature]

Date: January 28th, 2011

Chair, Graduate Council (if applicable) [Signature]

Chair, Deans Council [Signature]
Proposal to Modify
LA 3644 Landscape Architecture Construction II

1. Catalog Description

Current

LA 3644. Landscape Architecture Construction II (4) (Prerequisite: none; recommended LA 3544). Two hours lecture. Four hours studio/lab. Calculations for storm-water management, best management practices, surface and subsurface drainage systems, basic hydrology and erosion and sediment control design and practices.

Proposed

LA 3544. Landscape Architecture Construction III: Hydrology. (4) (Prerequisite: LA 2644). Two hours lecture. Four hours studio. Calculations for stormwater management, best management practices, surface and subsurface drainage systems, basic hydrology and erosion and sediment control design and practices.

2. Itemized List and Description of Changes

The fundamental changes to the course are:

1) Changing the course number to properly reflect a proposed change in the construction course sequence.
2) Modifying the course name to more explicitly reflect the course purpose.
3) Changing the course prerequisite to reflect the change in the construction sequence.

The content of the course will not change.

Current Course Outline

This course will meet two times per week with a 1 hour lecture and 2 hours of lab/studio time each class period for a total of 6 contact hours per week.

Project 1 – Stormwater Basin Site Design (30 hours)
The purpose of this project is for the student to prepare stormwater runoff calculations, appropriately size a detention basin to manage the runoff and design the basin into a comprehensive site design.

Week 1:
- Course overview and purpose.

Week 2:
- Stormwater basics and calculating runoff.
Week 3:
- Stormwater detention basin sizing.

Week 4:
- Detention basin design and grading.

Week 5:
- Stormwater conveyance techniques and sizing.

Project 2 – Best Management Practices Site Design (30 hours)
The purpose of this project is for the student to develop a detailed master plan to improve the connection of the neighborhood that was the focus of Project 1 to the surrounding town or city.

Week 6:
- Stormwater as Art.

Week 7:
- Bio-retention/infiltration based systems.
- Green roofs and pervious pavement.

Week 8:
- Rainwater harvesting systems.
- Mid-term exam.

Week 9:
- Soils and stormwater management.

Week 10:
- Constructed wetland elements and design.
- Stormwater in neighborhood design.

Project 3 – Constructed Wetland Site Design (30 hours)
The purpose of this project is for the student to create a detailed site plan that redevelops a block in a manner that preserves contributing structures, while providing appropriate infill solutions for vacant spaces. The final design should relate well to the surrounding neighborhood in terms of both form and function.

Week 11:
- Stream buffers and restoration.
- Plant materials for stormwater facilities.

Week 12:
- Erosion control practices and implementation.
- Stormwater regulatory context.

Week 13:
• Stormwater Manuals: organization and application.

Weeks 14 and 15:
Hands-on experience: Project implementation.

3. Justification and Learning Outcomes

Justification
Course Name: The course name is changing to reflect its new place in the sequence. This course was previously the second construction course, but faculty determined that students would benefit from being exposed to a materials course before the two hydrology courses. Therefore, this course is now the third construction course for undergraduates.

Course Number: The course number is changing to 3544 to reflect the proposed change to the construction sequence mentioned above, and to provide consistency in the construction sequence course numbers. We are proposing to assign course number 3644 to the fourth course in the construction sequence, LA Construction IV, which is currently listed as LA 4344. LA 3544 was previously used for LA Construction I. The course number for LA Construction I will change to LA 2644 to reflect the change in the construction sequence, and the fact that it will be required during students' sophomore year.

Course Prerequisite: The course prerequisite is changing from "none; recommended LA 3544" to "LA 2644" to reflect the revisions construction sequence noted in the section titled "Course Number" above.

Learning Outcomes
The goal of this course is to introduce students to the methods, procedures, and practices of landscape architectural construction emphasizing the qualitative and quantitative management of stormwater runoff. The course will emphasize the use of best management techniques at the site scale to manage stormwater pollutants and mimic pre-development flows.

Upon satisfactory completion of this course, students will:

• Have an overall knowledge of how water can be used as a resource throughout site design.
• Have a working knowledge of calculating runoff rates, volumes, and required detention storage using traditional engineering methods.
• Have a working knowledge of stormwater best management practices at the site level for mitigating runoff during and after construction.
• Have a working knowledge of constructed wetlands other BMPs for regional stormwater management.
• Develop a process for integrating stormwater management techniques into the design process.
4. Additional Information

a. Course Symbol - No change.

b. Course Number - Changes from 3644 to 3544 to reflect the proposed change to the construction sequence as explained in Item 3 above.

c. Course Name - The course name is changing from Landscape Architecture Construction II to Landscape Architecture Construction III: Hydrology as explained in Item 3 above.

d. Credit Hours - No change.

e. Pre-requisite - The course prerequisite will change as explained in Item 3 above.

f. Method / Hours of Instruction - No change.

g. Course Description - Changes shown in Item 1 above.

h. Course Content - No change.

5. Graduate Student Requirements (split-level courses): N/A

6. Method of Evaluation

- Project 1: Stormwater Basin Site Design – 15% of total grade.
- Project 2: Best Management Practices Site Design – 20% of total grade.
- Project 3: Constructed Wetland Site Design – 20% of total grade.
- Mid-term Exam – 15% of total grade.
- Final Exam – 15% of total grade.
- Attendance and Participation – 5%
- Hands-on Project – 5% of total grade.

The following grading scale will be used:

A = 90-100%  Excellent work: All components demonstrate excellent understanding of assignment. Assignment is complete or near complete in its execution, persuasive in its presentation, turned in on time, and clearly demonstrates extra effort that results in a superior product.

B = 80-89.9%  Good work: Above average in all or most every component of an assignment, but with some area of deficiency or lacking clear evidence of extra effort that separate it from Excellent or “A” work.
C = 70-79.9%  Average work: All aspects of an assignment are complete, but are average in detail, solution, scope, presentation, completeness of answer, etc.

D = 60-69.9%  Poor work: Inferior-passing, but not acceptable as satisfactory for degree requirements for students enrolled in the Master of Landscape Architecture program.

F = 0-59.9%  Failure: Work is incomplete, perhaps a poor solution, possibly very late, little evidence of work effort, answers are incorrect or incomplete, etc.

7. Academic Misconduct

N/A

8. Target Audience

N/A

9. Support

See attached approval letter which covers both the Degree Program Modification and Course Modifications

Proposal Contact Person

Michael Seymour, Assistant Professor
325-7897
NOTE: This form is a cover sheet that must accompany the course 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: Ag & Life Sciences
Department: Landscape Architecture
Contact Person: Michael Seymour
Mail Stop: E-mail: mseymour@lalc.msstate.edu
Nature of Change: Add
Date Initiated: 11/2010 Effective Date: Fall 2011

Current Listing in Catalog:
Symbol Number Title
LA 3654 Landscape Architecture Design IV: Urban Design
Credit Hours (4)

Current Catalog Description:
(Prerequisites: LA 3554). Eight hours studio/lab. Emphasis on urban planning and design, including consideration of urban fabric, building typologies, transit, streetscapes, pedestrian circulation, open space, and natural systems.

New or Modified Listing for Catalog:
Symbol Number Title
Credit Hours

New or Modified Catalog Description:

Approved: Date:
Department Head
11/15/2010
Chair, College or School Curriculum Committee
11/22/2010
Dean of College or School
11/23/2010
Chair, University Committee on Courses and Curricula
1.5.11
Chair, Graduate Council (if applicable)
Chair, Deans Council
January 28th, 2011
Proposal for Course Addition
LA 3654 – Landscape Architecture Design IV: Urban Design

1. Catalog Description

Proposed

LA 3654. Landscape Architecture Design IV: Urban Design. (4) (Prerequisites: LA 3554)
Eight hours studio/lab. Emphasis on urban planning and design, including consideration
of urban fabric, building typologies, transit, streetscapes, pedestrian circulation, open
space, hydrology, and natural systems.

2. Detailed Course Outline

This course will meet two times per week for four hours of studio per class period.

Studio Project – Urban Revitalization and Infill Study (120 contact hours)
The studio will focus on one project for the entire semester with various parts of the
project due throughout the semester. The purpose of this project is for the student to be
able to explore all aspects of the course goals and objectives on a single project site.
This format will begin to prepare them for their capstone senior project.

Week 1:
• Course overview and purpose.
• Introduce Project goals and objectives.
• Literature review and Precedent Studies.

Weeks 2 and 3:
• Site visit and client meeting.
• Data Collection
• Refine and present literature reviews and precedent studies.

Weeks 4 and 5:
• Inventory and analysis studies.
• Inventory and analysis presentations.

Weeks 6 and 7:
• 3 Site development alternatives considering:
  o Program
  o Transportation and Parking
  o Building Massing
  o Pedestrian Circulation
  o Habitat Corridors
  o Hydrology

Weeks 10 and 11:
• Preliminary Plan considering:
  o Program
o Transportation and Parking
o Building Massing
o Plazas and Open Space
o Pedestrian Circulation
o Habitat Corridors
o Hydrology

Weeks 12 and 13:
• Final Plan including refined system diagrams for:
  o Transportation and Parking
  o Building Massing and Density
  o Plazas and Open Space
  o Pedestrian Circulation
  o Habitat Corridors
  o Hydrology and Stormwater Management
• Detailed plans for:
  o Primary Open Spaces
  o Streetscapes
• Refined Program

Weeks 14 and 15:
• Phasing Diagrams
• Supporting graphics
• Report and Presentation
• Final presentations to client.

3. Method of Evaluation

• Literature review and precedent studies – 10% of total grade.
• Inventory and analysis – 15% of total grade.
• Development alternatives – 20% of total grade.
• Preliminary Plan – 10% of total grade.
• Final Plan – 25% of total grade.
• Phasing and Supporting Graphics – 10%
• Final Report – 5%
• Presentations – 5%

The following grading scale will be used:

A = 90-100% Excellent work: All components demonstrate excellent understanding of assignment. Assignment is complete or near complete in its execution, persuasive in its presentation, turned in on time, and clearly demonstrates extra effort that results in a superior product.

B = 80-89.9% Good work: Above average in all or most every component of an assignment, but with some area of deficiency or lacking clear evidence of extra effort that separate it from Excellent or "A" work.
C = 70-79.9%  Average work: All aspects of an assignment are complete, but are average in detail, solution, scope, presentation, completeness of answer, etc.

D = 60-69.9%  Poor work: Inferior-passing, but not acceptable as satisfactory for degree requirements for students enrolled in the Master of Landscape Architecture program.

F = 0-59.9%  Failure: Work is incomplete, perhaps a poor solution, possibly very late, little evidence of work effort, answers are incorrect or incomplete, etc.

4. Justification and Learning Outcomes

Justification

The course is one of two new design courses that are being offered. The courses will allow students to better compete for internships by having more design studios, and to compete for jobs after graduation by introducing them to relevant issues and topics of today's marketplace. This course specifically is relevant to future graduates since many of them will end up working in urban centers, and trends in Landscape Architecture show that more and more work for the profession relates to projects that make cities more livable. This studio will build upon skills and knowledge obtained through prior courses in the design sequence.

Please note that the prerequisite that is listed for this course (LA 3554) is the current course LA 4755: Landscape Architecture Design III which is in the process of being modified to the new number.

Learning Outcomes

The goal of this course is to introduce students to the issues and opportunities related to planning and designing in urban centers. The course will involve a range of urban design issues focused on a single semester long project. Topics covered will include building typologies, revitalization, infill, hydrology, pedestrian circulation, open space, plazas, streetscapes, greenways and transit. The course will also include urban sustainability issues such as financing, social equity, and environmental justice. Solutions will be explored through graphical, verbal and written media.

Course Objectives

Upon satisfactory completion of this course, students will:

- Understand the complexity and overlapping systems related to developing within a dense urban fabric.
- Be aware of the social, economic and environmental impacts that a site can have on the larger neighborhood, city and region.
- Be able to inventory and analyze issues related to urban planning and design in urban centers.
• Refine graphic, verbal and written communication skills through visual and verbal presentations as well as a comprehensive report.
• Develop a comprehensive planning and design study based on an iterative design process with feedback from a client group.

5. Academic Misconduct

N/A

6. Target Audience

N/A

7. Letter of Support

See attachment.

8. Instructor of Record

N/A

9. Graduate Student Requirements (Split-level Courses)

N/A

10. Planned Frequency

Spring

11. Explanation of Any Duplication

None.

12. Method of Instruction Code

Q

13. Proposed CIP Number

04.0601

14. Proposed 24-Character Abbreviation of the Course Title

LA Design IV-Urban

15. Proposed Semester Effective

Spring, 2011
16. Other Appropriate Information

Text(s)

Computer Hardware
All students are required to have a personal computer.

Computer Software
Microsoft Office, SketchUp, Adobe Creative Suite, and Autodesk AutoCAD are required.

17. Proposal Contact Person

Michael Seymour, Assistant Professor
325-7897
Dear Ms. Hudson

Per our discussion, I have attached ten copies of the revised course addition proposal for LA 3654 (Landscape Architecture Design IV: Urban Design). I have added the following sentence under Justification and Learning Outcomes:

"Please note that the prerequisite that is listed for this course (LA 3554) is the current course LA 4755: Landscape Architecture Design III which is in the process of being modified to the new number."

Please let me know if you need any additional information.

Sincerely,

Michael Seymour
Chair, Dept. of LA Curriculum Committee
NOTE: This form is a cover sheet that must accompany the course 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: CALS
Contact Person: Michael Seymour
Nature of Change: Modification

Current Listing in Catalog:
Symbol Number Title
LA 3655 Landscape Architecture Design II.

Credit Hours (5)

Current Catalog Description:
LA 3655. Landscape Architecture Design II. (5) (Prerequisites: LA 1153, LA 1223, LA 2323 & LA 2453) Two hours lecture. Six hours studio/lab. Deals with program and site specific requirements, inventory and analysis, construction detailing, economic issues, social impact, and planting design applied to medium scale projects.

New or Modified Listing for Catalog:
Symbol Number Title
LA 2654 Landscape Architecture Design II: Neighborhood Context.

Credit Hours (4)

New or Modified Catalog Description:
LA 2654 Landscape Architecture Design II: Neighborhood Context. (4) (Prerequisite: LA 2554). Eight hours studio. Emphasis on design at the neighborhood scale, including block and street network design.

Approved:

Date: 11/15/2010

11/22/2010

11/23/2010

1/5/11

January 28th, 2011
Proposal to Modify
LA 3655 Landscape Architecture Design II

1. Catalog Description

Current

LA 3655. Landscape Architecture Design II. (5) (Prerequisites: LA 1153, LA 1223, LA 2323 & LA 2453) Two hours lecture. Six hours studio/lab. Deals with program and site specific
requirements, inventory and analysis, construction detailing, economic issues, social
impact, and planting design applied to medium scale projects.

Proposed

LA 2654 Landscape Architecture Design II: Neighborhood Context. (4) (Prerequisite: LA
2554). Eight hours studio. Emphasis on design at the neighborhood scale, including
block and street network design.

2. Itemized List and Description of Changes

The current and proposed course outlines are listed below. The fundamental changes
to the course are:

1) Though it remains the second major design studio for all undergraduates, it will
now be required during their sophomore year rather than their junior year.
2) The number of course hours will be reduced from 5 to 4, but there will be a net
increase in the number of studio contact hours.
3) Change in course description to more explicitly reflect the course focus.

The core content of the course will not change.

Current Course Outline

This course will meet two times per week, with two hours of lecture and six hours of
studio per week.

Project 1 – Neighborhood Master Plan (40 hours)
The purpose of this project is for the student to develop a master plan to regenerate a
neighborhood.

Week 1:
• Course overview and purpose.
• Lectures: The City/Neighborhood Context; The History of the Grid and Blocks
• Introduce Project 1
• Define initial problem statement.
• Data collection/site tour.
Week 2:
- Lectures: Inventory and Analysis in the City/Neighborhood Context; Objective Versus Subjective Summarization
- Research problem precedents.
- Conduct comprehensive area inventory and analysis. Due at end of week.
- Refine problem statement.

Week 3:
- Lectures: Urban Frameworks; Developing Programs at the Community Scale
- Develop site program.
- Develop site functional relationship diagram.
- Develop neighborhood master plan.
- Lynch Image of the City of Starkville project due.

Week 4:
- Lectures: Examples of Conceptual Plans; Examples of Neighborhood Master Plans
- Refine conceptual plans into preliminary master plan.
- Develop preliminary master plan into final neighborhood master plan.
- Develop three dimensional model of neighborhood master plan.

Week 5:
- Final neighborhood master plan package prepared.
- Jury presentation and discussion in lieu of lectures.

Project 2 - Streets (40 hours)
The purpose of this project is for the student to develop a detailed plan relating surrounding land uses to streets. Streets must include properly scaled and designed vehicular, pedestrian, bicycle, and transit infrastructure, and must integrate ADA and stormwater best management practices into the overall design. Students will design a street in a mixed use district, a high-density multi-family residential district, a single-family detached home district, and an alley.

Week 6:
- Lectures: Context Sensitive Street Design (parts 1 and 2)
- Introduce Project 2.
- Define problem statement.
- Conduct detailed inventory and analysis

Week 7:
- Lectures: Designing for Pedestrians; ADA Design
- Refine problem statement.
- Research street design precedents.
- Develop program related to adjacent uses and connectivity to existing streets beyond the project boundary.

Week 8:
- Lectures: Intersections; Transit
• Develop functional relationship diagrams identifying the proper placement and scale of all programmatic elements (e.g., bike lanes, ADA ramps, medians, bioretention areas, parking, etc.)
• Develop conceptual plans for 1) street in a mixed use district, 2) street in a high-density multi-family residential district, 3) a single-family detached home district, 4) an alley.
• Test on design principles.

Week 9:
• Lectures: Design and Control Vehicles; Bicycle Infrastructure
• Refine conceptual plans into final street plans.
• Develop three dimensional model for each street and character sketches.

Week 10:
• Prepare final street plan package.
• Jury presentation and discussion in lieu of lectures.

Project 3 — Parks (40 hours)
The purpose of this project is for the student to create a detailed site plan for a neighborhood park that responds to the surrounding neighborhood context. The park shall contain spaces for an open air market, public performances, a stormwater bioretention area and retention pond that function as functional and aesthetic amenities, and a water feature. Pedestrian and bicycle circulation, and ADA facilities, must be fully resolved.

Week 11:
• Lectures: Examples of Stormwater Management Facilities as Aesthetic Amenities
• Introduce Project 3.
• Define problem statement.
• Conduct detailed site inventory and analysis.

Week 12:
• Lectures: Park Precedents; Circulation
• Refine problem statement.
• Research park design precedents.
• Develop a comprehensive park program.

Week 13:
• Lectures: White’s "The Social Life of Small Urban Spaces"
• Develop functional relationship diagrams for all elements of the park program.
• Develop park conceptual plans (3 minimum).

Week 14:
• Lectures: Examples of Park Site Plans
• Refine conceptual plans into park site plan.
• Develop a three dimensional model of the park and character sketches of each programmatic element.
Week 15:
- Prepare final park site plan package.
- Jury presentations and discussion.

**Proposed Course Outline**

This course will meet two times per week for four hours of lab per class period, for a total of eight contact hours per week.

**Project 1 – Neighborhood Master Plan (40 hours)**
The purpose of this project is for the student to develop a master plan to regenerate a neighborhood.

Week 1:
- Course overview and purpose.
- Concept discussion: city, neighborhood, block and site.
- Introduce Project 1
- Define initial problem statement.
- Data collection/site tour.

Week 2:
- Concept discussion: objectivity, subjectivity, and the meaning of context.
- Research problem precedents.
- Conduct comprehensive area inventory and analysis. Due at end of week.
- Refine problem statement.

Week 3:
- Concept discussion: the skeletons (frameworks) and flesh (character and use) of the neighborhood.
- Develop site program.
- Develop site functional relationship diagram.
- Develop neighborhood master plan.
- Lynch Image of the City of Starkville project due.

Week 4:
- Lectures: Examples of Conceptual Plans; Examples of Neighborhood Master Plans
- Refine conceptual plans into preliminary master plan.
- Develop preliminary master plan into final neighborhood master plan.
- Develop three dimensional model of neighborhood master plan.

Week 5:
- Final neighborhood master plan package prepared.
- Jury presentation and discussion.

**Project 2 – Streets (40 hours)**
The purpose of this project is for the student to develop a detailed plan relating surrounding land uses to streets. Streets must include properly scaled and designed vehicular, pedestrian, bicycle, and transit infrastructure, and must integrate ADA and
stormwater best management practices into the overall design. Students will design a street in a mixed use district, a high-density multi-family residential district, a single-family detached home district, and an alley.

Week 6:
• Concept discussion: the relationship between street design and the neighborhood context.
• Introduce Project 2.
• Define problem statement.
• Conduct detailed inventory and analysis

Week 7:
• Concept discussion: how streets work for pedestrians, drivers, bicyclists, transit users, and the disabled.
• Refine problem statement.
• Research street design precedents.
• Develop program related to adjacent uses and connectivity to existing streets beyond the project boundary.

Week 8:
• Concept discussion: the design of intersections – where everything comes together.
• Develop functional relationship diagrams identifying the proper placement and scale of all programmatic elements (e.g., bike lanes, ADA ramps, medians, bioretention areas, parking, etc.)
• Develop conceptual plans for 1) street in a mixed use district, 2) street in a high-density multi-family residential district, 3) a single-family detached home district, 4) an alley.
• Test on design principles.

Week 9:
• Concept discussion: designing streets within the regulatory context.
• Refine conceptual plans into final street plans.
• Develop three dimensional model for each street and character sketches.

Week 10:
• Prepare final street plan package.
• Jury presentation and discussion in lieu of lectures.

Project 3 – Parks (40 hours)
The purpose of this project is for the student to create a detailed site plan for a neighborhood park that responds to the surrounding neighborhood context. The park shall contain spaces for an open air market, public performances, a stormwater bioretention area and retention pond that function as functional and aesthetic amenities, and a water feature. Pedestrian and bicycle circulation, and ADA facilities, must be fully resolved.

Week 11:
• Concept discussion: the place of parks in neighborhoods.
• Introduce Project 3.
• Define problem statement.
• Conduct detailed site inventory and analysis.

Week 12:
• Concept discussion: White’s The Social Life of Small Urban Spaces.
• Refine problem statement.
• Research park design precedents.
• Develop a comprehensive park program.

Week 13:
• Concept discussion: circulation and bringing the parts together to form a cohesive whole.
• Develop functional relationship diagrams for all elements of the park program.
• Develop park conceptual plans (3 minimum).

Week 14:
• Concept discussion: external and internal edges.
• Refine conceptual plans into park site plan.
• Develop a three dimensional model of the park and character sketches of each programmatic element.

Week 15:
• Prepare final park site plan package.
• Jury presentations and discussion.

3. Justification and Learning Outcomes

Justification

Change in Course Level: Currently students do not take major design studios during their sophomore year. This has been identified as a major deficiency of our undergraduate program by students, faculty, and a visiting accreditation team.

Course Hours: The number of course hours is being reduced from five hours, with two hours lecture and six hours of studio, to four hours with eight hours of studio. Faculty have proposed this modification in response to student needs and concerns raised during accreditation. We have determined that students need to be exposed to a greater number studios overall and a greater breadth of topics covered by those studios. Furthermore, we believe that more contact hours should be spent in studio rather than in lecture. As a rational compromise to achieve both ends, we have elected to reduce the number of hours credit for all studios from five to four, so that we can then offer more studios covering a greater breadth of subject matter, and to emphasize studio contact hours over lecture contact hours to provide the students with more one on one contact with faculty during class.

Course Name: The course name is changing to explicitly reflect the emphasis of the studio.
Change in Course Description: The core content of the course will not change. The current catalog description places an emphasis on "medium scale projects." For the last few years this has been interpreted by faculty to mean design at the community and neighborhood scale. The material previously covered during formal lectures will be integrated into the studio teaching environment.

Please note that the prerequisites have changed so that the only required course is the previous class in the design sequence (LA 2554 Design I). The classes that were previously listed were prerequisites for Design I (which was not listed as a prerequisite for Design II). This allowed the courses to be taken out of sequence. We would like to eliminate this possibility.

Learning Outcomes

Upon satisfactory completion of this course, students will:

- Understand the breadth of natural, structural, spatial, cultural, regulatory, and socioeconomic factors that come together to create the context of a site within a larger community.
- Be able to inventory and analyze the aforementioned factors, and synthesize their meaning as related to the design problem and possible solutions.
- Have a greater appreciation of the meaning of a site and its context, and how this can be used to inform design and resulting forms.
- Develop design and planning skills that create solutions that competently respond to community wants and needs in terms of both form and function.

4. Additional Information

a. Course Symbol – No change.

b. Course Number – Changes from 3655 to 2654 to reflect that the course will be required during the sophomore year, and that the number of credit hours have been reduced from five to four. The justification is provided in Item 3 above.

c. Course Name – To be changed from "Landscape Architecture Design II" to "Landscape Architecture Design II: Neighborhood Context" to more explicitly describe the course focus.

d. Credit Hours – To be changed from 5 hours to 4 hours for the reasons given in Item 3 above.

e. Pre-requisite – The prerequisite has changed. Students will be required to have completed the prior studio in the studio sequence, LA 2554, prior to taking this course.

f. Method / Hours of Instruction – We have eliminated the lecture requirement of the course. All hours will be studio hours for the reasons explained in Item 3 above.
g. Course Description – Changes shown in Item 1 above.

h. Course Content – No substantive change with the exception of the nature of the total number of contact hours per week. Justification is provided in Item 3 above.

5. Graduate Student Requirements (split-level courses): N/A

6. Method of Evaluation

- Attendance (5% of total grade)
- Application of Lynch to the City of Starkville (5% of total grade)
- Comprehensive inventory and analysis (5% of total grade)
- Test on design principles (10% of total grade)
- 1st master plan project (20% of total grade)
- 2nd master plan project (20% of total grade)
- 3rd master plan project (25% of total grade)
- Quizzes and exercises (10% of total grade)

The following grading scale will be used:

A = 90-100% Excellent work: All components demonstrate excellent understanding of assignment. Assignment is complete or near complete in its execution, persuasive in its presentation, turned in on time, and clearly demonstrates extra effort that results in a superior product.

B = 80-89.9% Good work: Above average in all or most every component of an assignment, but with some area of deficiency or lacking clear evidence of extra effort that separate it from Excellent or “A” work.

C = 70-79.9% Average work: All aspects of an assignment are complete, but are average in detail, solution, scope, presentation, completeness of answer, etc.

D = 60-69.9% Poor work: Inferior-passing, but not acceptable as satisfactory for degree requirements for students enrolled in Landscape Architecture or Landscape Contracting as their major.

F = 0-59.9% Failure: Work is incomplete, perhaps a poor solution, possibly very late, little evidence of work effort, answers are incorrect or incomplete, etc.

7. Academic Misconduct

N/A

8. Target Audience

N/A
9. Support

See attached approval letter which covers both the Degree Program Modification and Course Modifications.

Proposal Contact Person

Michael Seymour, Assistant Professor
325-7897
NOTE: This form is a cover sheet that must accompany the course 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: CALS
Department: Landscape Architecture

Contact Person: Michael Seymour
E-mail: mseymour@lalc.msstate.edu

Nature of Change: Modification
Date Initiated: Nov, 2010 Effective Date: Fall, 2011

Current Listing in Catalog:
Symbol Number Title
LA 4244 Landscape Architecture Construction III.

Current Catalog Description:
LA 4244. Landscape Architecture Construction III. (4) (Prerequisites: LA 2323). Two hours lecture. Four hours studio. The nature of materials and their physical attributes. Calculations, drawings, and specifications for construction design and details.

New or Modified Listing for Catalog:
Symbol Number Title
LA 2544 Landscape Architecture Construction I: Materials

New or Modified Catalog Description:

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)

Date: 11/12/2010
11/12/2010
11/23/2010
1.5.11
January 23rd, 2011
Proposal to Modify
LA 4244 Landscape Architecture Construction III

1. Catalog Description

Current

LA 4244. Landscape Architecture Construction III. (4) (Prerequisites: LA 2323). Two hours lecture. Four hours studio. The nature of materials and their physical attributes. Calculations, drawings, and specifications for construction design and details.

Proposed


2. Itemized List and Description of Changes

The fundamental changes to the course are:

1) Making this the first construction course in the construction sequence.
2) Changing the course number to reflect the position of the course in the construction sequence, and that it will be required in the student’s sophomore year.
3) Changing the course name to reflect the position of the course in the construction sequence, and to explicitly identify the course focus.
4) Changing the number of one course prerequisite (LA 2323 is being modified to LA 1533) and adding an additional prerequisite (LA 1223).

The content of the course will not change.

Course Outline

This class will meet twice a week for a total of one hour of lecture, and two hours of studio, per class period. (Total of 90 contact hours)

Week 1: (6 contact hours)
- Course overview and purpose
- Read and be tested on Soils and Aggregates

Week 2: (6 contact hours)
- Read and be tested on Expansive Soils and on Land Subsidence
- In the field using sieves and sizing aggregate
- In the field building a sample aggregate parking surface

Week 3: (6 contact hours)
• Read about aggregate runoff water storage beneath parking facilities
• Do a field experiment with water quantity storage in an aggregate subbase
• Be tested on aggregate water storage quantities

Week 4: (6 contact hours)
• Read about asphaltic concrete
• Design parking storage facilities with aggregate storage beneath

Week 5: (6 contact hours)
• Read about concrete
• Learn to make concrete
• Learn to make porous concrete paving
• Be tested on concrete

Week 6: (6 contact hours)
• Read about wood construction
• Learn how to size horizontal and vertical wood members

Week 7: (6 contact hours)
• Design a wood facility such as a deck, arbor, or garden shed
• Become tested on wood construction and design

Week 8: (6 contact hours)
• Critique wood facility design
• Turn in a wood facility design for a project grade

Week 9: (6 contact hours)
• Read about unit masonry construction
• Be tested on unit masonry

Week 10: (6 contact hours)
• Learn to compute the design of freestanding walls
• Develop a freestanding wall design and details

Week 11: (6 contact hours)
• Turn in a freestanding wall design for a project grade
• Learn to compute the design of a cantilever retaining wall
• Be tested on freestanding wall design

Week 12: (6 contact hours)
• Learn about fountain design
• Learn about fountain components

Week 13: (6 contact hours)
• Design a fountain in a courtyard with details
• Receive critiques on your fountain and courtyard design

Week 14: (6 contact hours)
• Receive critiques on the fountain and courtyard design
• Present fountain and courtyard designs for a grade

Week 15: (6 contact hours)
• Learn about EIFS systems
• Develop a design for a fence/wall using EIFS systems
• Critique EIFS system design
• Review for final exam
• Final Exam

3. Justification and Learning Outcomes

Justification

During our review of the current Bachelor of Landscape Architecture Curriculum it was agreed by faculty that the sequence of construction courses should be realigned, with materials to be offered first, followed by grading and hydrology. The purpose of this change in sequence is to provide students with a more logical flow upon which to build their skills and knowledge of construction in landscape architecture.

Course Number: The course number is changing to reflect that the first course in the construction sequence will be required during the students' sophomore year.

Course Name: The course name is being modified from "Landscape Architecture Construction III" to "Landscape Architecture Construction I: Materials" to more explicitly state the position of the course in the construction sequence and the course topic.

Course Prerequisite: The course that was previously listed as LA 2323 Presentation Methods and Media will now be listed as LA 1533. We are adding another prerequisite (LA 1223 Use of Computers in Landscape Architecture) because this course requires a working knowledge of computer programs specific to the design professions (including AutoCAD). When the course was later in the sequence, this was not an issue because students would have already developed computer skills in a number of other courses.

Learning Outcomes

This course will provide the student a broad base of understanding of the materials used in landscape architecture to build sustainable landscapes. It will also enable the student to conduct material strength calculations in order to protect the health, safety and welfare of their clients.

Upon successful completion of this course the student will:

• Have basic knowledge of construction materials.
• Have the ability to conceive and execute construction details for facilities such as walls, fountains, paved areas, decks and steps.
• Be able to develop details in a fast and attractive manner using AutoCAD, and using drafting skills.
• Be able to write construction specifications.
• Write and speak about material properties and construction detail design.
• Have hands-on experiences working with construction materials.

4. Additional Information

a. Course Symbol – No change.

b. Course Number – Changes from 4244 to 2544 for reasons given in Item 3 above.

c. Course Name – To be changed from “Landscape Architecture Construction III” to “Landscape Architecture Construction I: Materials” for reasons given in Item 3 above.

d. Credit Hours – No change.

e. Pre-requisite – To be changed to include LA 1223 and from LA 2323 to LA 1533 for reasons given in Item 3 above.

f. Method / Hours of Instruction – No change.

g. Course Description – No change.

h. Course Content – No change.

5. Graduate Student Requirements (split-level courses):  N/A

6. Method of Evaluation

• Overall site inventory mapping (group project) – 10% of total grade.
• Overall site analysis and problem development – 15% of total grade.
• Project 1 solution: Neighborhood Master Plan – 25% of total grade.
• Project 2 solution: Corridor Master Plan – 25% of total grade.
• Project 3 solution: Block Redevelopment and Infill Site Plan – 25% of total grade.

The following grading scale will be used:

A = 90-100% Excellent work: All components demonstrate excellent understanding of assignment. Assignment is complete or near complete in its execution, persuasive in its presentation, turned in on time, and clearly demonstrates extra effort that results in a superior product.

B = 80-89.9% Good work: Above average in all or most every component of an assignment, but with some area of deficiency or lacking clear evidence of extra effort that separate it from Excellent or “A” work.
C = 70-79.9% Average work: All aspects of an assignment are complete, but are average in detail, solution, scope, presentation, completeness of answer, etc.

D = 60-69.9% Poor work: Inferior-passing, but not acceptable as satisfactory for degree requirements for students enrolled in the Master of Landscape Architecture program.

F = 0-59.9% Failure: Work is incomplete, perhaps a poor solution, possibly very late, little evidence of work effort, answers are incorrect or incomplete, etc.

7. Academic Misconduct

N/A

8. Target Audience

N/A

9. Support

See attached approval letter which covers both the Degree Program Modification and Course Modifications

Proposal Contact Person

Michael Seymour, Assistant Professor
325-7897
NOTE: This form is a cover sheet that must accompany the course 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: CALS
Contact Person: Michael Seymour
Nature of Change: Modification

Current Listing in Catalog:
Symbol   Number   Title
LA  4755 Landscape Architecture Design III.

Current Catalog Description:
LA 4755. Landscape Architecture Design III (5) Prerequisites: LA 1153, LA 1223, LA 2323, LA 2253 & LA 2453. Two hours lecture. Six hours studio/lab. The design process applied to intermediate size projects with emphasis on providing shelter for society. Integration of design development techniques into a holistic process.

New or Modified Listing for Catalog:
Symbol   Number   Title
LA  3554 Landscape Architecture Design III - Small Town/Rural Context.

New or Modified Catalog Description:
LA 3554 Landscape Architecture Design III- Small Town/Rural Context. (4) (Prerequisite: LA 2644 & LA 2654). Eight hours studio. Emphasis on design at the Community/Town scale, including place theory and aesthetics.

Approved: Date: 11/15/2010
Department Head 11/12/2010
Chair, College or School Curriculum Committee 11/13/2010
Walter Taylor
Dean of College or School
11/14/2010
Chair, University Committee on Courses and Curricula
Angie Brown
Chair, Graduate Council (if applicable)
1.5.11
Chair, Deans Council
January 25th, 2011
Proposal to Modify
LA 4755 Landscape Architecture Design III

1. Catalog Description

Current

LA 4755. Landscape Architecture Design III (5) Prerequisites: LA 1153, LA 1223, LA 2323, LA 2253 & LA 2453. Two hours lecture. Six hours studio/lab. The design process applied to intermediate size projects with emphasis on providing shelter for society. Integration of design development techniques into a holistic process.

Proposed

LA 3554 Landscape Architecture Design III - Small Town/Rural Context. (4) (Prerequisite: LA 2644 & LA 2654). Eight hours studio. Emphasis on design at the Community/Town scale, including place theory and aesthetics.

2. Itemized List and Description of Changes

The current and proposed course outlines are listed below. The fundamental changes to the course are:

1) Though it remains the third major design studio for all undergraduates, it will now be required during their junior year rather than their senior year.
2) The number of course hours will be reduced from 5 to 4, but there will be a net increase in the number of studio contact hours.
3) Change in course description to more explicitly reflect the course focus.
4) Simplification of the prerequisite listings.

The core content of the course will not change.

Current Course Outline

This course will meet three times per week, with two hours of lecture and six hours of studio per week.

Project 1 – Infill Development Master Plan (40 hours)
The purpose of this project is for the student to develop a master plan while considering environmental consequences to the surrounding built environment.

Week 1:
- Course overview and purpose.
- Lectures: Housing and Community
- Introduce Project 1
- Define initial problem statement.
- Data collection/site tour.
Week 2:
- Lectures: Inventory and Analysis in the City/Neighborhood Context; Neighborhood rating scales (Sustainable Sites Initiative, LEED for Neighborhood Development)
- Research problem precedents.
- Conduct comprehensive area inventory and analysis. Due at end of week.
- Refine problem statement.

Week 3:
- Lectures: Conceptual Thinking
- Develop site program.
- Develop site functional relationship diagram.
- Develop neighborhood master plan.

Week 4:
- Lectures: Innovative Community Planning
- Refine conceptual plans into preliminary master plan.
- Develop preliminary master plan into final neighborhood master plan.
- Develop Physical model of neighborhood master plan and one detail.

Week 5:
- Final neighborhood master plan package prepared.
- Jury presentation and discussion in lieu of lectures.

Project 2 - New Urbanist Community (40 hours)
The purpose of this project is for the student to develop a detailed plan utilizing the basic tenants of New Urbanist Theory. Town must include properly scaled and designed vehicular, pedestrian, bicycle, and transit infrastructure, and must be able to describe place theory and its use within the design process. Students will design a Town with a mixed use district, a high-density multi-family residential district, a single-family detached home district, and an alley.

Week 6:
- Lectures: New Urbanism
- Introduce Project 2.
- Define problem statement.
- Conduct detailed inventory and analysis
- Field trip to New Urbanist Communities

Week 7:
- Lectures: Density
- Refine problem statement.
- Research New Urbanist design precedents.
- Develop program related to new towns.
Week 8:
- Lectures: Connections
- Develop functional relationship diagrams identifying the proper placement and scale of all programmatic elements (e.g., bike lanes, ADA ramps, medians, bioretention areas, parking, etc.)
- Develop conceptual plans for 1) Community gathering spaces, 2) mixed-use nodes, 3) a single-family detached home district, 4) an alley and 5) illustrative details.
- Test on design New Urbanist principles.

Week 9:
- Lectures: Lost Space
- Refine conceptual plans into final Master Plans.
- Develop three-dimensional (digital and physical) models for the community with character sketches.

Week 10:
- Prepare final Master plan package.
- Jury presentation and discussion in lieu of lectures.

Project 3 – Place (40 hours)
The purpose of this project is for the student to further explore the meaning of place. Details, sketches and models will be produced to look at how materials influence how people respond to the built environment.

Week 11:
- Lectures: Aesthetics
- Introduce Project 3.
- Define problem statement.
- Conduct detailed site inventory and analysis.

Week 12:
- Lectures: Architectural movements and Community
- Refine problem statement.
- Research artist precedents.
- Develop a comprehensive program and concept.

Week 13:
- Lectures: Materials and Community
- Develop functional relationship diagrams for all elements of the program.
- Develop conceptual plans (3 minimum).
- Develop three versions of a selected conceptual plan
- Develop a physical models of a community amenity

Week 14:
- Lectures: Human Scale
- Refine conceptual plans into site plan.
Develop a three dimensional model of the small town and character sketches of each programmatic element.

Week 15:
• Prepare final site plan package.
• Jury presentations and discussion.

Proposed Course Outline

This course will meet two times per week for four hours of lab per class period, for a total of eight contact hours per week.

Project 1 – Infill Development Master Plan (40 hours)
The purpose of this project is for the student to develop a master plan while considering environmental consequences to the surrounding built environment

Week 1:
• Course overview and purpose.
• Lectures: Housing and Community
• Introduce Project 1
• Define initial problem statement.
• Data collection/site tour.

Week 2:
• Lectures: Inventory and Analysis in the City/Neighborhood Context; Neighborhood rating scales (Sustainable Sites Initiative, LEED for Neighborhood Development)
• Research problem precedents.
• Conduct comprehensive area inventory and analysis. Due at end of week.
• Refine problem statement.

Week 3:
• Lectures: Conceptual Thinking
• Develop site program.
• Develop site functional relationship diagram.
• Develop neighborhood master plan.

Week 4:
• Lectures: Innovative Community Planning
• Refine conceptual plans into preliminary master plan.
• Develop preliminary master plan into final neighborhood master plan.
• Develop Physical model of neighborhood master plan and one detail.

Week 5:
• Final neighborhood master plan package prepared.
• Jury presentation and discussion in lieu of lectures.

Project 2 – New Urbanist Community (40 hours)
The purpose of this project is for the student to develop a detailed plan utilizing the basic tenants of New Urbanist Theory. Town must include properly scaled and designed
vehicular, pedestrian, bicycle, and transit infrastructure, and must be able to describe place theory and its use within the design process. Students will design a Town with a mixed use district, a high-density multi-family residential district, a single-family detached home district, and an alley.

Week 6:
- Lectures: New Urbanism
- Introduce Project 2.
- Define problem statement.
- Conduct detailed inventory and analysis
- Field trip to New Urbanist Communities

Week 7:
- Lectures: Density
- Refine problem statement.
- Research New Urbanist design precedents.
- Develop program related to new towns.

Week 8:
- Lectures: Connections
- Develop functional relationship diagrams identifying the proper placement and scale of all programmatic elements (e.g., bike lanes, ADA ramps, medians, bioretention areas, parking, etc.)
- Develop conceptual plans for 1) Community gathering spaces, 2) mixed-use nodes, 3) a single-family detached home district, 4) an alley and 5) Illustrative details.
- Test on design New Urbanist principles.

Week 9:
- Lectures: Lost Space
- Refine conceptual plans into final Mater Plans.
- Develop three dimensional (digital and physical) models for the community with character sketches.

Week 10:
- Prepare final Master plan package.
- Jury presentation and discussion in lieu of lectures.

Project 3 – Place (40 hours)
The purpose of this project is for the student to further explore the meaning of place. Details, sketches and models will be produced to look at how materials influence how people respond to the built environment.

Week 11:
- Lectures: Aesthetics
- Introduce Project 3.
- Define problem statement.
- Conduct detailed site inventory and analysis.
Week 12:
- Lectures: Architectural movements and Community
- Refine problem statement.
- Research artist precedents.
- Develop a comprehensive program and concept.

Week 13:
- Lectures: Materials and Community
- Develop functional relationship diagrams for all elements of the program.
- Develop conceptual plans (3 minimum).
- Develop three versions of a selected conceptual plan
- Develop physical models of a community amenity

Week 14:
- Lectures: Human Scale
- Refine conceptual plans into site plan.
- Develop a three dimensional model of the small town and character sketches of each programmatic element.

Week 15:
- Prepare final site plan package.
- Jury presentations and discussion.

3. Justification and Learning Outcomes

Justification

Change in Course Level: Currently students do not take major design studios during their sophomore year. This has been identified as a major deficiency of our undergraduate program by students, faculty, and a visiting accreditation team. Because Design I and II will be required during the sophomore year, Design III will now be taught in the junior year.

Course Hours: The number of course hours is being reduced from five hours, with two hours lecture and six hours of studio, to four hours with eight hours of studio. Faculty have proposed this modification in response to student needs and concerns raised during accreditation. We have determined that students need to be exposed to a greater number of studios overall and a greater breadth of topics covered by those studios. Furthermore, we believe that more contact hours should be spent in studio rather than in lecture. As a rational compromise to achieve both ends, we have elected to reduce the number of hours credit for all studios from five to four, so that we can then offer more studios covering a greater breadth of subject matter, and to emphasize studio contact hours over lecture contact hours to provide the students with more one on one contact with faculty during class.

Course Name: The course name is changing to explicitly reflect the emphasis of the studio.
Change in Course Description: The core content of the course will not change. The current catalog description places an emphasis on "shelter and housing." The material previously covered during formal lectures will be integrated into the studio teaching environment.

Change in Prerequisites: The overall degree program modification has provided the opportunity to simplify course prerequisites. Because the sequencing of courses has become much clearer, we have been able to list only the two most critical prior courses (previously the description listed some classes that were prerequisites for other prerequisites). Students will now be required to have completed the prior studio and construction class in the studio sequence, LA 2644 and LA 2654, prior to taking this course.

Learning Outcomes

Upon satisfactory completion of this course, students will:

- Demonstrate knowledge of natural, structural, spatial, cultural, regulatory, and socioeconomic factors that come together to create the context of a site within a larger community.
- Be able to produce a set of design drawings that demonstrate knowledge of the design process utilized in the field of landscape architecture.
- Have a greater appreciation of the meaning of a site and its context, and how this can be used to inform design and resulting forms.
- Develop design and planning skills that create solutions that competently respond to community wants and needs in terms of both form and function.
- Develop conceptual ideas that lead to aesthetically integrated details.
- Demonstrate knowledge of Neighborhood rating scales such as LEED ND and Sustainable Sites Initiative.

4. Additional Information

a. Course Symbol – No change.

b. Course Number – Changes from 4755 to 3554 to reflect that the course will be required during the junior year, and that the number of credit hours have been reduced from five to four. The justification is provided in Item 3 above.

c. Course Name – To be changed from "Landscape Architecture Design III" to "Landscape Architecture Design III: Small Town/Rural Context" to more explicitly describe the course focus.

d. Credit Hours – To be changed from 5 hours to 4 hours for the reasons given in Item 3 above.

e. Prerequisite – The prerequisites have changed. Students will be required to have completed the prior studio and construction class in the studio sequence, LA 2644 and LA 2654, prior to taking this course.
f. **Method / Hours of Instruction** – We have eliminated the lecture requirement of the course. All hours will be studio hours for the reasons explained in Item 3 above.

g. **Course Description** – Changes shown in Item 1 above.

h. **Course Content** – No substantive change with the exception of the nature of the total number of contact hours per week. Justification is provided in Item 3 above.

5. **Graduate Student Requirements (split-level courses):** N/A

6. **Method of Evaluation**

   - Attendance (5% of total grade)
   - Test on design principles (10% of total grade)
   - 1st master plan project (20% of total grade)
   - 2nd master plan project (20% of total grade)
   - 3rd master plan project (25% of total grade)
   - Quizzes and exercises (10% of total grade)
   - Sketchbook (10% of total grade)

The following grading scale will be used:

- **A = 90-100%**
  
  Excellent work: All components demonstrate excellent understanding of assignment. Assignment is complete or near complete in its execution, persuasive in its presentation, turned in on time, and clearly demonstrates extra effort that results in a superior product.

- **B = 80-89.9%**
  
  Good work: Above average in all or most every component of an assignment, but with some area of deficiency or lacking clear evidence of extra effort that separate it from Excellent or "A" work.

- **C = 70-79.9%**
  
  Average work: All aspects of an assignment are complete, but are average in detail, solution, scope, presentation, completeness of answer, etc.

- **D = 60-69.9%**
  
  Poor work: Inferior-passing, but not acceptable as satisfactory for degree requirements for students enrolled in Landscape Architecture or Landscape Contracting as their major.

- **F = 0-59.9%**
  
  Failure: Work is incomplete, perhaps a poor solution, possibly very late, little evidence of work effort, answers are incorrect or incomplete, etc.
7. Proposal Contact Person

Michael Seymour, Assistant Professor
325-7897
NOTE: This form is a cover sheet that must accompany the course 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: CALS
Contact Person: Michael Seymour
Nature of Change: Modification
Date Initiated: Nov, 2010 Effective Date: Fall, 2011

Current Listing in Catalog:
Symbol Number Title Credit Hours
LA 4855 Landscape Architecture Capstone Studio 5

Current Catalog Description:
LA 4855. Landscape Architecture Capstone Studio. (5) (Prerequisites: LA 3555, LA 3655, LA 4755, LA 3544, LA 3644, LA 4723). Twelve hours studio/lab. A self-directed course that includes an approved terminal project including proposal, analytical design process, master plan, support drawings, and construction documents of selected plan elements.

New or Modified Listing for Catalog:
Symbol Number Title Credit Hours
LA 4854 Landscape Architecture Capstone Studio 4

New or Modified Catalog Description:
LA 4854. Landscape Architecture Capstone Studio: (4) (Prerequisites: LA 3544, LA 4723 & LA 4754). Eight hours studio. Emphasis on development of an approved terminal project used to demonstrate competency in proposal development, design process, site planning, detail design and construction detailing.

Approved: ________________________________ Date: 11/15/2010
Department Head

11/21/2010
Chair, College or School Curriculum Committee

11/23/2010
Dean of College or School

1/5/11
Chair, University Committee on Courses and Curricula

January 23rd, 2011
Chair, Graduate Council (if applicable)
Chair, Deans Council
Proposal to Modify
LA 4855 Landscape Architecture Capstone Studio

1. Catalog Description

Current
LA 4855. Landscape Architecture Capstone Studio. (5) (Prerequisites: LA 3555, LA 3655, LA 4755, LA 3544, LA 3644, LA 4723). Twelve hours studio/lab. A self-directed course that includes an approved terminal project including proposal, analytical design process, master plan, support drawings, and construction documents of selected plan elements.

Proposed
LA 4854. Landscape Architecture Capstone Studio: (4) (Prerequisite: LA 3544, LA 4723 & LA 4754). Eight hours studio. Emphasis on development of an approved terminal project used to demonstrate competency in proposal development, design process, site planning, detail design and construction detailing.

2. Itemized List and Description of Changes

The current and proposed course outlines are listed below. The fundamental changes to the course are:

1) Decreasing the number of credit hours from 5 to 4.
2) Modifying the course description.
3) Modifying the course prerequisites.

The content of the course will not change, but the duration of the studios will be modified.

Current Course Outline

This course meets two times per week for six studio hours per class period.

Preliminary Design Submittal (96 hours)
The purpose of Preliminary Design Submittal is for the student to demonstrate the design process through Master Plan development.


Week 1:
- Course overview and purpose
- Review of projects from prior classes
- Develop Site inventory
Week 2:
- Project Proposals Due
- Develop Site analysis

Week 3:
- Site Analysis Summary Due
- Research precedents
- Develop detailed program list

Week 4:
- Diagram relationship among program elements
- Develop functional diagram
- Develop concept narrative
- Develop conceptual plans (min. of 3)

Week 5:
- Format Process Booklet
- Process Booklet Due
- Develop Master Plan

Week 6:
- Develop Master Plan
- Develop Detail Design Drawings

Week 7:
- Master Plan Due
- Illustrative Design Drawings Due
- PowerPoint Presentation Due

Week 8:
- Preliminary Design Presentations in class
- Peer Reviews of classmates

Final Design Submittal (84 hours)
The purpose of this project is for the student to refine the master plan and detail drawings based upon 'client' comments, to complete appropriate construction details based upon their concept, and to make a public presentation of their project.


Week 9:
- Revise Master Plan based upon 'client' comments

Week 10:
- Revised Master Plan Submittal
- Refine Detail Design Drawings
Week 11:
- Develop Detail Design Drawings

Week 12:
- Develop Detail Design Drawings
- Detail Design Drawings Submittal

Week 13:
- Develop Construction Details

Week 14:
- Construction Detail Submittal
- Prepare PowerPoint Presentations
- Develop Site Data

Week 15:
- Public Presentations
- Peer Reviews of Classmates

Proposed Course Outline

This course will meet two times per week for four hours studio per class period.

Preliminary Design Submittal (64 hours)
The purpose of Preliminary Design Submittal is for the student to demonstrate the design process through Master Plan development and make a public presentation of their project.


Week 1:
- Course overview and purpose
- Review of projects from prior classes
- Develop Site inventory

Week 2:
- Project Proposals Due
- Develop Site analysis

Week 3:
- Site Analysis Summary Due
- Research precedents
- Develop detailed program list

Week 4:
- Diagram relationship among program elements
• Develop functional diagram
• Develop concept narrative
• Develop conceptual plans (min. of 3)

Week 5:
• Format Process Booklet
• Process Booklet Due
• Develop Master Plan

Week 6:
• Develop Master Plan
• Develop Detail Design Drawings
• Lecture on Public Speaking

Week 7:
• Master Plan Due
• Illustrative Design Drawings Due
• PowerPoint Presentation Due

Week 8:
• Preliminary Design Presentations in class
• Peer Reviews of classmates

Final Design Submittal (56 hours)
The purpose of this project is for the student to refine the master plan and detail drawings based upon 'client' comments, to complete appropriate construction details based upon their concept, and to make a public presentation of their project.


Week 9:
• Revise Master Plan based upon 'client' comments

Week 10:
• Revised Master Plan Submittal
• Refine Detail Design Drawings

Week 11:
• Develop Detail Design Drawings

Week 12:
• Develop Detail Design Drawings
• Detail Design Drawings Submittal

Week 13:
• Develop Construction Details
Week 14:
- Construction Detail Submittal
- Prepare PowerPoint Presentations
- Develop Site Data

Week 15:
- Public Presentations
- Peer Reviews of Classmates

3. Justification and Learning Outcomes

Justification

Credit hours: The credit hours have been changed as a result of the overall re-working of the curriculum to include additional design studios. The faculty decided to have the students spend more time on faculty selected projects, rather than on a largely self-selected area of interest.

Prerequisites: The prerequisites have changed due to the overall curriculum revisions and the changes to the numbers of other classes. The new prerequisites are the preceding design studio (LA 4754 Landscape Architecture Design V: Regional Context), the preceding construction class (LA 3544 Landscape Architecture Construction III: Hydrology) and the professional practice course (LA 4723). The professional practice class has been included because it is the course in which students develop a proposal for the project they will pursue during this studio.

Catalog description: The description has been re-written as a result of the faculty decision to change this from a 'self-directed' course to one in which the student selects the area of interest and does not necessarily 'self-direct' the course.

Course Number: The course number is changing to reflect the new number of credit hours.

Learning Outcomes

The goal of this course is to provide students with the opportunity to pursue an area of design interest or focus. Students select a project with faculty approval and then use the project to demonstrate competency in the following areas: site inventory and analysis, programming, precedent research, concept narrative, master planning, detail design drawing, construction detailing and verbal presentation.

Upon satisfactory completion of this course, students will:

- Demonstrate competency in the creation of a solicited proposal.
- Demonstrate competency in context inventory and analysis.
- Demonstrate competency in site data collection and analysis.
- Demonstrate competency in program development and analysis.
• Demonstrate knowledge of landscape architecture history and design theory through precedent research.
• Demonstrate competency in the design of pedestrian and vehicular circulation.
• Demonstrate competency in site planning.
• Demonstrate ability to compose a concept narrative.
• Demonstrate competency in construction detailing.
• Demonstrate competency in verbal presentation.
• Demonstrate the ability to schedule and organize a self-directed terminal project.
• Demonstrate competency in a self-selected area of expertise.

4. Additional Information

a. Course Symbol – No change.

b. Course Number – Changes from 4855 to 4854 to reflect the change in credit hours as noted in Item 3 above.

c. Course Name – No change.

d. Credit Hours – To be changed from 5 to 4 hours for the reasons explained in Item 3 above.

e. Pre-requisite – Changed from LA 3555, LA 3655, LA 4755, LA 3544, LA 3644, and LA 4723 to LA 3544, LA 4723 and LA 4754 for the reasons explained in Item 3 above.

f. Method / Hours of Instruction – No change to the method. The number of total contact hours is decreased for the reasons explained in Item 3 above.

g. Course Description – Changes shown in Item 1 above.

h. Course Content – No change with the exception of the total number of contact hours per week. The Course Outline is provided in Item 2 above.

5. Graduate Student Requirements (split-level courses): N/A

6. Method of Evaluation

Grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Item:</th>
<th>% of Final Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Design Submittal</td>
<td>47.5%</td>
</tr>
<tr>
<td>Final Design Submittal</td>
<td>47.5%</td>
</tr>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>TOTAL: 100%</td>
</tr>
</tbody>
</table>
The following grading scale will be used:

A = 90-100% Excellent work: All components demonstrate excellent understanding of assignment. Assignment is complete in its execution, persuasive in its presentation, turned in on time, and clearly demonstrates extra effort that results in a superior product.

B = 80-89.9% Good work: Above average in all or most every component of an assignment, but with some area of deficiency or lacking clear evidence of extra effort that separate it from Excellent or "A" work.

C = 70-79.9% Average work: All aspects of an assignment are complete, but are average in detail, solution, scope, presentation, completeness of answer, etc.

D = 60-69.9% Poor work: Inferior-passing, but not acceptable as satisfactory for degree requirements for students enrolled in the Master of Landscape Architecture program.

F = 0-59.9% Failure: Work is incomplete, perhaps a poor solution, possibly very late, little evidence of work effort, answers are incorrect or incomplete, etc.

7. Academic Misconduct

N/A

8. Target Audience

N/A

9. Proposal Contact Person

Michael Seymour, Assistant Professor
325-7897
Landscape Architecture Capstone Studio

LA 4854

4

8 hours studio/lab

LA 4754

Catalog Statement

LA 4854, Landscape Architecture Capstone Studio: (4) (Prerequisite: LA 4754). Eight hours studio. Emphasis on development of an approved terminal project used to demonstrate competency in proposal development, design process, site planning, detail design and construction detailing.

Course Goal

The goal of this course is to provide students with the opportunity to pursue an area of design interest or focus. Students select a project with faculty approval and then use the project to demonstrate competency in the following areas: site inventory and analysis, programming, precedent research, concept narrative, master planning, detail design drawing, construction detailing and verbal presentation.

Course Objectives

Upon satisfactory completion of this course, students will:

- Demonstrate competency in the creation of a solicited proposal
- Demonstrate competency in context inventory and analysis
- Demonstrate competency in site data collection and analysis
- Demonstrate competency in program development and analysis
- Demonstrate knowledge of landscape architecture history and design theory through precedent research
- Demonstrate competency in the design of pedestrian and vehicular circulation
- Demonstrate competency in site planning
- Demonstrate ability to compose a concept narrative
- Demonstrate competency in construction detailing
- Demonstrate competency in verbal presentation
- Demonstrate the ability to schedule and organize a self-directed terminal project
- Demonstrate competency in a self-selected area of expertise

Course Outline

Preliminary Design Submittal (64 hours)

The purpose of Preliminary Design Submittal is for the student to demonstrate the design process through Master Plan development and make a public presentation of their project.

Week 1:
• Course overview and purpose
• Review of projects from prior classes
• Develop Site inventory

Week 2:
• Project Proposals Due
• Develop Site analysis

Week 3:
• Site Analysis Summary Due
• Research precedents
• Develop detailed program list

Week 4:
• Diagram relationship among program elements
• Develop functional diagram
• Develop concept narrative
• Develop conceptual plans (min. of 3)

Week 5:
• Format Process Booklet
• Process Booklet Due
• Develop Master Plan

Week 6:
• Develop Master Plan
• Develop Detail Design Drawings
• Lecture on Public Speaking

Week 7:
• Master Plan Due
• Illustrative Design Drawings Due
• PowerPoint Presentation Due

Week 8:
• Preliminary Design Presentations in class
• Peer Reviews of classmates

Final Design Submittal (56 hours)
The purpose of this project is for the student to refine the master plan and detail drawings based upon 'client' comments, to complete appropriate construction details based upon their concept, and to make a public presentation of their project.


Week 9:
• Revise Master Plan based upon 'client' comments

Week 10:
• Revised Master Plan Submittal
Refine Detail Design Drawings

Week 11:
- Develop Detail Design Drawings

Week 12:
- Develop Detail Design Drawings
- Detail Design Drawings Submittal

Week 13:
- Develop Construction Details

Week 14:
- Construction Detail Submittal
- Prepare PowerPoint Presentations
- Develop Site Data

Week 15:
- Public Presentations
- Peer Reviews of Classmates

Course Evaluation

Grades will be calculated as follows:

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F = 0-59.9%  Failure: Work is incomplete, perhaps a poor solution, possibly very late, little evidence of work effort, answers are incorrect or incomplete, etc.
Course Policies

All work submitted in this course must be that of the student enrolled. Students must adhere to all University-wide policies related to students listed on http://www.msstate.edu/web/student_policies.html which include policies on attendance, academic integrity, plagiarism, computer and network use.

Mississippi State Honor Code:
"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Text(s)
None
NOTE: This form is a cover sheet that must accompany the course 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: Mark Welch
Mail Stop: 9536
E-mail: welch@biology.msstate.edu
Nature of Change: Modify
Date Initiated: 9/9/10
Effective Date: 1/1/11
Credit Hours
(3)

Current Listing in Catalog:
Symbol Number Title
BIO 4113/6113 Evolutionary Biology

Current Catalog Description:
Historical development of evolutionary theory; variation and natural selection in populations; speciation; current concepts of phylogeny and systematics.

New or Modified Listing for Catalog:
Symbol Number Title
BIO 4113/6113 Evolution

New or Modified Catalog Description:
(Prerequisites: MA1313 or equivalent, BIO 1134 and BIO1144, BIO 3103 or BIO4133)
Historical development of evolutionary theory; phylogeny and systematics; history of organic evolution; molecular and phenotypic variation in populations; genetic drift and natural selection; speciation.

Date: 9/30/10
11/18/10
11/18/10
1/5/11
January 25th, 2011
1. CATALOG DESCRIPTION

Current catalog description:

**BIO 4113/6113. Evolutionary Biology. (3)** Three hours lecture. Historical development of evolutionary theory; variation and natural selection in populations; speciation; current concepts of phylogeny and systematics.

**BIO 4113/6113. Evolution. (3)** (Prerequisites: MA 1313 or equivalent, BIO 1134 and BIO 1144, BIO 3103 or BIO 4133) Three hours lecture. Historical development of evolutionary theory; phylogeny and systematics; history of organic evolution; molecular and phenotypic variation in populations; genetic drift and natural selection; speciation.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

- The name of the course has been shortened to “Evolution” rather than “Evolutionary Biology”.
- Prerequisites in mathematics and biology, particularly genetics, have been added.
- The list of topics has been reordered and additions have been made.

3. JUSTIFICATION AND LEARNING OUTCOMES

**Justification** - The current description for this course has not been modified in over 25 years, and the original proposal is not available. In the intervening period the approach to teaching evolutionary biology and the areas of emphasis have changed. Further, this course has grown from a survey course to part of the core curriculum in Biological Sciences. The course that has been taught as BIO 4113/6113 for at least the past 20 years has kept pace with these demands. However, the current course description no longer adequately describes the material covered, and does not list necessary prerequisites. The major changes to the way Evolution is taught are due to the advances made in molecular evolutionary biology and in evolutionary theory. If our students are to be competitive, they must be able to think in these terms. To cover the necessary material in a single semester, students must enter the course with a rudimentary understanding of basic biological principals, algebra and genetics.

**Learning outcomes** - Students will be prepared to apply evolutionary theory. Students will be able to reconcile Mendelian genetics and Darwinian natural selection. The students will learn to construct phylogenies using DNA sequence data. Covering the history of organic evolution will ensure that students have a basic outline of when major lineages of organisms evolved and when certain lineages were dominant. The principals of genetic drift and changes in phenotype at the molecular level are now well understood. This is now the major focus of the course and the outcome is that students will learn to predict how changes in populations will influence molecular and phenotypic variation within populations.

4. ADDITIONAL INFORMATION

a. COURSE SYMBOL - No change.

b. COURSE NUMBER - No change

c. COURSE TITLE - The proposed name change is not a principal concern in this course modification. However, the name by which the course is typically identified is “Evolution” rather than “Evolutionary Biology”.

d. CREDIT HOURS - No change
e. PRE-REQUISITE/CO-REQUISITE -- For students to have even the rudimentary understanding required to apply basic evolutionary theory they must be very comfortable with algebra, and they must have a firm background in general biology as well as a solid introduction to genetics. Evolutionary theory is founded on genetics. Without this understanding coming into the course students must either do a significant amount of catching up on their own, or an unconscionable amount of course time must be devoted to what should be review for most of the enrolled students. This is true because the vast majority of students enrolled in the course are already required to take the listed prerequisites prior to graduation, and most are advised to take the proposed pre-requisites prior to enrolling in BIO 4113 already. As mentioned below under “Special Notes”, little effect on other courses is anticipated due to the formal inclusion of pre-requisites. Most students that take this course as part of their degree program have already taken the pre-requisites. Only very modest increases in enrollment in the pre-requisite courses are likely.

f. METHOD/HOURS OF INSTRUCTION -- This is a lecture course where participation is strongly encouraged, and monitored. The current means of monitoring participation during lecture is the use of e-Instruction technology that allows students to answer questions built in to the lecture.

History and Philosophy of Science (1 Hour)
Historical Development of Evolutionary Theory (2 Hours)
Systematics and Phylogeny (2 Hours)
Evolutionary Patterns and Development (2 Hours)
Geology and the Fossil Record (2 Hours)
Exam 1 (1 Hour)
The History of Organic Evolution (2 Hours)
Biogeography (2 Hours)
Biodiversity (2 Hours)
Mutation (2 Hours)
Genotypic and Phenotypic Variation (3 Hours)
Exam 2 (1 Hour)
Genetic Drift (2 Hours)
Natural Selection (2 Hours)
Reconciling Mendelian Genetics with Darwinian Selection (3 Hours)
Evolution of the Phenotype (2 Hours)
Fitness Strategies (3 Hours)
Exam 3 (1 Hour)
Conflict and Cooperation (2 Hours)
Defining Species (2 Hours)
Speciation (2 Hours)
Coevolution (1 Hour)

g. METHOD OF DELIVERY -- No change in method of delivery.

h. COURSE DESCRIPTION -- The course now being taught includes several major topics that were not included in the original course description. Much of the course covers evolution at the molecular level and the proposed course description makes this clear. Specifically, it is now stated that molecular variation in addition to phenotypic variation is considered, and that genetic drift is covered. The course description now also lists the necessary prerequisites.

i. COURSE CONTENT -- It is not sufficient for students to be familiar with the basic concepts underlying natural selection. Evolutionary theory is now routinely applied in all biological fields. To meet these
needs, certain areas of the course have been expanded and others added. The historical development of evolutionary theory has been expanded to include basic population genetics. The section on systematics is presented earlier in the course as these concepts are required for later topics. This section of the course now provides instruction on how DNA sequence data is used in phylogenetic reconstruction and systematics. The fossil and geological records are now far more complete, and the timing of key events in the history of life are now well established. These events include key adaptations and mass extinctions. The area in which the field of organic evolution has excelled the most is in linking phenotypic variation to molecular variation. The effects of genetic drift and natural selection at the molecular and phenotypic levels are now well understood. Knowledge of these principals is necessary for students going into most biological fields including medicine, plant and animal breeding, and the handling of fish and game populations. The section on speciation will be modified to include the molecular bases of species differences.

5. GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES) - Students taking the course for graduate credit will be assessed based on their performance on four exams, and they will be required to write a 10-page paper on a subject of their choosing. However, the instructor must approve the topic. It is not known how this grading scheme differs from that of the original proposal, as it is not available. This grading scheme is consistent with what is known of the course through recent and current syllabi.

<table>
<thead>
<tr>
<th>Final Grade Calculation (6113)</th>
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</thead>
<tbody>
<tr>
<td>Regular Exams</td>
<td>3 X 20% each</td>
</tr>
<tr>
<td>Final Exam</td>
<td>60%</td>
</tr>
<tr>
<td>Term Paper</td>
<td>20%</td>
</tr>
</tbody>
</table>

6. METHOD OF EVALUATION - Students will be evaluated based on their participation in class, on their performance on three exams during the semester, and on the final exam. Participation may be assessed from attendance or through an appropriate response system such as the eInstruction clicker. This system allows the instructor to include questions within the lecture. Students participate by answering the questions electronically during lecture. Students receive full participation credit simply for responding. This aids students in identifying areas where they need to spend more time.

<table>
<thead>
<tr>
<th>Final Grade Calculation (4113)</th>
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</thead>
<tbody>
<tr>
<td>Regular Exams</td>
<td>3 X 20% each</td>
</tr>
<tr>
<td>Final Exam</td>
<td>60%</td>
</tr>
<tr>
<td>Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

OUT OF CLASS WORK - Students are not evaluated based on out-of-class work. However, homework may be provided to allow for student self-assessment, and readings are assigned for every lecture.

7. SUPPORT - Letters of support for this course modification from both the Department of Biological Science’s Undergraduate Curriculum Committee, and the Graduate Committee of the Department of Biological Science are included with the course modification.

B. SPECIAL NOTES

1. CROSS-LISTING - Not cross-listed

2. EFFECTIVE DATE - Spring 2011.
3. GENERAL EDUCATION COURSE DESIGNATION – This course is not designated as a general education course.

4. EFFECTS ON OTHER COURSES – No major effect on other courses is anticipated.

Over two-thirds of the students enrolled in BIO 4113 belong to one of three majors in the Department of Biological Sciences. These students are already directed to take the proposed prerequisites prior to enrolling in BIO 4113. Many of the remaining third are Biochemistry and Animal and Dairy Science majors whose requirements for math and biology also exceed the proposed prerequisites.
DATE: May 6, 2010

TO: UCCC

FROM: Dwayne Wise, PhD., Chair, Department of Biological Sciences Curriculum Committee

CC: Dr. Nancy Reichert, Head, Biological Sciences

RE: Evolutionary Biology course modification

The Department of Biological Science’s Undergraduate Curriculum Committee feels the proposed pre-requisite changes to Evolutionary Biology will benefit students that may otherwise be ill-prepared for a senior-level course. Having a genetics course prior to taking Evolutionary Biology will allow students to perform better in the course and ultimately lead to greater student success.

The name change does not have any consequences for students and therefore the committee feels the course name is at the discretion of the professor.

The Curriculum Committee fully supports the proposed changes.
DATE: 14 June 2010

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

CC: Dr. Nancy Reichert, Head, Biological Sciences
Mary Celeste Reese, Director of Undergraduate Advising

RE: Course modification – BIO 6113

The Graduate Committee has examined the proposal to modify BIO 6113, with the following key changes:

- name change to “Evolution,”
- addition of prerequisites (BIO I and II, College Algebra, and Genetics), and
- modification of topics to be covered to better reflect current content.

The Committee found these changes to be reasonable and to reflect the current needs of our graduate students, while also delivering content at the level of rigor expected of graduate studies in Biological Sciences. Suggestions for revision that were provided on our earlier review of this proposal have been appropriately incorporated into the current version, and we now find it acceptable for submission.

Please be in touch if we can be of further assistance with this proposal submission.
NOTE: This form is a cover sheet that must accompany the course 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: A&S  Department: English
Contact Person: Thomas P. Anderson  E-mail: tpa14@msstate.edu
Nature of Change: ADD  Date Initiated: 03/31/2010  Effective Date: Spring 2012

Current Listing in Catalog:
Symbol  Number  Title

Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol  Number  Title
EN  3523 Shakespeare and Film
Credit Hours

New or Modified Catalog Description:
(Prerequisites: EN 1103 and EN 1113 or their equivalent.) Three hours lecture. This course offers a focused study of Shakespeare on page and screen. Specific plays and film adaptations are selected by the instructor.

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

Date: 9-21-2010  11/12/10  11-15-10  1-5-10  January 25th, 2011
New Course Proposal  
Department of English

1. Catalog Description

EN 3523. Shakespeare and Film. (3) (Prerequisites: EN 1103 and EN 1113 or their equivalent.) Three hours lecture. This course offers a focused study of Shakespeare on page and screen. Specific plays and film adaptations are selected by the instructor.

2. Course Outline

The purpose of studying Shakespeare through the lens of film is to take seriously Shakespearean scholar Richard Burt’s claim that most students “now come to Shakespeare first not through his texts but through some visual representation of them—a film, an advertisement, or a subgenre of fiction such as teen comedies, science fiction, or Harlequin romances.” Extending this claim to questions of pedagogy, this course will demonstrate that Shakespeare-on-screen offers a form of interpretation and mediation that warrants, indeed demands, critical inquiry. Through an in-depth analysis of a director’s decisions about a Shakespeare play—setting, musical score, editing techniques, mise en scene, casting and textual editing—students can begin to develop a richer understanding of the literary demands of the play itself.

In the fifteen-week semester, students will examine many of Shakespeare’s most famous plays through their reproduction on screen. The specific plays and film adaptations will be selected by the instructor, but in order to illustrate the contours of this course, this proposal offers an example of a class semester based on EN 2990: “Shakespeare and Film,” taught in the Fall of 2008 in the Shackouls Honors College. The course will introduce students to five major Shakespearean plays, including Hamlet, Macbeth, Titus Andronicus, Taming of the Shrew, and Twelfth Night. Each of these plays has inspired important film adaptations over the course of the last seventy-five years. Students will see complete film versions of at least four of the plays scheduled for multiple showings on evenings after official instruction hours. For the fifth play, students will see a collection of key scenes from several different film versions.

The ultimate goal of this course is to help students engage Shakespeare’s work critically and analytically through careful reading, thoughtful reflection, and intellectual discussion of both text and film. To this end, student responsibility includes reading and annotating the assigned plays, writing responses to prompts about the films that they see, and engaging the films themselves as products of history. For example, why was Ethan Hawke’s portrayal of the character Hamlet in the year 2000 so appealing to an end of the millennium audience? Why does Titus Andronicus, Shakespeare’s bloodiest tragedy, lend itself to a postmodern adaptation from Julie Taymor, the director of the Broadway version of Disney’s The Lion King? What do Leonardo DiCaprio, Josh Hartnett, Claire Danes, and Julia Stiles have to do with Richard Burton and Elizabeth Taylor’s Shakespeare? What were the cultural conditions for the emergence of “Teen-Shakespeare” in the late twentieth-century?
Students will also produce two papers: a close analysis of a key scene in a play and a critical discussion of how a film interprets the same scene (5-7 pages); and a researched paper that uses historical and literary sources to interpret a film version of a Shakespearean play (8-10 pages). Students will also prepare and deliver a group presentation on a text-film combination, such as "The Battle over Manly Hamlet: Mel Gibson v. Ethan Hawke," "Manson and the Bard: Polanski's Macbeth," or "Teen Exploitation in She's the Man." Students will leave this course with a richer understanding of the value of textual and film Shakespeare as an historical artifact that documents cultural change—both in the present and in early modernity.

Proposed Syllabus

Week 1: Shakespeare, *Romeo and Juliet*
   Film: *Romeo + Juliet*

Week 2: Shakespeare, *Hamlet*

Week 3: Shakespeare, *Hamlet*
   Film: *Hamlet 2000*

Week 4: Scenes from Other *Hamlets* on film.
   Shakespeare, *Titus Andronicus*

Week 5: Shakespeare, *Titus*
   Film: *Titus*

Week 6: *Titus* and Postmodernity, Disney

Week 7: Midterm
   Conferences for Essay

Week 8: Shakespeare, *Othello*

Week 9: Shakespeare, *Othello*
   Film: *O*

Week 10: Follow-up discussion. Other *Othellos* on film.
   Shakespeare, *Taming of the Shrew*

Week 11: Shakespeare, *Taming of the Shrew*
   Film: How to stage an ending. View Multiple Film Versions of the Ending.

Week 12: *Macbeth*
Week 13: Film: *Scotland PA*
Discussion: How to turn Shakespeare’s famous tragedy into a comedy?

Week 14: Shakespeare, *Twelfth Night*

Week 15: Film: *She’s the Man*
Discussion: Teen Shakespeare.

Week 16: Essay Preparation: Final Paper

Final Exam on Date Scheduled by the University

3. Method of Evaluation

In addition to the two papers and group presentation, student learning will be evaluated through a midterm and comprehensive final examination. Coverage of the reading material will be assessed through reading quizzes and in-class writing assignments.

<table>
<thead>
<tr>
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<td>Reading Quizzes:</td>
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<tr>
<td>Group Presentation</td>
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</tr>
<tr>
<td>Midterm</td>
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</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
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</tbody>
</table>

4. Justification

The English Department currently offers an array of 2000-level survey courses and 4000-level courses for English majors. This course is designed to offer students 3 hours of 3000-level humanities credit in partial fulfillment of the Arts and Sciences requirement in the humanities and the requirement for 3 hours of undergrad (3000 and 4000) course work. This course would also offer 3 hours of elective credit for English majors. In addition to allowing the English Department to broaden its course offerings to meet the needs of the university population, this course will also allow professors to address more fully texts, which, due to length or scope, tend not to be included in survey courses. The proposed course does not conflict with other courses offered through the Communications and Art Departments (see attached letter and email).
5. Learning Outcomes

Students will:
• Develop critical reading skills of both film and text through class discussions
• Sharpen and refine writing skills by composing analytic essays
• Achieve greater appreciation of literature through detailed study of Shakespeare
• Broaden philosophic and cultural understanding through an examination film theory as form of textual interpretation

6. Support

Three professional faculty in the English department are qualified to teach the proposed course. In addition, the Mitchell Memorial Library holds many books of literary criticism on the works by Shakespeare. Additionally, the library subscribes to journals that publish exclusively on both Shakespeare and on film (such as Shakespeare Quarterly, Shakespeare Survey, Shakespeare Bulletin, Literature Film Quarterly) and many top journals that routinely publish articles on film adaptation of Shakespeare or other authors (English Literary History, PMLA, and Studies in English Literature).

7. Instructor of Record
Not needed (not a graduate course)

8. Graduate Student Requirements
None

9. Planned Frequency
Every other spring semester

10. Explanation of any Duplication

EN 3523: "Shakespeare and Film" would avoid duplication with EN 2434: "Literature and Film" by focusing solely on Shakespeare and offering 3 credits of upper-division coursework that would appeal to students from across the University whose curricular needs require an upper-division Humanities course. See correspondence from Art and Communications verifying that the course does not duplicate any of their course offerings.

11. Method of Instruction
C
Method of Delivery
F

12. Proposed C.I.P. Number
23.0801
13. Proposed Twenty-Character Abbreviation
   Shakespeare and Film

14. Proposed Semester Effective
   Spring, 2011

15. Other Appropriate Information

Required Texts for Class:
*The Norton Shakespeare*, ed. Stephen Greenblatt (ISBN 0393970876), or any other scholarly, annotated edition that has appropriate introductions to the plays.


16. Proposal Contact Person
   Thomas Anderson
   (662) 325-2240 (office)
   tpa14@msstate.edu
The attached proposed course, Shakespeare and Film, has been approved by both the English Department’s curriculum committee and the English Department.
November 1, 2010

317B Lee Hall
Department of English
P.O. Box E
Mississippi State, MS 39762

Dear Dr. Anderson,

The Department of Communication Curriculum Committee has reviewed your proposal outlining the course EN 3523 Shakespeare and Film. The Committee voted unanimously to support this proposal on October 27, 2010.

Thank you for your work with this initiative. If you have questions or need additional information, please contact me at mfoley@comm.msstate.edu or 512-567-5296.

Sincerely,

Megan Foley, Ph. D.
Department of Communication Curriculum Committee

cc: John E. Forde, Ph.D., APR
From: Benjamin Harvey  
To: Tommy Anderson  
Date: 10/15/2010 12:08 PM  
Subject: RE: Shakespeare and Film Course Proposal

Tommy,

There's no overlap whatsoever! Sounds like a great class.

Ben

Date: Fri, 15 Oct 2010 11:21:49 -0500  
From: tpanderson@english.msstate.edu  
To: ben.harvey@msstate.edu  
Subject: Shakespeare and Film Course Proposal

Dear Ben,

I have submitted to the College Curriculum Committee an English course proposal for "Shakespeare and Film"--a 3000 level course. Members of the committee asked that I contact your department, along with Communications, to make sure that the course will not duplicate any of your departmental offerings. I have attached the proposal for you to look at when you have the time.

My goal, as is clear from the proposal, is to look at film from the perspective of adaptation, not production. I am interested in exploring how themes in Shakespeare are amplified or transformed on screen.

Please send me your thoughts on duplication so that I may attach them to my resubmit to the committee.

Thank you,  
Tommy

Dr. Thomas Anderson  
Assistant Professor  
Director of Undergraduate Studies  
Department of English  
Mississippi State University  
662.325.2240
 APPROVAL FORM FOR COURSES

NOTE: This form is a cover sheet that must accompany the course 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: Philosophy and Religion
Contact Person: Jonathan Edelmann
Mail Stop: 9577 E-mail: je374@msstate.edu
Nature of Change: Add
Date Initiated: 10-29-10 Effective Date: 1-10-12

Current Listing in Catalog:
Symbol Number Title

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol Number Title Credit Hours
REL 3993 Hindu Mythology 3

New or Modified Catalog Description:
A survey of narrative traditions in Hindu literature portraying the activities of Gods, Goddesses and sages, and their relevance to Hindu theology and religious practice.

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

Date: 10/24/10 11/18/10 11-18-10 1-5-11 January 23rd, 2011
October 29, 2010

Dr. Angi E. Bourgeois  
Chair UCCC  
Mississippi State  
MS 39762

Dear Dr. Bourgeois,

We are writing in support of a new course on Hindu Mythology being proposed by Dr. Jonathan Edelmann. This course has been approved by the Philosophy and Religion Curriculum Committee. The Department is currently seeking to develop its course offerings in eastern religions and this proposed course would greatly help in widening our course offering. There is an interest among students taking our religion courses to develop their knowledge of major eastern religions such as Hinduism.

We highly recommend the addition of a course in Hindu Mythology.

Yours sincerely,

John Bickle, Ph.D.  
Department Head

Albert Bisson, Th.M.  
Undergraduate Religion Coordinator  
Curriculum Committee

Yolanda Estes, Ph.D.  
Chair, Curriculum Committee

Michael Clifford, Ph.D.  
Curriculum Committee
NEW COURSE PROPOSAL
Religion 3333 Hindu Mythology

Jonathan B. Edelmann
Mississippi State University
Department of Philosophy and Religion
29 October 2010

1 CATALOG DESCRIPTION

2 DETAILED COURSE OUTLINE
Note: There are 14 weeks of teaching, with 3 hours for each week (i.e. 1.5 hours for each subtopic, A and B), which is a total of 42 hours, plus 3 hours for the final exam, which is provides a total of 45 hours.

I. Week 1: Introducing Terms & Texts – What does “myth” mean in “Hindu” contexts? (3 hours)
   A. What is “Hinduism” and How to Study it?
   B. “Myth” in Hindu contexts
      1. “Lilā” and “Yogamāyā”
      2. Rasa

II. Week 2: Myth and Truth (3 hours)
   A. The Sage as Dragon Slayer
      1. Hidden in the Cave: The Upanishadic Self
      2. Indra Slays Vētra
      3. Bhāgavata 6.9-13, the Myth of Vētra

III. Week 3: Some Images of the Cast of Characters & Literature Survey (3 hours)
   A. Iconography of the Gods and Sages
      1. Focus on the Veda
   
   B. Literature Survey: Purāṇas, Mahābhārata, Rāmāyana and Bhagavad Gītā
      2. Focus on the Itihāsa and Purāṇa

IV. Week 4: Mythologies of How it All Began, Where it is All Going (3 hours)
   A. Vedic Cosmogonies
   
   B. Purāṇic Cosmogonies

Mississippi State University, Department of Philosophy and Religion
V. Week 5: God & Goddess – A Guide for the Perplexed (3 hours)
   A. Brahman and Iśvara
      1. The Many Gods and The One God
   B. The Devi in Hinduism
      1. Devī: The Divine Mother
      2. Goddesses in Vedic Literature

VI. Week 6: Pārvatī and Śiva (3 hours)
   A. Śiva
   B. Being the Wife of an Erotic-Ascetic – Pārvatī

VII. Week 7: Pārvatī and Śiva (3 hours)
   A. Kāli
   B. Mid-Term Exam

VIII. Week 8: Knowledge and Devotion (3 hours)
   A. The World and Getting Out
      1. Introduction to the terms Karma, Vidyā, Moksha
   B. Love of God
      2. Introduction to the term Bhakti: The Path of Loving Devotion

IX. Week 9: Vishnu and Lakshmi (3 hours)
   A. Śrī-Lakshmī
   B. Vishnu

X. Week 10: Sītā, Rāma and Hanumān (3 hours)
   A. Rāma and his wonderful Monkey Friend
   B. Rāma’s Ideal Wife

XI. Week 11: Rādhā and Krishna (3 hours)
   A. Early History of Rādhā and Krishna
   B. Myth as Drama

XII. Week 12: The Dance of Divine Love (3 hours)
   A. Introduction to the Rāsa-Līlā
B. Dimensions of the Rāsa-Līlā

XII. Week 13: The Rāsa-Līlā and Myth as Divine Drama (3 hours)
   A. Phases of the Drama in the Rāsa-Līlā

   B. Myth and Drama
      1. Myth and Drama in other contexts, e.g. Greek, Christian, etc.

XIV. Week 14: Hindu Mythology and Sacred Ecology (3 hours)
   A. Goddess as mythological present in a sacred landscape
      1. Devī as spread throughout India

   B. Connections be divine space and ecology

3 METHOD OF EVALUATION

(1) Attendance (10%): I take attendance by doing a roll call, as well as through occasional "In class reflections" wherein students are asked to reflect on a topic we are working on. They are collected and accounted for by me after class.

(2) Quizzes (20%): I give 6-8 announced or unannounced quizzes a semester. A typical quiz asks them to recount the factual material in the reading they were asked to do for that day.

(3) Midterm Examination (20%): Midterms are completed during class time, and they consist of short answers that test their factual knowledge of the subject matter, and essays that test their ability to think creatively and critically about the material. Short answers are evaluated merely on their ability to represent the facts we have learned in class. The essays are evaluated on their factual accuracy, but also in their ability to engage directly with the question using the disciplines of philosophy and religious studies. Please see attachment for sample Midterm.

(4) Final Examination (20%): Finals are completed during the assigned time for the class, and they consist of short answers that test their factual knowledge of the subject matter, and essays that test their ability to think creatively and critically about the material. Short answers are evaluated merely on their ability to represent the facts we have learned in class. The essays are evaluated on their factual accuracy, but also in their ability to engage directly with the question using the disciplines of philosophy and religious studies. Please see attachment for sample Midterm.

(5) Classroom Presentation (5%): I ask students to make a presentation midway through the semester of the paper topic they will complete near the end of the semester. This forces them to start thinking about their paper long before it is due.

(6) Final Paper (25%): I provide paper topics, but also allow them to select their own in consultation with me. I provide recommendations on how to write a
paper (please see attachment). Papers are to be 7-9 pages long, and should
demonstrate quality research and quality reasoning.
(7) Extra Credit: I allow students to attend and submit a 3-5 page paper about any
of the events host by the Mississippi State University Philosophy and Religion
Club, of which I am the faculty advisor. The amount of credit varies.

I following a 100 point scale: A = 100-90; B = 89-80; C = 79-70; D = 69-60; F = 59-0.

Textbooks
Klaus Klostermaier, A Survey of Hinduism (SUNY).
David Kingsley, Hindu Goddesses: Visions of the Divine Feminine in the Hindu
Religious Tradition (University of California Press).
Graham Schweig, Dance of Divine Love: The Rāśā-Līlā of Krishna from the
Bhāgavata Purāṇa (Princeton University Press).
Wendy Doniger, Hindu Myths (Penguin).

4 JUSTIFICATION AND LEARNING OUTCOME
The department is currently seeking to improve its course offerings in Hinduism,
and Eastern religions more broadly. On a two year rotation we now regularly offer
World Religions I (Eastern Religions) and Hinduism and Buddhism (which
provides a general overview of these two religion's philosophies, rituals and
theologies).

Hinduism has rich and varied narrative traditions, consisting of stories about
creation, the activities of the Supreme Gods and Goddesses, lesser gods, sages,
great kings and queens and extraordinary human beings. Perhaps more than any
other medium, narrative is the manner in which core philosophical and theological
ideas are understood, expressed, taught and interpreted within the Hindu
traditions. Therefore, a specific course addressing these topics would provide the
next step in creating a more well-rounded curriculum in our religious studies
program.

Introduction to the Old and New Testaments (REL 1213, 1223) are offered regularly,
which provide an introduction Jewish and Christian narrative traditions, also
showing how myth and theology are connected in these religions. Classical
Mythology (REL/FL 4142/6143) is offered regularly, which offers students an
introduction to Greek and Egyptian narratives. Therefore, students wishing gain a
deeper knowledge of mythology in general will now have the opportunity to look
at the myths of ancient world. Thus, my course would supplementing an existing
courses as well as adding to our curriculum, providing something of a
specialization for our department.

The learning outcomes are:

Mississippi State University, Department of Philosophy and Religion
1 Students will know the names, features, attributes and actions of primary Hindu Gods, gods and sages as described in Hindu literatures (e.g. Vedas, Upanishads, Puranas, Mahabhara, and Ramanaya). For instance, students should be able to identify Shiva and know why he has a river above his head, for they should be able to identify Ganesha and know the myth that explains his elephant head.

2 Students should learn the theological and philosophical concepts that are embodied in the myths. For example, the manner in which the dance of divine love involving Radha and Krishna embodies the soul’s desire to have an intimate exchange of love with the Supreme God.

3 Students should be able to describe the specific ways that myth functions in Hindu contexts. For instance, how does myth help a Hindu religious practitioner find union with the deity, and how might the sensibility be mirrored in Christian myth. While the course is not explicitly comparative, I do assume they have prior knowledge of Christianity and are able to make rudimentary comparisons.

4 Students should gain a general appreciation for the diversity and complexity in Hindu myth-making.

5 Students should gain an ability to think critically about myth.

5 ACADEMIC MISCONDUCT
I learn to recognize all my students by name and face, so I would know if they sent someone else to take a text or quiz. All my quizzes and tests (midterm and final) differ from semester to semester and I ask them to clear their desks beforehand. During exam I look around and pace up and down occasionally to scan for any would-be cheaters.

If I suspect a student has cheated on a paper, I will ask them if they cheated. If they say no, but I still suspect I will ask him or her to discuss the paper with me, seeing if they have a deep knowledge of what they have written. If I still suspect, I submit an Honor Code Violation Report and I will turn the student over to the Honor Code Council for investigation.

6 TARGET AUDIENCE
Philosophy and Religion Majors, as well as students interested in History, Literature, Archeology and Culture more broadly.

7 SUPPORT
Please see letter of support from Albert Bisson (Undergraduate Religion Coordinator), John Bickle (Professor of Philosophy, Department Chair), and the Philosophy and Religion Curriculum Committee.

8 INSTRUCTOR OF RECORD (GRADUATE COURSE)
n/a

Mississippi State University, Department of Philosophy and Religion
9 GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)
n/a

10 PLANNED FREQUENCY
Once in a two year rotation

11 EXPLANATION OF ANY DUPLICATION
Our Department currently offers Hinduism and Buddhism on a regular two-year rotation as well as World Religion I (Religions of the East), but the course I am proposing does not overlap with them in detrimental ways. Hindu Mythology is more specific, focusing on one of the most important themes in Hindu thought, i.e. its myth, story and imagery. The other courses are general introductions, and treat all aspects of Indian religion, philosophy, theology, ritual, etc.

12 METHOD OF INSTRUCTION CODE
C – Lecture
F – Face to face

13 PROPOSED C.I.P. NUMBER
38.0103

14 PROPOSED 24-CHARACTER ABBREVIATION
Hindu Mythology

15 PROPOSED SEMESTER EFFECTIVE
Spring 2012

16 OTHER APPROPRIATE INFORMATION
I have approximately 200 legally obtained archived images of Hindu Gods, Goddess, sages, etc. All the images are from museums around the world, and come with extensive information about their locations, history, context etc. The usage of the images extremely helpful in introducing the students into the narratives. For many, it will be the images that will be the most memorable aspect of the course. Much of my lecture content is “decoding” the images, i.e. showing how the image embodies narrative, theology, philosophy, etc. I can provide all my images in electronic format if need (roughly 1 GB).

17 PROPOSAL CONTACT PERSON
Jonathan B. Edelmann, Assistant Professor of Religion
Department of Religion and Philosophy, Mississippi State University
53 Morgan Ave, Mississippi State, MS, 39762
Ph: (662) 325-2382 Email: je372@msstate.edu

Mississippi State University, Department of Philosophy and Religion
HINDU MYTHOLOGY – REL 3333

Jonathan B. Edelmann, Ph.D.
Philosophy & Religion Department
53 Morgan Ave, (662) 325-2382
je374@msstate.edu

ABOUT THIS COURSE
This course examines Classical Narrative and Myth in the Hindu Traditions, which form the basis for Hindu religious practice, theology and self-identity. H. Rodrigues writes: “While the term ‘myth’ is commonly used to mean a false belief, religious studies scholars use it to refer to narratives that are believed to be true by adherents of a particular tradition” (Introduction to the Study of Religion). The Greek word mythos meant “authoritative speech,” “story” or “plot,” but today scholars mean it as “a traditional story with collective importance.” Ancient and contemporary Hindus take myths seriously; this course provides an overview of the central divine characters, stories, and imagery found in Hindu sacred literature. We will examine the manner in which mythology teaches central Hindu philosophical, cosmological and theological concepts. Known for its richness, spirituality and imaginative beauty, we will examine how divine myth, yoga practice and theology are intertwined in some of humanity’s oldest reflections on absolute reality.

TEXTBOOKS
(1) KLAUS KLOSTERMAIER, A Survey of Hinduism (SUNY).
(4) WENDY DONIGER, Hindu Myths (Penguin). Held on Reserve at Library.

EVALUATION
(1) Attendance (10%)
(2) Quizzes (20%): I give 6-8 announced or unannounced quizzes a semester. A typical quiz asks them to recount the factual material in the reading they were asked to do for that day.
(3) Midterm Examination (20%): Midterms are completed during class time, and they consist of short answers that test factual knowledge of the subject matter, and essays that test the ability to think creatively and critically about the material.
(4) Final Examination (20%): Finals are completed during the assigned time for the class, and they consist of short answers that test factual knowledge of the subject matter, and essays that test ability to think creatively and critically about the material.
(5) Classroom Presentation (5%): A short presentation of your paper topic

Mississippi State University, Department of Philosophy and Religion
(6) **Final Paper (25%)**: Papers are to be 7-9 pages long, and should demonstrate quality research and quality reasoning.

(7) **Extra Credit**: A 3-5 page paper about any of the events host by the Mississippi State University Philosophy and Religion Club, of which I am the faculty advisor. The amount of credit varies.

**TENTATIVE WEEKLY SCHEDULE AND READINGS**

**Week 1: Introduction to Course**

**Week 2: Introducing Terms & Texts – What does “myth” mean in “Hindu” contexts?**

**M**: What is “Hinduism” and How to Study it?
- Klostermaier, Introduction
- Kinsley, Introduction

**W**: “Myth” in Hindu contexts
- Bryant, “Lilä” and “Yogamāyā,” pp.xxii-xxix
- Schweig, Devotional Love as ‘Rāsa,’ pp. 97-100

**Week 3: Myth and Truth**

**M**: No Class

**W**: The Sage as Dragon Slayer
- Ganeri, Introduction, and Hidden in the Cave: The Upanishadic Self
- Doniger, Indra Slays Viṣṭra, pp.74-90

**Week 4: Some Images of the Cast of Characters & Literature Survey**

**M**: Iconography of the Gods and Sages
- Klostermaier, Ch 3: The Veda

**W**: Literature Survey: Purāṇas, Mahābhārata, Rāmāyana and Bhāgavad Gītā
- Klostermaier, Ch 4: Itiḥāsā Purāṇa

**Week 5: Mythologies of How it All Began, Where it is All Going**

**M**: Vedic Cosmogonies
- Klostermaier, Ch 6: The World of the Hindu, Vedic Creation Myths
- Doniger, pp. 32-35

**W**: Purāṇic Cosmogonies
- Klostermaier, Ch 6: The World of the Hindu, pp. 90-100
- Edelmann, The Bhāgavata Purāṇa’s Cosmological Project

**Week 6: God & Goddess – A Guide for the Perplexed**

**M**: Brahman and Īśvara
- Klostermaier, Ch 7: The Many Gods and The One God

**W**: The Devī in Hinduism
- Klostermaier, Ch 17: Devī: The Divine Mother

Mississippi State University, Department of Philosophy and Religion
Week 7: Pārvatī and Śiva
M: Śiva
  ➡ Klostermaier, Ch 16: Śiva
  ➡ Doniger, pp. 116-137

W: Being the Wife of an Erotic-Ascetic
  ➡ Kinsley, Ch 3: Pārvatī

Week 8: Pārvatī and Śiva
M: Kālī
  ➡ Kinsley, Ch 8: Kālī
  ➡ Paper Presentations

W: Mid-Term Exam

Week 9: Knowledge and Devotion
M: The World and Getting Out
  ➡ Klostermaier, Ch 13: Karma, Vidyā, Moksha

W: Love of God
  ➡ Klostermaier, Ch 14: The Path of Loving Devotion

Week 10: Vishnu and Lakshmi
M: Śrī-Lakshmi
  ➡ Kinsley, Ch 2: Śrī-Lakshmi

W: Vishnu
  ➡ Klostermaier, Ch 15: Vishnu and His Devotees
  ➡ Doniger, pp.175-197

Week 11: Spring Break

Week 12: Sītā, Rāma and Hanumān
M: Rāma and his wonderful Monkey Friend
  ➡ Klostermaier, Ch 4: Itihāsa Purāṇa

W: Rāma’s Ideal Wife
  ➡ Kinsley, Ch 5: Sītā
  ➡ First Paper Due

Week 13: Rādhā and Krishna
M: Early History of Rādhā and Krishna
  ➡ Bryant, Early evidence of Krishna as divine being
  ➡ Kingsley, Ch 6: Rādhā

W: Myth as Drama
Jonathan B. Edelmann

= Schweig, Introduction

Week 14: The Dance of Divine Love
M: Introduction to the Rāsa-Lilā
= Schweig, Ch 1: Background of the Text

W: Dimensions of the Rāsa-Lilā
= Schweig, Ch 2: Aspects of the Story

Week 15: The Rāsa-Lilā and a Sacred Ecology
M: The Rāsa-Lilā
= Schweig, Part I Poems from the Bhāgavata Purāṇa
≠ Research Papers Due

W: Constructing a Sacred Ecology
= Kingsley, Ch 12

Week 16: Review
M: TBA
W: In-Class Review
NOTE: This form is a cover sheet that must accompany the course 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
Contact Person: Albert Bisson
Nature of Change: Add

Current Listing in Catalog:
Symbol   Number   Title

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol   Number   Title   Credit Hours
   REL   3483   Judeo-Christian Ethics   3

New or Modified Catalog Description:
A study of the foundation and contemporary application of Judeo-Christian ethics.

Approved:

Date: 10/28/10

Chair, College or School Curriculum Committee

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)
Dr. Angi E. Bourgeois  
Chair UCCC  
Mississippi State  
MS 39762  

Dear Dr. Bourgeois,

We are writing in support of a new course on Judeo-Christian Ethics. This course has been approved by the Philosophy and Religion Curriculum Committee. The course was offered as a Special Topics in Religion (REL 4990) class in spring 2010. It was immensely popular with 40 students enrolled in the class. This indicates the interest in this subject that exists amongst our students. The course meets an important need in our philosophy and religion course offering. We presently offer an introductory course in ethics, but this primarily surveys the philosophical aspect of ethics, it does not provide an in-depth coverage of the religious dimension of ethical issues. The proposed course will significantly help to rectifying this. Furthermore, it will also help in furthering the College of Arts and Sciences EDGE initiative.

We highly recommend the addition of this course in Judeo-Christian Ethics to Mississippi State’s University curriculum.

Yours sincerely,

[Signatures]

John Bickle, Ph.D.  
Department Head

Albert Bisson, Th.M.  
Undergraduate Religion Coordinator

Curriculum Committee

Yolanda Estes, Ph.D.  
Chair, Curriculum Committee

Michael Clifford, Ph.D.  
Curriculum Committee
NEW COURSE PROPOSAL

1. CATALOG DESCRIPTION

2. DETAILED COURSE OUTLINE
The course will begin with an in-depth examination of the Jewish Scriptures and moral law. This will be accompanied by an examination of the relationship between the Jewish moral law and the Christian moral law. Having laid a foundational understanding of the Judeo-Christian ethical code students will test and develop their understanding by applying the derived principles of action to specific contemporary ethical issues. The issues to be explored will include: euthanasia, abortion, stem cell research, capital punishment, environmentalism.

The class will meet over 14 weeks, twice per week for a total of 3 hours a week of lecture/discussion.

Total contact hours including final exam (3hrs.) = 45 hours

See attached syllabus for details.

3. METHOD OF EVALUATION
Students will be expected to keep up with all readings and assignments. There will be four tests on the topics covered in class. Each test will account for 20% of the final grade. One ten page research paper on a topic to be chosen by the student will also be required. The student will submit a topic for approval. The paper will account for 20% of the final grade. The will explore a contemporary ethical issue. The issue and its complexity must be described first. This must be followed by a presentation of the instruction of the Judeo-Christian scriptures relevant to the issue. This instruction must be applied to an analysis and resolution of the ethical issue. Scholarly analyses of the Judeo-Christian literature and the ethical issue should also be included. The paper should conclude with a summary concerning how the ethical issue might be resolved. The student’s own judgment and suggestions for further research may also be included. The paper must include a bibliography of material used.

Summary of assessment:

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<th>Component</th>
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<tr>
<td>First Test</td>
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All work will be graded on the following scale:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 0-59

See attached syllabus for further information.
4. JUSTIFICATION AND LEARNING OUTCOME
This course builds upon the offerings in Old and New Testament studies to provide students with an in-depth study of the application of Judeo-Christian ethics to contemporary issues such as environmental issues, genetic engineering, gender issues, and reproductive issues. The course will provide a much needed complement to the Introduction to Ethics course which focuses primarily on philosophical contributions to ethics, and consequently does not fully explore the important contribution of western religion to ethics. Furthermore, the course will also help to further the College of Arts and Sciences EDGE initiative (Enquiry, Diversity, Green issues, and Ethics).

Students who take this course online will develop:
1. An appreciation of the complexity of ethical issues.
2. A thorough understanding of the ethical instruction of the Judeo-Christian biblical literature.
3. An ability to interpret and apply the Judeo-Christian biblical literature to contemporary ethical issues such as environmental, reproductive, and gender issues.
4. An ability to communicate their understanding of potentially emotive issues in a mature manner that promotes understanding.

5. ACADEMIC MISCONDUCT
The following statement will appear on the syllabus:
Your attention is drawn to the university honor code: As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do. For additional information go to: http://students.msstate.edu/honorcode

6. TARGET AUDIENCE
The course is designed for the general population of undergraduate students.

7. SUPPORT
This course proposal has the support of John Bickle the Departmental Head of Philosophy and Religion, the Philosophy and Religion Curriculum Committee, and Albert Bisson the Undergraduate Religion Coordinator. See attached letter of support.

8. INSTRUCTOR OF RECORD
N/A

9. GRADUATE STUDENT REQUIREMENT
N/A

10. PLANNED FREQUENCY
This course will be offered every other year.

11. EXPLANATION OF ANY DUPLICATION
No duplication.
12. METHOD OF INSTRUCTION
Instruction: C - Lecture
Delivery: F - Face to face

13. PROPOSED C.I.P. NUMBER
38.0299

14. PROPOSED 24-CHARACTER ABBREVIATION
N/A

15. PROPOSED SEMESTER EFFECTIVE
Fall 2011

16. OTHER APPROPRIATE INFORMATION
See sample syllabus.

17. PROPOSAL CONTACT PERSON
Albert Bisson,
Undergraduate Religion Coordinator,
Department of Philosophy and Religion.
Phone: 325-2382.
E-mail: afb29@ra.msstate.edu
JUDEO-CHRISTIAN ETHICS

REL 4990-01 Spring 2010

Allen 22, Tue. & Thur. 2:00-3:15 p.m.

CRN: 14513
Instructor: Albert Bisson
Dept. Tel.: 325-2382
E-mail: afb29@ra.msstate.edu
Office location: Rm. 104, Dept. of Philosophy and Religion, 53 Morgan Ave. -- off Magruder St.
Office hours: Monday and Thursday 1:00 p.m. -- 1:30 p.m., or by appointment.

Course Description and Aims
In this course we will be looking at the foundation and contemporary application of Judeo-Christian ethics. The course will begin with an examination of the Jewish Scriptures and moral law. We will examine the relationship between the Jewish moral law and the Christian moral law. We will then explore through class discussions how the Biblical moral law speaks to issues in our society - e.g. euthanasia, abortion, stem cell research, capital punishment, environmentalism, as well as areas of interest raised by the class.

Course Requirements
You will be expected to keep up with all readings and assignments. There will be four tests on the topics covered in class. Each test will be 20% of the final grade. You will submit one research paper on a topic to be chosen by you. The paper should be 10 pages long, typed, and double-spaced (use 12pt font and one inch margins). Citations and a bibliography are required. Please see me for approval of your paper topic. The paper is due on April 15. The paper will be 20% of the final grade. In the paper you will explore a contemporary ethical issue. The issue and its complexity must be described first. This must be followed by a presentation of the instruction of the Judeo-Christian scriptures relevant to the issue. This instruction must be applied to an analysis and resolution of the ethical issue. Scholarly analyses of the Judeo-Christian literature and the ethical issue should also be included. The paper should conclude with a summary concerning how the ethical issue might be resolved. Your own judgment and suggestions for further research may also be included.

Summary of assessment:

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<td>Term paper</td>
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<td>TOTAL</td>
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All work will be graded on the following scale:

- **A** = 90-100
- **B** = 80-89
- **C** = 70-79
- **D** = 60-69
- **F** = 0-59
Your attention is drawn to the university honor code: As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do. For additional information go to: http://students.msstate.edu/honorcode

Textbooks


Course Outline
The class will meet twice a week for lecture/discussion over a period of 14 weeks. Time allocation: 1½ hours per topic to a total of 3 hours a week. Total contact hours, including final exam (3hrs.) = 45 hrs.

**Week 1 (week beginning 1/4) – 3 contact hours**
T Interpretation of Judeo-Christian Writings – Principles
Th. Interpretation of Judeo-Christian Writings – Literary Genre

**Week 2 (1/11) – 3 contact hours**
T Theological Foundations – The nature of mankind, Genesis 1
Th. Theological Foundations – The nature of mankind, Genesis 2-3, Romans 1-3

**Week 3 (1/18) – 3 contact hours**
Reading: *Ethics* Ch. 2. *WSC* Questions 45-48, p. 193ff.
T Theological Foundations – moral duty of mankind, Genesis 1; Exodus 20

**Week 4 (1/25) – 3 contact hours**
Reading: *Ethics* Ch. 3. *WSC* Questions 49-52, p. 205ff.
T Social Foundations – the ethics of work
Th. TEST 1

**Week 5 (2/1) – 3 contact hours**
Reading: *Ethics* Ch. 4. *WSC* Questions 53-56, p. 217ff.
T Social Foundations – the ethics of authority
Th. Social Foundations – the ethics of life

**Week 6 (2/8) – 3 contact hours**
Reading: *Ethics* Ch. 5. *WSC* Questions 57-62, p. 229ff.
Week 7 (2/15) – 3 contact hours
Reading: *Ethics* Ch. 6. WSC Questions 63-66, p. 241ff.

Week 8 (2/22) – 3 contact hours
Reading: *Ethics* Ch. 7. WSC Questions 67-69, p. 247ff.

Week 9 (3/1) – 3 contact hours
Reading: *Ethics* Ch. 8. WSC Questions 70-72, p. 253ff.

Week 10 (3/8) – 3 contact hours
Reading: *Ethics* Ch. 9. WSC Questions 73-75, p. 259ff.

Week 11 (3/22) – 3 contact hours
Reading: *Ethics* Ch. 10. WSC Questions 76-78, p. 265ff.

Week 12 (3/29) – 3 contact hours
Reading: *Ethics* Ch. 11. WSC Questions 79-81, p. 271ff.

Week 13 (4/5) – 3 contact hours
Reading: *Ethics* Ch. 12.

Week 14 (4/12) – 3 contact hours
T Application – Conflict
Th. Application – Environment Issues Paper due

**FINAL EXAM (3hrs):** Tuesday, April 27, 3:00 p.m. - 6:00 p.m.
NOTE: This form is a cover sheet that must accompany the course 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 Education  
Department: Curriculum, Instruction & Special Education

Contact Person: Nicole Thompson  
E-mail: nt65@colled.msstate.edu

Nature of Change: Add  
Date Initiated: Aug. 01, 09  
Effective Date: Fall 2011

Current Listing in Catalog: N/A

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New or Modified Listing for Catalog:

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</table>

New or Modified Catalog Description:

Three hours lecture. Examination of issues influencing the education of young adolescents, including instructional methods, curricular models, organizational patterns, and developmentally responsive schools. Observation/participation in 4-8 settings.

Approved:  
Date: 11-8-10

Chair, College or School Curriculum Committee  
Date: 11-30-10

Dean of College or School  
Date: 11/30/10

Chair, University Committee on Courses and Curricula  
Date: 1-5-11

Chair, Graduate Council (if applicable)  
Date: January 23rd, 2011

Chair, Deans Council
COURSE ADDITION – EDE 8713 Educating Young Adolescents

1. CATALOGUE DESCRIPTION –
EDE 8713: Educating Young Adolescents. Three (3) hours lecture. Examination of issues influencing the education of young adolescents, including instructional methods, curricular models, organizational patterns, and developmentally responsive schools. Observation/participation in 4-8 settings.

2. DETAILED COURSE OUTLINE – See syllabus

3. METHOD OF EVALUATION – See syllabus

4. JUSTIFICATION & LEARNING OUTCOME – This course will provide graduate students with the opportunity to gain knowledge that specifically addresses the development and needs of young adolescents, an area of the K-12 educational spectrum that is often overlooked. At this time, a course is not offered that specifically focuses on all areas of middle level education; as such, many middle school teachers are not fully prepared for the realities of educating young adolescents. Because elementary Master’s students receive AA certification for teaching grades K-8, it is important that they have an opportunity to be prepared to teach middle grades students. Through this course, teachers will become more knowledgeable in methods, assessment, family and community involvement, and the development, history, and purpose of middle schools. Teachers will be introduced to professional standards for middle level education and advocacy groups that could be used to support their work. The anticipated enrollment for this course will be 15 students, based on current enrollment in required Master’s courses. The Learning Outcomes for the course are based on the Conceptual Framework Program Outcomes of the College of Education, including professionalism, diversity, knowledge, assessment, communication skills, social/cultural skills, technology, reflection, collaboration, inquiry and problem-solving, pedagogy, curriculum development, research, and issues and trends in education.

5. SUPPORT – Support letters from elementary and secondary education program area faculty attached as is a letter of support from the Department of Counseling and Educational Psychology.

6. INSTRUCTOR OF RECORD – Dr. Nicole Thompson

7. GRADUATE STUDENT REQUIREMENTS (SPLIT LEVEL) – N/A

8. PLANNED FREQUENCY – Fall

9. EXPLANATION OF ANY DUPLICATION – The content of this course is not duplicated in any other graduate course offered at MSU.

10. METHOD OF INSTRUCTION CODE – C = Lecture; METHOD OF DELIVERY – F = Face-to-face.
11. PROPOSED C.I.P. NUMBER: 13. 1203

12. PROPOSED 24-CHARACTER ABBREVIATION – Educ Young Adolescents

13. PROPOSED SEMESTER EFFECTIVE – Fall 2011

14. OTHER APPROPRIATE INFORMATION – See syllabus

15. PROPOSAL CONTACT PERSON – Nicole Thompson – 662.325.4867
Syllabus: EDE 8713 Educating Young Adolescents

CATALOGUE DESCRIPTION: EDE 8713 Educating Young Adolescents. (3). Three hours lecture. Examination of issues influencing the education of young adolescents, including instructional methods, curricular models, organizational patterns, and developmentally responsive schools. Observation/participation in 4-8 settings.

COURSE OBJECTIVES:
Upon completion of this course, the graduate student will be able to:

1. Explain the history of the middle school and its predecessor, the junior high, and their application to young adolescent development. CFPO 3, 14
2. Describe aspects of teaching in the middle school, with an emphasis on the relationships between the nature of young adolescent learners and the design of middle school philosophy/programs. CFPO 2, 3, 6
3. Examine and evaluate the components of exemplary middle schools with an emphasis on curriculum, instruction, and assessment. CFPO 3, 4, 7, 11, 12, 14
4. Explain young adolescents’ cognitive, social, emotional, physical, and moral development and their connection to academic success. CFPO 2, 6, 13
5. Recognize and examine the role of peers, parents, other adults and the community and their implications for teachers and schools. CFPO 9, 13, 14
6. Select and implement effective instructional methods and curricular models for diverse middle school learners. CFPO 2, 11, 12, 14

Developmentally, young adolescents in the middle grades undergo more change than at any other time in their lives except infancy. These changes create both opportunities and risks for young adolescents. The middle grade years are particularly critical for female students, students from minority cultures, and students from families of low-socioeconomic status. It is during the middle grade years that students form attitudes about the relevance of school and academic activities for their future. Also during these years, they make decisions about how long to remain in school and whether to prepare for higher education. Accordingly, this course will be an opportunity for graduate students to become familiar with issues related to the overall education of young adolescents through an inspection of middle schools, curriculum, and instruction for young adolescents.

TOPICS TO BE COVERED:

1. History and development of junior high schools and middle schools (4 hours)
   a. Emergence of junior high school and its purpose
   b. Transition into middle schools
   c. The difference between junior high schools and middle schools

2. Meeting young adolescents’ developmental needs within the school setting (8 hours)
   a. Middle school philosophy
   b. Common elements of middle schools
   c. Role of school personnel
   d. Connections to community
c. Importance of relationships

3. Components of exemplary middle schools with an emphasis on curriculum, instruction, and assessment. (8 hours)
   a. Characteristics of exemplary middle schools
   b. Varied assessment practices to measure young adolescents’ learning

4. Instructional methods and curricular models for diverse middle school learners. (12)
   a. Instructional methods to meet learning needs of diverse young adolescents
   b. Curricular models best suited for diverse young adolescents.

5. Young adolescents’ development and its relation to academic success. (6 hours)
   a. Cognitive development
   b. Social development
   c. Emotional development
   d. Physical development
   e. Moral development
   f. Diversity in development
   g. Connection to academic success.

6. Role of peers, parents, other adults and the community and their implications for teachers and schools. (7 hours)
   a. Relationships within and outside of the community
   b. Collaborative projects/service learning within the community
   c. Parental support and development of relationships with parents/guardians
   d. Diversity within the school and community.

REQUIRED TEXTS:
National Middle School Association (2003). *This we believe: Successful schools for young adolescents*. Columbus, OH: Author.
National Middle School Association. (2003). *Research and resources in support of This We Believe*. Columbus, OH: Author.
APA Manual, 6th edition (or whatever is current)

METHOD OF INSTRUCTION:
Methods of instruction will include large group discussions (utilizing multi-media approaches, invited speakers, shared problem solving), small group assignments, field based assignments, and individual student assignments.

SUGGESTED STUDENT ACTIVITIES:
1. Journal Article: Based on a topic you select, you will prepare, in APA style, a manuscript for possible publication in a specific journal you identify. Manuscript formats include a report of a study you carried out, a practitioner-oriented piece for teachers, parents, or school administrators; and a review of the literature, theoretical piece, or position paper on your topic. Various examples will be
provided and discussed in class. You will turn in drafts of your manuscript throughout the semester for feedback from me. You will also have an opportunity to provide feedback on other class members' drafts. (Obj. 1, 2, 4, 6)

2. **Middle School Autobiography:** Write an autobiography about your life as a middle school student AND about your life as a middle school teacher (suggested length maximum is 4 pages). You must include: (1) significant experiences during your middle school years, (2) how those experiences shaped your middle school experience overall, (3) favorite part of middle school, and (4) least favorite part of middle school. And, as a teacher, you must include: (1) the subject you most like to teach at the middle school level and why, (2) best experience as a middle school teacher, (3) worst experience as a middle school teacher, and (4) description of your relationship with your students. Be sure to discuss how you really feel about middle school/young adolescents and teaching at the middle school level. (Obj. 3, 4, 5)

3. **Reflection Papers:** The following questions are provided for further reflection on class discussions and assignments. (Suggested length is 2-3 pages and references should be included). (Obj. 2, 5, 6)

   #1. The United States became the first western nation to establish an educational focus that was developmentally responsive to the needs of the young adolescent. Trace the major events that shaped this historical movement. Include references to key documents that were developed to further influence thinking and to guide current practice.

   #2. Describe the physical, social, emotional, moral, and cognitive characteristics of the young adolescent and explain their implications for curriculum and academic success.

   #3. Decide what “exemplary” looks like with regard to middle school curriculum, instruction, and assessment. Compare that definition to what you have seen in action during your field experience. If needed, offer strategies to make what you observed, “exemplary”.

   #4. Describe your philosophy of middle school education.

   #5. Student Choice

   #6. Student Choice

4. **Application Project A:** The school in which you teach has been organized as a grades 7-8 middle school for 12 years. However, it is organized more like a traditional junior high or high school than a developmentally responsive middle school (e.g., departmentalization, tracking, no advisory program). The decision has been made to add sixth grade to the school, which will be housed in a new addition. This reorganization will take place in the upcoming school year.

   School district administrators and the school board see this reorganization as an opportune time to make the middle school more developmentally responsive. They are aware that middle schools that include certain components are the schools where students make higher scores on standardized tests, have higher self esteem, and have fewer behavior problems. What better time than during the reorganization efforts to make this school what it could and should be!

   District administrators also understand that the most effective way to reform a school is not through a “mandate from above” without authentic participation in planning from those most
directly involved in schools--teachers, principals, and other professional personnel. Therefore, you and one of your colleagues have been asked to prepare a brief booklet and PowerPoint presentation that summarizes what is known about highly successful middle schools and how this knowledge will be used in the new school. This booklet will be distributed to educators and community members. It will also be utilized at a series of meetings for parents and other stakeholders as a way to educate them about the new middle school plan. The booklet and presentation should include succinct descriptions about what is known about the key elements of successful middle schools and other information that will be useful. (PARTNER) (Obj. 1, 3, 4, 6)

5. Application Project B: Application paper requiring candidates to apply learning to develop a plan for revising the curriculum and approach of a middle school. (Obj. 1, 3, 4, 6)

Note: Students will only complete activity 4 or 5.

6. Field Based Assignments: Candidates will complete the following activities while observing and interacting with middle level students:

#1 Keep a journal of observations and interactions with middle level students as well as documenting their feeling about those observations and interactions.

#2 Plan, implement and evaluate two instructional methods appropriate for middle level learners. (Obj. 2, 5)

7. Final Examination.

FIELD COMPONENT:
This course will have a field component which will allow candidates to observe and interact with middle level students. Candidates will observe middle level students to gain an understanding of developmental differences, diversity among learners, relationship patterns, as well as plan, implement and evaluate instructional methods appropriate for middle level students.

EVALUATION OF STUDENT PROGRESS:
This course uses a grading scale of 1,000 points. The points needed for each letter grade are detailed below. As this is a graduate level course, earning an “A” will take extra effort on the part of the student. A “B” represents quality, acceptable work. 10% per day will be deducted from the assignments grade for late work submission.

GRADING SCALE:

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<td>769-700</td>
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<td>Below 699</td>
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ASSIGNMENTS:

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<tr>
<td>Journal Article</td>
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<td>Middle School Autobiography</td>
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<td>Reflective Papers (6 papers @ 50 pts each)</td>
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<tr>
<td>Application Project A OR Project B</td>
<td>125 pts</td>
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<td>Field-Based Assignments</td>
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<td>Final Examination</td>
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**HONOR CODE:**
Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information, visit: [http://students.msstate.edu/honorcode/](http://students.msstate.edu/honorcode/).

**TECHNOLOGY:**
Technology will be used in both the delivery of the course content and through course requirements completed by graduate students. Delivery of course content will use PowerPoint presentations and materials on the Internet. All course assignments will be completed using appropriate software.

**DIVERSITY:**
Issues of diversity will be inherent in all discussions and activities completed as a part of this course. Young adolescents live and function in a diverse world; as such, graduate students must develop an understanding of diversity as it relates to young adolescents and their worlds.

**DISABILITY:**
In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335 or visit the Student Support Services website or office for more information.

**BIBLIOGRAPHY:**


28 October 2010

Nicole L. Thompson, Ph.D.
Assistant Professor and
Coordinator of American Indian/Alaska Native Initiatives
Department of Curriculum, Instruction, and Special Education
College of Education
Mississippi State University, Box 9705
314 Allen Hall, Mississippi State, MS 39762

Dear Dr. Thompson:

I am writing this letter in support of the course (EDE 8713) entitled “Educating Young Adolescents,” that you and your department are planning to re-submit to the BOX Council for approval.

I want to thank you for meeting with my faculty and myself to discuss the possible overlap between this course and EPY 8253 Child and Adolescent Development and Psychopathology. We appreciate you providing us with additional information and clarification with respect to the proposed course. We have determined that the topics to be covered in this course with respect to elementary education for graduate students about educating young adolescents will enhance the students’ learning experience. As stated in your proposed course students will also learn to understand the developmental changes that young adolescents experience, prior to learning about effective curriculum, instruction, assessment and management strategies and this will not overlap between this proposed course and EPY 8253 as provided by our department.

The Department of Counseling and Educational Psychology is pleased to have been consulted and we look forward to collaborating with you and your department in the near future for other possible endeavors. Best of luck with the proposal and if there is anything at all that I can be of assistance, please let me know.

Sincerely,

[Signature]

Daniel W. Wong, Ph.D.
Professor and Department Head
Department of Counseling and Educational Psychology
NOTE: This form is a cover sheet that must accompany the course 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: Education  Department: Curriculum, Instruction, and Special Education

Contact Person: Peggy F. Hopper  E-mail: pfh7@msstate.edu

Nature of Change: deleting pre and co requisites  Date Initiated: 8-17-10  Effective Date: 1/1/11

Current Listing in Catalog:

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Current Catalog Description:

EDS 3633  Secondary Math Ed
(Prerequisite: Admission to Teacher Education). Three hours lecture. Examine the concepts and tools used to teach mathematics in the secondary classroom, connections between algebra and geometry concepts, and national and state mathematics standards.

EDS 4633  Methods of Teaching Math

EDS 6633  Methods of Teach Math

New or Modified Listing for Catalog:

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New or Modified Catalog Description:

EDS 3633  Secondary Math Ed
(Prerequisite: Admission to Teacher Education). Three hours lecture. Examine the concepts and tools used to teach mathematics in the secondary classroom, connections between algebra and geometry concepts, and national and state mathematics standards.

EDS 4633  Methods of Teaching Math
(Prerequisite: Admission to Teacher Education, EDS 3633). Three hours lecture. Field based. Aims and purposes of teaching mathematics in high school, curriculum problems, organization and presentation of subject matter, methods of teaching and evaluation.

EDS 6633  Methods of Teach Math
(Prerequisite: Admission to Teacher Education. Three hours lecture. Field based. Aims and purposes of teaching mathematics in high school, curriculum problems, organization and presentation of subject matter, methods of teaching and evaluation.
content, organization, methods of teaching language, literature, and composition. Primarily for secondary teachers of language arts.
Rationale for requested changes:

At the time this initial course information with pre and co requisites was written, students were expected to progress through each secondary education program in a uniform fashion by taking the same courses during specific semesters. This is no longer possible due to many reasons among them the availability of courses, whether or not students take summer school, and the number of courses students initially transfer into the program. Cumulatively, these prerequisite and co requisites cause concern each semester because students are unable to register for classes and must seek out advisors and office personnel in order to get forced into classes. Because of this situation, the attached proposal seeks to delete most of the prerequisites and co requisites, cleans up the language to reflect accurate and parallel information between the four secondary content areas (English, Math, Social Studies, Science), and deletes extraneous information—some of which is incorrect.
NOTE: This form is a cover sheet that must accompany the course 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: Education
Contact Person: Peggy F. Hopper
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Current Catalog Description:

EDS 3643 Secondary Soc Studies Ed
(Prerequisite: Admission to Teacher Education, EDS 3411, and EPY 3143. Corequisite: EDF 4243/6243 and RDG 3513). Three hours lecture. An introduction to the history, purposes, and current issues associated with middle and secondary social studies education.

EDS 4643 Method Teach Soc Studies
(Prerequisite: Admission to Teacher Education, EDS 3411, EPY 3143, EDF 4243/6243, RDG 3513, and EDS 3643. Co-requisite: EPY 3253). Three hours lecture. An examination of teaching methods and instructional materials and media appropriate for use in middle schools and secondary social studies classrooms.

EDS 6643 Teach Of Soc Stu
(Prerequisite: Admission to Teacher Education, EDS 3411, EPY 3143, EDF 4243/6243, RDG 3513, and EDS 3643. Co-requisite: EPY 3253). Three hours lecture. An examination of teaching methods and instructional materials and media appropriate for use in middle schools and secondary social studies classrooms.

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EDS 3643 Secondary Soc Studies Ed
(Prerequisite: Admission to Teacher Education). Three hours lecture. An introduction to the history, purposes, and current issues associated with middle and secondary social studies education.

EDS 4643 Method Teach Soc Studies
(Prerequisite: Admission to Teacher Education, EDS 3643.) Three hours lecture. An examination of teaching methods and instructional materials and media appropriate for use in middle schools and secondary social studies classrooms.

EDS 6643 Teach Of Soc Stu
(Prerequisite: Admission to Teacher Education). Three hours lecture. An examination of teaching methods and instructional materials and media appropriate for use in middle schools and secondary social studies classrooms.
Approved: Charlotte Benge

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:

10-27-10

11-29-10

11/30/10

12/11

January 25th, 2011
Rationale for requested changes:

At the time this initial course information with pre and co requisites was written, students were expected to progress through each secondary education program in a uniform fashion by taking the same courses during specific semesters. This is no longer possible due to many reasons among them the availability of courses, whether or not students take summer school, and the number of courses students initially transfer into the program. Cumulatively, these prerequisite and co requisites cause concern each semester because students are unable to register for classes and must seek out advisors and office personnel in order to get forced into classes. Because of this situation, the attached proposal seeks to delete most of the prerequisites and co requisites, cleans up the language to reflect accurate and parallel information between the four secondary content areas (English, Math, Social Studies, Science), and deletes extraneous information—some of which is incorrect.
NOTE: This form is a cover sheet that must accompany the course 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: Education
Department: Curriculum, Instruction, and Special Education
Contact Person: Peggy F. Hopper
E-mail: pfh7@msstate.edu
Nature of Change: deleting pre and co requisites
Date Initiated: 8-17-10
Effective Date: 1/1/11

Current Listing in Catalog:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS</td>
<td>3653</td>
<td>Secondary Science Education</td>
<td>(3)</td>
</tr>
<tr>
<td>EDS</td>
<td>4653</td>
<td>Methods of Teaching Science</td>
<td>(3)</td>
</tr>
<tr>
<td>EDS</td>
<td>6653</td>
<td>Methods of Teaching Science</td>
<td>(3)</td>
</tr>
</tbody>
</table>

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<tr>
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<tbody>
<tr>
<td>EDS</td>
<td>3653</td>
<td>Secondary Science Ed</td>
</tr>
<tr>
<td></td>
<td>(Co-requisite: RDG 3513 and EDF 4243)</td>
<td>Three hours lecture. Fundamentals of science education including the National Science Education Standards and NSTA recommendations required for teaching science in grades 7-12</td>
</tr>
<tr>
<td>EDS</td>
<td>4653</td>
<td>Methods Teach Science</td>
</tr>
<tr>
<td></td>
<td>(Co-requisite: EPY 3253)</td>
<td>Three hours lecture. Students will gain insight into the methods of teaching science in grades 7-12, including selection, organization, presentation and assessment.</td>
</tr>
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<td>6653</td>
<td>Methods Teach Science</td>
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<tr>
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<td>(Co-requisite: EPY 3253)</td>
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New or Modified Listing for Catalog:

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</tr>
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<td>EDS</td>
<td>4653</td>
<td>Methods Teach Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Prerequisite: Admission to Teacher Education, EDS 3653)</td>
<td>Three hours lecture. Field based. Students will gain insight into the methods of teaching science in grades 7-12, including selection, organization, presentation and assessment required by National Science Education Standards.</td>
<td></td>
</tr>
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<td>6653</td>
<td>Methods Teach Science</td>
<td></td>
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</tbody>
</table>
Approved: Charlesteung  Date: 10-27-10
Department Head  11-30-10
Chair, College or School Curriculum Committee  11/30/10
Dean of College or School  1.5.11
Chair, University Committee on Courses and Curricula
Chair, Graduate Council (if applicable)  January 23rd, 2011
Chair, Deans Council
Rationale for requested changes:

At the time this initial course information with pre and co requisites was written, students were expected to progress through each secondary education program in a uniform fashion by taking the same courses during specific semesters. This is no longer possible due to many reasons among them the availability of courses, whether or not students take summer school, and the number of courses students initially transfer into the program. Cumulatively, these prerequisite and co requisites cause concern each semester because students are unable to register for classes and must seek out advisors and office personnel in order to get forced into classes. Because of this situation, the attached proposal seeks to delete most of the prerequisites and co requisites, cleans up the language to reflect accurate and parallel information between the four secondary content areas (English, Math, Social Studies, Science), and deletes extraneous information—some of which is incorrect.
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College or School: Education  Department: Curriculum, Instruction, and Special Education
Contact Person: Peggy F. Hopper  E-mail: pfh7@msstate.edu

Nature of Change: deleting pre and co requisites  Date Initiated: 8-17-10  Effective Date: 1/1/11

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<tr>
<td>EDS</td>
<td>3673</td>
<td>Second Language Arts Education</td>
<td>(3)</td>
</tr>
<tr>
<td>EDS</td>
<td>4673</td>
<td>Methods of Teaching Language Arts</td>
<td>(3)</td>
</tr>
<tr>
<td>EDS</td>
<td>6673</td>
<td>Methods of Teaching Language Arts</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Current Catalog Description:

EDS 3673  Second Language Arts Ed  
(Prerequisite: Admission to Teacher Education, EPY 3143, EDF 3333, EDS 3411. Co requisite: EDF 4243, EDX 3213 and RDG 3513). Three hours lecture. Essential knowledge, skills, and attitudes necessary for the successful teaching of the language arts.

EDS 4673  Methods Teach Lang Arts  
(Prerequisite: EDS 3673; EPY 3253) Three hours lecture. Field based. Objectives in English/Language Arts; content, organization, methods of teaching language, literature, and composition. Primarily for secondary teachers of language arts.

EDS 6673  Methods Teach Lang Arts  
(Prerequisite: EDS 3673; EPY 3253) Three hours lecture. Field based. Objectives in English/Language Arts; content, organization, methods of teaching language, literature, and composition. Primarily for secondary teachers of language arts.

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(Prerequisite: Admission to Teacher Education. Three hours lecture. Essential knowledge, skills, and attitudes necessary for the successful teaching of the language arts.

EDS 4673  Methods Teach Lang Arts  
(Prerequisite: Admission to Teacher Education, EDS 3673). Three hours lecture. Field based. Objectives in English/Language Arts; content, organization, methods of teaching language, literature, and composition. Primarily for secondary teachers of language arts.

EDS 6673  Methods Teach Lang Arts  
(Prerequisite: Admission to Teacher Education). Three hours lecture. Field based. Objectives in English/Language Arts;
Approved: [Signature]

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:

10-27-10

11-30-10

11/30/10

1.5.11
NOTE: This form is a cover sheet that must accompany the course 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: Education
Department: Curriculum, Instruction, and Spec Ed
Contact Person: Devon Brenner
E-mail: Devon@ra.msstate.edu
Nature of Change: Delete
Date Initiated: 5/2009 Effective Date: Fall 2010

Current Listing in Catalog:
Symbol Number Title

Multiple Courses

Current Catalog Description:
RDG 8523 Reading Comprehension Processes and Instruction

New or Modified Listing for Catalog:
Symbol Number Title

New or Modified Catalog Description:

Approved: Charlotte Brenner
Department Head

Date: 11-8-10

Dean of College or School
Chair, College or School Curriculum Committee

11-30-10

Dean of College or School
Chair, University Committee on Courses and Curricula

11/30/10

Chair, Graduate Council (if applicable)

1/5/11

Chair, Deans Council

January 25th, 2011
DELETE
Multiple Courses in Elementary Education

1. Catalog Descriptions

RDG 8523 Reading Comprehension Processes and Instruction: Three hours lecture. Understanding the reading comprehension process. Research-based methods for teaching comprehension. Field-based application.

2. JUSTIFICATIONS

As the proposal to modify elementary education Master’s degree is approved, RDG 8523 no longer be taught. Comprehension processes are taught in RDG 8713 Teaching Struggling Readers and Writers and EDE 8623 Content Area Literacy Instruction.

These deletions do not affect any degree program or any other courses. This course is not a prerequisite for any other courses.
NOTE: This form is a cover sheet that must accompany the course 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: Bagley College of Engineering

Contact Person: Dr. Chris Smith

Nature of Change: Modification

Date Initiated: 11/29/10 Effective Date: Jan 2011

Current Listing in Catalog:

<table>
<thead>
<tr>
<th>Symbol</th>
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<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CEE</td>
<td>4733/6733</td>
<td>Construction Engineering Equipment and Methods</td>
<td>(3.0)</td>
</tr>
</tbody>
</table>

Current Catalog Description:

Three hours lecture. Aspects of planning, operation and management of civil engineering support equipment, site logistics, equipment cost engineering, power systems and environmental considerations of equipment use.

New or Modified Listing for Catalog:

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New or Modified Catalog Description:

Three hours lecture. Aspects of planning, operation and management of civil engineering support equipment, site logistics, equipment cost engineering, power systems and environmental considerations of equipment use.

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: 29 Nov 2010

12/3/2010

03 Dec 2010

1-5-11

January 25th, 2011
1. CATALOG DESCRIPTION

Current Description:
CE 4733 / CE 6733. Construction Engineering Equipment and Methods. (3)
(Prerequisite: Consent of Instructor) Three hours lecture. Aspects of planning, operation and
management of civil engineering support equipment, site logistics, equipment cost engineering,
power systems and environmental considerations.

New Course Description (Unchanged):
CE 4733 / CE 6733. Construction Engineering Equipment and Methods. (3)
(Prerequisite: Consent of Instructor) Three hours lecture. Aspects of planning, operation and
management of civil engineering support equipment, site logistics, equipment cost engineering,
power systems and environmental considerations.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

One Change. This Change is to add Distance Learning as a Method of Delivery.:

The Current Method of Delivery is face-to-face as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Face to Face</td>
<td>Course instruction and structured units of information delivered in person by instructor.</td>
</tr>
</tbody>
</table>

It is Proposed that Distance Learning be Added as a Method of Delivery for this Course:

<table>
<thead>
<tr>
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<th>Name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>O</td>
<td>On Line</td>
<td>Course instruction and structured units of information delivered by using on line, Internet or web-based methods.</td>
</tr>
</tbody>
</table>

3. JUSTIFICATION AND LEARNING OUTCOMES

By offering this course to Campus 5 via distance learning, graduate students serving in the military
and stationed throughout the world and working professionals will be able to fully participate and
engage in continuing education. The course outline for the Campus 5 offering is unchanged from
the approved Campus 1 offering. A detailed course outline may be found within the approved
Campus 1 course description that is attached to this submission.

Pre-Existing Justification and Learning Outcomes Remain Unchanged. They are re-confirmed and
remain as follows:
“These students will develop knowledge of operation parameters and fleet management for all major types of civil engineering support equipment to include graders, dozers, scrapers, excavators, tractors, trucks, material handling, weight handling and hand tools. Fleet management and equipment selection strategies will be emphasized as will fuel systems and emissions considerations within applications for both horizontal and vertical construction. This knowledge will provide students with more comprehensive understanding of equipment and applications that are found within the applications of technical engineering disciplines.”

4. ADDITIONAL INFORMATION
   a. Course Symbol: No Change.
   b. Course Number: No Change.
   c. Course Title: No Change.
   d. Credit Hours: No Change.
   e. Pre-Requisite/Co-Requisite: No Change.
   f. Method of Instruction/Hours: No Change.
   g. Method of Delivery: Course will now be offered via distance learning.

From Current Method of Delivery:

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</thead>
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</table>

To Proposed Method of Delivery:

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<td>On Line</td>
<td>Course instruction and structured units of information delivered by using one line, Internet or web-based methods.</td>
</tr>
</tbody>
</table>

   h. Course Description: No Change.
   i. Course Content: No Change.

5. GRADUATE STUDENT REQUIREMENTS (SPLIT LEVEL COURSES)
   There is no change in requirements for Graduate Students. Existing requirements found within the existing course format are reconfirmed and remain as follows:

   “Graduate students taking the CE-6733 offering will be required to submit a 4,000 word report in lieu of the 2,000 word report required within the undergraduate offering. It is expected that
graduate student research topics will have a greater emphasis on research of new ideas and/or
topics that address existing problems. Students taking the CE-6733 offering, further, will be
provided with examinations and homework assignments that are of a more challenging nature than
those provided to the CE-4733 students.

6. METHOD OF EVALUATION
There is no change in method of evaluation. The Class Participation element for Distance Learners
under the Campus 5 offering will be accomplished using chat sessions between the students and the
instructor. Existing requirements found within the existing course format are reconfirmed and
remain as follows:

<table>
<thead>
<tr>
<th>Graded Element</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10 Points</td>
</tr>
<tr>
<td>Homework</td>
<td>10 Points</td>
</tr>
<tr>
<td>Report</td>
<td>20 Points</td>
</tr>
<tr>
<td>First Test</td>
<td>20 Points</td>
</tr>
<tr>
<td>Second Test</td>
<td>20 Points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20 Points</td>
</tr>
<tr>
<td>Total</td>
<td>100 Points</td>
</tr>
</tbody>
</table>

Student Report: Each student will be required to submit one report of either 2,000 words (CE-
4733 undergraduate offering) or 4,000 words (CE-6733 graduate offering) pertaining to some
aspect of construction equipment study. The student will identify and propose the topic to the
instructor during the first two weeks of the course. A broad universe of topical areas is
anticipated. The student will be encouraged to suggest new ideas, interpretation and/or
methodology to some aspect of construction equipment. Figures, Tables, illustrations,
references will be anticipated as components of the report but will not count towards the word
total. The report will be due sometime between the second test and the final exam.

7. ACADEMIC MISCONDUCT

Methods of deterring academic misconduct for examinations – It is our standard operating policy
that all exams are to be proctored. For distance classes, when possible we require the proctor to be
someone we know. In those few instances where that is not possible, we required the student to
supply contact information for the proposed proctor and we communicate with that person to affirm they are without a conflict of interest regarding the student(s). The proctor receives the examination directly from the instructor in a secure manner and with details on administration of the exam and precautions to take to insure examination security, as may be appropriate and necessary.

Finally examinations are created new each time the class is offered as, with typical graduate classes, much of the material must be updated with each class offering. This is even truer for distance classes as these are only typically available every other year.

8. TARGET AUDIENCE

Our distance program targets those engineering graduates who are unable to leave work and return to campus. As such, many of these individual are obtaining education on a career path to becoming a professional engineer or are continuing their as part of the requirements to maintain professional licensure. Others are engaged in research or specific consulting activities that require graduate education in our specific fields of study. Most are civilian engineers, working for a consulting firm or a state or federal agency or active duty members of the U. S. Armed Forces assigned to military installations worldwide.

The course proposal was developed at the request of the faculty and supports our continuing efforts to improve and expand our undergraduate and graduate programs.

9. SUPPORT

A letter of support from the Chairman of the Department of Civil and Environmental Engineering is included.

10. PROPOSAL CONTACT PERSON

Chris Smith, Ph.D., P.E.
Richard A. Rula Chair and Assistant Professor
Department of Civil and Environmental Engineering
Box 9546
Walker Hall, 501 Hardy Road, Room 235
Mississippi State, MS 39762-9546

Telephone: (662)325-9839 E-Mail: csmith@cee.msstate.edu
1. CATALOG DESCRIPTION

CE 4733 / CE 6733. Construction Engineering Equipment and Methods. (3)
(Please requirement: Consent of Instructor) Three hours lecture. Aspects of planning, operation and management of civil engineering support equipment, site logistics, equipment cost engineering, power systems and environmental considerations.

2. DETAILED COURSE OUTLINE

This course will closely follow the topics identified within the proposed text with some supplemental information provided by the instructor.

<table>
<thead>
<tr>
<th>I. Construction Equipment Concepts and Earth Moving</th>
<th>15.0 Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 1 Course Introduction and Overview</td>
<td>(1.0 Hours)</td>
</tr>
<tr>
<td>Topic 2 Humans, Beasts and the Wheel</td>
<td>(1.0 Hours)</td>
</tr>
<tr>
<td>Topic 3 Machine Power</td>
<td>(2.0 Hours)</td>
</tr>
<tr>
<td>Topic 4 Equipment Cost and Schedule I</td>
<td>(2.0 Hours)</td>
</tr>
<tr>
<td>Topic 5 Planning for Earthwork Construction</td>
<td>(2.0 Hours)</td>
</tr>
<tr>
<td>Topic 6 Geotechnical Materials, Compaction &amp; Stabilization</td>
<td>(1.0 Hours)</td>
</tr>
<tr>
<td>Topic 7 Bull Dozers</td>
<td>(1.5 Hours)</td>
</tr>
<tr>
<td>Topic 8 Scrapers</td>
<td>(1.5 Hours)</td>
</tr>
<tr>
<td>Topic 9 Excavators</td>
<td>(1.5 Hours)</td>
</tr>
<tr>
<td>First Test</td>
<td>(1.5 Hours)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Drillings, Excavations, Asphalt and Concrete Equipment</th>
<th>15.0 Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 10 Finishing Equipment</td>
<td>(1.0 Hours)</td>
</tr>
<tr>
<td>Topic 11 Trucks and Hauling Equipment</td>
<td>(2.0 Hours)</td>
</tr>
<tr>
<td>Topic 12 Compressed Air Systems</td>
<td>(1.0 Hours)</td>
</tr>
<tr>
<td>Topic 13 Drilling Rock and Earth</td>
<td>(1.5 Hours)</td>
</tr>
<tr>
<td>Topic 14 Tunneling &amp; Cut-Cover Operations</td>
<td>(2.0 Hours)</td>
</tr>
<tr>
<td>Topic 15 Rock Blasting</td>
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</tr>
<tr>
<td>Topic 16 Aggregate Production</td>
<td>(1.5 Hours)</td>
</tr>
<tr>
<td>Topic 17 Asphalt Mix Production and Placement</td>
<td>(1.5 Hours)</td>
</tr>
<tr>
<td>Topic 18 Concrete Equipment</td>
<td>(1.5 Hours)</td>
</tr>
<tr>
<td>Second Test</td>
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<table>
<thead>
<tr>
<th>III. Weight Handling, Pile-Driving and Water Equipment</th>
<th>6.0 Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 19 Cranes</td>
<td>(2.0 Hours)</td>
</tr>
<tr>
<td>Topic 20 Dragline and Clamshells</td>
<td>(1.0 Hours)</td>
</tr>
<tr>
<td>Topic 21 Piles and Pile-Driving Equipment</td>
<td>(2.0 Hours)</td>
</tr>
<tr>
<td>Topic 22 Equipment for Pumping Water</td>
<td>(1.0 Hours)</td>
</tr>
</tbody>
</table>
IV. Construction Equipment Management, Regulations and Trends  (9.0 Contact Hours)

Topic 22  Equipment Selection and Site Logistics  (1.5 Hours)
Topic 23  Equipment Mobilization, Operation and Fleet Mgmt.  (1.5 Hours)
Topic 24  Safety and Environmental Considerations  (1.0 Hours)
Topic 25  Construction Equipment Cost and Schedule II  (2.0 Hours)
Topic 26  Construction Equipment Productivity  (1.5 Hours)
Final Exam  (1.5 Hours)

3. METHOD OF EVALUATION

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Final Letter Grade  100 Point Scale

A  90-100
B  80-89
C  70-79
D  60-69
F  below 60

4. JUSTIFICATION & LEARNING OUTCOME

Students will develop knowledge of operation parameters and fleet management for all major types of civil engineering support equipment to include graders, dozers, scrapers, excavators, tractors, trucks, material handling, weight handling and hand tools. Fleet management and equipment selection strategies will be emphasized as will fuel systems and emissions considerations within
This document represents the Approved Campus 1 offering for CE-4733/CE-6733 Construction Equipment Management and Methods.

Applications for both horizontal and vertical construction. This knowledge will provide students with more comprehensive understanding of equipment and applications that are found within the applications of technical engineering disciplines.

5. SUPPORT
A letter of support from the Curriculum Committee of the Department of Civil and Environmental Engineering Department is provided as enclosure one to this document.

6. INSTRUCTOR OF RECORD (GRADUATE COURSE)

Dr. Chris Smith
Richard A. Rula Chair and Assistant Professor
Department of Civil and Environmental Engineering
Box 9546
Walker Hall, 501 Hardy Road, Room 235
Mississippi State, MS 39762-9546

7. GRADUATE STUDENT REQUIREMENTS (SPLIT LEVEL COURSES)

Graduate students taking the CE-6733 offering will be required to submit a 4,000 word report in lieu of the 2,000 word report required within the undergraduate offering. It is expected that graduate student research topics will have a greater emphasis on research of new ideas and/or topics that address existing problems. Students taking the CE-6733 offering, further, will be provided with examinations and homework assignments that are of a more challenging nature than those provided to the CE-4733 students.

8. PLANNED FREQUENCY
The proposed course would be offered every Fall semester.

9. EXPLANATION OF ANY DUPLICATION
The proposed course does not duplicate any existing offerings.
10. METHOD OF INSTRUCTION CODE

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Lecture</td>
<td>Students receive structure units of information and accompanying material through direct contact with the instructor in a traditional classroom setting.</td>
</tr>
</tbody>
</table>

11. PROPOSED C.I.P. NUMBER

14.0801 Civil Engineering, General

12. PROPOSED 24-CHARACTER ABBREVIATION

"Const Eng Eqipt & Mthds"

13. PROPOSED SEMESTER EFFECTIVE

Fall 2010

14. OTHER APPROPRIATE INFORMATION

Proposed Text: Construction Planning, Equipment, and Methods
Authors: R. L. Peurifoy, C. J. Schexnayder and A. Shapira
Edition: Eighth Edition
Date of Publication: February 2010
Publisher: The McGraw-Hill Companies, New York.

15. PROPOSAL CONTACT PERSON

Chris Smith, Ph.D., P.E.
Richard A. Rula Chair and Assistant Professor
Department of Civil and Environmental Engineering
Box 9546
Walker Hall, 501 Hardy Road, Room 235
Mississippi State, MS 39762-9546

Telephone: (662)325-9839 E-Mail: csmith@cee.msstate.edu
Subject: Course Modification, CE 4733/CE 6733 Construction Engineering Equipment and Methods

Date: November 30, 2010

From: Chairman, Curriculum Committee Department of Civil and Environmental Engineering

To: Department Head, Department of Civil and Environmental Engineering

The proposal to modify the subject course proposal has been reviewed by the faculty members of the Department of Civil and Environmental Engineering and the Department's Curriculum Committee. It is forwarded with our approval and a recommendation for endorsement.

Benjamin S. Kegbambo, Jr., Ph.D., P.E.
Professor of Civil and Environmental Engineering

Thomas D. White, Ph.D., P.E.
Construction and Materials Industries Chair
Professor of Civil and Environmental Engineering

Dennis Truax, Ph.D., P.E., BCEE, F.ASCE
James T. White Chair, Head and Professor
Civil and Environmental Engineering Department

Department Head Endorsement

November 30, 2010

Endorsed.

Dennis Truax, Ph.D., P.E., BCEE, F.ASCE
James T. White Chair, Head and Professor
Civil and Environmental Engineering Department
NOTE: This form is a cover sheet that must accompany the course 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: Veterinary Medicine
Department: Pathobiology/Pop’n Medicine
Contact Person: Dr. Carla Huston
E-mail: Huston@cvm.msstate.edu
Nature of Change: MODIFY Date Initiated: 11-15-10 Effective Date: 02-01-11

Current Listing in Catalog:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVM</td>
<td>5864</td>
<td>Beef Production Medicine</td>
<td>(4)</td>
</tr>
</tbody>
</table>

Current Catalog Description:

None listed

New or Modified Listing for Catalog:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVM</td>
<td>5864</td>
<td>Bovine Production Medicine</td>
<td>(4)</td>
</tr>
</tbody>
</table>

New or Modified Catalog Description:

CVM 5864. Bovine Production Medicine. (4) (Prerequisite: Enrollment in the CVM professional curriculum). Four hours lecture. Reproductive and nutritional management, record-keeping, data analysis, herd health programs, and other advanced bovine production topics will be covered, building on student’s core veterinary education.

Approved: Date:

[Signatures]

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
Proposal to MODIFY a Course

The Department of Pathobiology and Population Medicine of the College of Veterinary Medicine recommends the modification of CVM 5864 Beef Cattle Production Medicine.

1. Catalog Description:

   Previous course:  
   CVM 5864. Beef Production Medicine (4) (no description available)

   Modified course:  
   CVM 5864. Bovine Production Medicine (4) (Prerequisite: Enrollment in the CVM professional curriculum). Four hours lecture. Reproductive and nutritional management, record-keeping, data analysis, herd health programs, and other advanced bovine production topics will be covered, building on student’s core veterinary education.

2. Itemized list and description of changes:

   a. Revision of course title: Course title will be revised from Beef Production Medicine to Bovine Production Medicine to reflect the combination of two related courses, CVM 5864 Beef Production Medicine and CVM 5994 Special Topics: Dairy Production Medicine.

   b. Revision of course outline: Course outline will be revised to cover aspects of both beef and dairy production medicine.

3. Justification and Learning Outcomes:

   a. Justification for revision of course title: Course title will be revised from Beef Production Medicine to Bovine Production Medicine to reflect the combination of two related courses, CVM 5864 Beef Production Medicine and CVM 5994 Special Topics: Dairy Production Medicine.

   b. Justification for revision of course outline: Course outline will be revised to cover aspects of both beef and dairy production medicine. Many topics such as nutrition, reproduction, animal welfare and handling are similar to both beef and dairy cattle production. By combining these two courses, students will be able to learn about both beef and dairy cattle production medicine without having to sign up for both courses. This modification will also better utilize the College’s teaching resources, as well as other beef and dairy industry resources within the state. Previous course syllabi are attached.

   c. Learning outcomes: Building on the foundation food animal courses taken in their core veterinary curriculum, students are expected to refine their knowledge and skills in the area of beef and dairy production medicine. At the end of this course, students are expected to be proficient in the areas of reproductive management programs, replacement animal development, nutritional management, record systems and data analysis, clinical epidemiology, and biosecurity program development.

4. Additional information:

   a. Course symbol - no change.

   b. Course number - no change.

   c. Course title - course title will be revised from Beef Production Medicine to Bovine Production Medicine.

   d. Credit hours - no change.

   e. Prerequisite - no change. (Prerequisite: Enrollment in the CVM professional curriculum)

   f. Methods/hours of instruction - no change from previous course. (Method = C, lecture/interactive session during senior rotation).

   g. Method of delivery - no change from previous course. (Method = F, face-to-face).

   h. Course description - a course description has been developed (see section 1).

   i. Course content - One week of dairy-specific production medicine, as well as a dairy farm field trip, have been added to the course. In order to accommodate this change, there will be a reduction in the number of beef-specific field trips taken (see section 3.b. above).

   A detailed course outline is provided.

This is the only beef production medicine course offered to veterinary students at the MSU College of Veterinary Medicine; therefore there is no duplication of teaching or other resources. Dairy production medicine has been
offered at MSU CVM since 2006 as a Special Topics course. There are no other approved dairy production medicine courses. By combining courses, and thus including dairy specific concepts into the existing course, both teaching and learning can be more efficient.

5. Graduate student requirements -- not applicable

6. Method of evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>40%</td>
</tr>
<tr>
<td>Exercises and written reports</td>
<td>30%</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

Method of evaluating students:
A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 59% or below.

7. Support: Current resources in the Department of Pathobiology and Population Medicine and the College of Veterinary Medicine are adequate for class needs.

A letter of support from the MSU-CVM Curriculum Committee accompanies this course modification proposal.

Instructors of Record: Dr. Carla Huston, Dr. James Brett, and Dr. Rich Meiring, MSU CVM Dept. of Pathobiology and Population Medicine

Planned Frequency: Summer semester of every year

Attached: Syllabus from CVM 5864 Beef Production Medicine
Syllabus from CVM 5990/5994 Dairy Production Medicine
Detailed Course Outline: 120 hours total

In the CVM Professional curriculum, approximately 1 week of course instruction is equivalent to 1 academic credit. The course outline below reflects approximately 30 hours of instruction per week, over the course of 4 weeks.

I. Production Medicine and Record-keeping (15 contact hours)
   A. Data collection and management
   B. Data analysis and interpretation
   C. Epidemiology and biostatistics
   D. Computer programs

II. Bovine Nutrition (15 contact hours)
   A. Commodities
   B. Nutritional guidelines and ration development
   C. Poisonous plants, mycotoxins
   D. Grazing management

III. Dairy Production Medicine (30 contact hours)
   A. Mastitis
      1. Overview of contagious/environmental mastitis
      2. Milking system evaluation
      3. Microbiology laboratory
   B. Heifer development
   C. Breeding management and synchronization programs
   D. Cow comfort
   E. Benchmarking in dairy production medicine

IV. Beef Production Medicine (30 contact hours)
   A. Benchmarking in beef production medicine
   B. Heifer and bull development
   C. Breeding management and synchronization programs
   D. Common diseases in beef production
   E. Immunology
      1. Preconditioning
      2. Vaccination programs

V. Herd Health (30 contact hours)
   A. Biosecurity and risk analysis
   B. Economics of beef and dairy production medicine
   C. Animal welfare and handling
      1. Beef Quality Assurance, Transportation Quality Assurance
      2. Current welfare issues
   D. Disease control programs and regulatory medicine
      1. State-Federal cooperative programs
      2. Other voluntary disease control programs
      3. Regulation of feeds, biologicals
Dear Dr. Bourgeois,

This letter is in support of Dr. Carla Huston’s proposal to modify CVM 5864, “Beef Production Medicine”.

Dr. Huston’s expertise is in beef production and she has taught in the CVM 5864 course since 2001 and directed it since 2007. The “Dairy Production Medicine” Special Topics course (CVM 5994) began in 2006 due to the need for a course specifically covering this area of bovine production. However, since there are topics in both dairy and beef production that are similar, it would be most logical to combine the two courses so that students are exposed to areas that overlap as well as specifically learning topics unique to each production system. Dr. Huston’s proposal responds to this need by involving faculty who previously taught either course, combining topics that are similar to both dairy and beef production and specifically covering topics unique to the previous courses. The proposed course modification mainly accommodates the additional information, adding a week of dairy-specific information and modifying the amount of time for beef-specific information to remain a 4 credit hour course. The modified course also has a more appropriate title (“Bovine Production Medicine”) to reflect the change.

There is no duplication of teaching or any other resources to implement this change. This is simply a request to improve the efficiency in teaching bovine production using available resources and faculty.

The entire curriculum committee is in favor of the adoption of Dr. Huston’s proposed course. Thank you for your time.

Sincerely,

[Signature]

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

P.O. Box 6100 • Mississippi State, MS 39762 • (662) 325-3432
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Dr. Huston's expertise is in beef production and she has taught in the CVM 5864 course since 2001 and directed it since 2007. The "Dairy Production Medicine" Special Topics course (CVM 5994) began in 2006 due to the need for a course specifically covering this area of bovine production. However, since there are topics in both dairy and beef production that are similar, it would be most logical to combine the two courses so that students are exposed to areas that overlap as well as specifically learning topics unique to each production system. Dr. Huston's proposal responds to this need by involving faculty who previously taught either course, combining topics that are similar to both dairy and beef production and specifically covering topics unique to the previous courses. The proposed course modification mainly accommodates the additional information, adding a week of dairy-specific information and modifying the amount of time for beef-specific information to remain a 4 credit hour course. The modified course also has a more appropriate title ("Beef Production Medicine") to reflect the change.

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Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

P.O. Box 6100 • Mississippi State, MS 39762 • (662) 325-3432
Class meets from 9am-5pm in the PPM seminar room unless otherwise noted.

Participating Instructors:

Carla Huston, DVM, PhD, dipl. ACVPM (course leader)
MSU-CVM Pathobiology and Population Medicine
huston@cvm.msstate.edu  325-1183, 312-5424 (cell)

Wayne Groce, MS, DVM, PhD
MSU-CVM Pathobiology and Population Medicine
groce@cvm.msstate.edu  870-866-5062

Richard Hopper, DVM, dipl. ACT
MSU-CVM Pathobiology and Population Medicine
hopper@cvm.msstate.edu  325-2194

Rich Meiring, DVM, dipl. ACVPM
MSU-CVM Pathobiology and Population Medicine
meiring@cvm.msstate.edu  325-2749

Terri Snead, BS
MSU-CVM Pathobiology and Population Medicine
tsnead@cvm.msstate.edu  325-5900
<table>
<thead>
<tr>
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<th>Location</th>
<th>Topic and Assignments</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 10/12/09</td>
<td>10:30</td>
<td>PPM Conf Room</td>
<td>Beef cattle reproduction: Replacement heifer development, Sire selection/BSE's,</td>
<td>Dr. Hopper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>reproductive disease and disorders.</td>
<td></td>
</tr>
<tr>
<td>Tuesday 10/13/09</td>
<td>10:30</td>
<td>PPM Conf Room</td>
<td>Beef cattle reproduction: continued</td>
<td>Dr. Hopper</td>
</tr>
<tr>
<td>Wednesday 10/14/09</td>
<td>9:00am</td>
<td>PPM Conf Room</td>
<td>Course Introduction - PRETEST</td>
<td>Dr. Huston</td>
</tr>
<tr>
<td></td>
<td>1:00pm</td>
<td></td>
<td>Use of Excel and production records</td>
<td>T. Snead</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Production records, Cow-Calf5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>need computers</strong></td>
<td></td>
</tr>
<tr>
<td>Thursday 10/15/09</td>
<td>9:00am</td>
<td>PPM Conf Room</td>
<td>Utilization of by-products in cattle operations.</td>
<td>Dr. Groce</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mineral supplementation and management.</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>Receiving rations for stocker cattle.</td>
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<td></td>
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<td></td>
<td>Ration balancing for different classes of livestock.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Comments on nutritional software.</td>
<td></td>
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<tr>
<td>Friday 10/16/09</td>
<td>9:00am</td>
<td>PPM Conf Room</td>
<td>Nutrition and ration management (continued)</td>
<td>Dr. Groce</td>
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</tbody>
</table>

**WEEK 2**

<table>
<thead>
<tr>
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<th>Time</th>
<th>Location</th>
<th>Topic and Assignments</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>Monday 10/19/09</td>
<td>10:30p</td>
<td>PPM Conf Room</td>
<td>Poisonous plants and Mycotoxins</td>
<td>Dr. Meiring</td>
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<tr>
<td></td>
<td>1:00pm</td>
<td></td>
<td>Vaccinology, immunology and preconditioning</td>
<td>Dr. Huston</td>
</tr>
<tr>
<td>Tuesday 10/20/09</td>
<td>9:00am</td>
<td>Bat Cave</td>
<td>Respiratory disease</td>
<td>Dr. Scruggs</td>
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<tr>
<td></td>
<td>12:00p</td>
<td>PLI *bring</td>
<td>Receiving stocker cattle</td>
<td>Dr. Trejo</td>
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<tr>
<td></td>
<td>7:00pm</td>
<td>boots and</td>
<td>TEMPLE GRANDIN- Cattle behavior</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>coveralls</td>
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<tr>
<td>Wednesday 10/21/09</td>
<td>9:00am</td>
<td>PPM Conf Room</td>
<td>Feedlot basics</td>
<td>Dr. Huston</td>
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<tr>
<td></td>
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<td>Animal welfare and behavior Video</td>
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<td>BQA/TQA Programs</td>
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<tr>
<td>Thursday 10/22/09</td>
<td>9:00am</td>
<td>Bat Cave</td>
<td>Site visit protocols</td>
<td>Dr. Huston</td>
</tr>
<tr>
<td></td>
<td>10:30am</td>
<td>PPM Conf Room</td>
<td>Biosecurity and Risk Assessments</td>
<td>Dr. Falkner</td>
</tr>
<tr>
<td>Friday 10/23/09</td>
<td>10:30am</td>
<td>PPM Conf Room</td>
<td>NAIS, Animal identification</td>
<td>Mr. Jesse</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dz. Control programs, Economics of dz control, diagnostic testing</td>
<td>Carter</td>
</tr>
<tr>
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<td></td>
<td>Dr. Huston</td>
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### WEEK 3

<table>
<thead>
<tr>
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<th>Subject</th>
<th>Speaker</th>
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<tbody>
<tr>
<td>Monday 10/26/09</td>
<td>9:00am</td>
<td>PPM Conf Room</td>
<td>Gastrointestinal disorders in beef cattle</td>
<td>Dr. Huston</td>
</tr>
<tr>
<td></td>
<td>1:00pm</td>
<td></td>
<td>Parasitology lab and lecture (A2239)</td>
<td>Dr. Varela-Stokes</td>
</tr>
<tr>
<td>Tuesday 10/27/09</td>
<td>9:00am</td>
<td>PPM Conf Room</td>
<td>Parasitology/Immunology</td>
<td>Dr. Newcomb</td>
</tr>
<tr>
<td></td>
<td>1:00pm</td>
<td></td>
<td>Miscellaneous disorders</td>
<td>Dr. Huston</td>
</tr>
<tr>
<td>Wednesday 10/28/09</td>
<td>9:00am</td>
<td>PPM Conf Room</td>
<td>Antimicrobial use FDA, PARAD Food Safety HOT TOPICS</td>
<td>Dr. Huston</td>
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<td>3:00pm</td>
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</tr>
<tr>
<td>Thursday 10/29/09</td>
<td>9:00am</td>
<td>PPM Conf Room</td>
<td>OPTIONAL: Artificial insemination short course (WISE 4043)</td>
<td>Dr. Huston</td>
</tr>
<tr>
<td></td>
<td>10:00am</td>
<td></td>
<td><strong>need coveralls/boots</strong> Heat detection, nutritional programs, reproductive herd health, sire selection, lab.</td>
<td></td>
</tr>
<tr>
<td>Friday 10/30/09</td>
<td>9:00am</td>
<td>PPM Conf Room</td>
<td>OPTIONAL: Artificial insemination short course (WISE 4036) Economics of AI, Reproductive anatomy, estrous cycle, estrus synchronization, lab.</td>
<td>Dr. Huston</td>
</tr>
</tbody>
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### WEEK 4

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Subject</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 11/02/09</td>
<td>9:00am</td>
<td>PPM Conf Room</td>
<td>TBA Risk Assessment and Management Plans (RAMPs)</td>
<td>Dr. Huston</td>
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<tr>
<td>Tuesday 11/03/09</td>
<td>9:00am</td>
<td>PPM Conf Room</td>
<td>Field Visit - TBA</td>
<td>Dr. Huston</td>
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<tr>
<td>Wednesday 11/04/09</td>
<td>9:00am</td>
<td>PPM Conf Room</td>
<td>Cattle marketing Use of implants Cattle market situation and outlook</td>
<td>Dr. Rhinehart</td>
</tr>
<tr>
<td></td>
<td>1:30pm</td>
<td></td>
<td></td>
<td>Dr. Anderson</td>
</tr>
<tr>
<td>Thursday 11/05/09</td>
<td>9:00am</td>
<td>PPM Conf Room</td>
<td>Production Medicine problem sets Post - test</td>
<td>Dr. Huston</td>
</tr>
<tr>
<td>Friday 11/06/09</td>
<td>9:00am</td>
<td></td>
<td>OPEN</td>
<td>Dr. Huston</td>
</tr>
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</table>
CVM 5864 Beef Production Medicine

Resources:


Veterinary Clinics of North America: Food Animal Practice
- March 2007  Topics in nutritional management of the beef cow and calf
- Nov 2006  Ruminant parasitology
- July 2006  Stocker cattle management
- March 2006  Barnyard epidemiology and performance assessment
- July 2005  Bovine theriogenology
- Dec 2004  Infection control

Websites:

Academy of Veterinary Consultants (AVC): “The Academy of Veterinary Consultants (AVC) is an association of veterinarians involved in beef cattle medicine, herd health programs and consultation.” www.avc-beef.org

American Association of Bovine Practitioners: “The American Association of Bovine Practitioners is an international association of veterinarians organized to enhance the professional lives of its members through relevant continuing education that will improve the well-being of cattle and the economic success of their owners, increase awareness and promote leadership for issues critical to cattle industries, and improve opportunities for careers in bovine medicine.” www.aabp.org

Beef Quality Assurance: “Beef Quality Assurance is a national program that provides guidelines for quality beef cattle production.” www.bqa.org

CowCalf software: www.cowcalf.com

Food Animal Residue Avoidance Databank (FARAD): FARAD is a computer-based decision support system designed to provide livestock producers, Extension specialists, and veterinarians with practical information on how to avoid drug, pesticide and environmental contaminant residue problems. www.FARAD.org

Great Plains Veterinary Educational Center (GPVEC): www.gpvec.unl.edu

National Cattlemen’s Beef Association (NCBA): www.beefusa.org

USDA APHIS Veterinary Services, Import and Export: Information regarding interstate and international regulations for animal and animal product imports and exports.

USDA APHIS Veterinary Services, Monitoring and Surveillance: Information on animal health studies can be located here: National Animal Health Monitoring System
http://www.aphis.usda.gov/vs/ceah/ncahs/nahms/

United States Animal Health Association: The United States Animal Health Association (USAHA), the nation's animal health forum for over a century, is a science-based, non-profit, voluntary organization. Its 1,400 members are state and federal animal health officials, national allied organizations, regional representatives, and individual members. www.USAHA.org
Dairy Production Medicine
Experimental Special Topics

Instructors:  
Dr. Douglas E. Hostetler  
Dr. Rich Meiring (visiting instructor)

Dr. Jim Breth

Length of Course:  4 weeks

General Course Description:
This course will provide additional training in skills related to dairy production medicine. The specific skills covered in this elective are related to Dairy Production Records, Milk Quality, Udder Health, Dairy Nutritional Management, and Dairy Enterprise Management. The records used are from the Dairy Records Management System in Raleigh, NC, a DHIA (Dairy Herd Improvement Association) record system.

Objectives:
Week One:
Milk Quality and Udder Health Section:
1. Obtain milk samples and perform cultures to identify common mastitis pathogens.
2. Understand the individual components of a modern milking system.
3. Understand the design of a modern milking system and be able to diagram a system on a dairy farm.
4. Understand the types of testing equipment required to analyze the performance of a milking system.
5. Utilize testing equipment to evaluate the performance of a milking system on a dairy farm.
6. Relate how malfunctioning milking equipment can impact udder health on a dairy farm.
7. Analyze and generate a report on the milking system on a dairy herd.
8. Develop an intervention and control plan for a herd with a contagious mastitis outbreak.
9. Develop standard treatment and control protocols for a herd with increased clinical environmental mastitis.

Week Two:
Dairy Nutritional Management Section:
1. Understand the common feeds and commodities utilized in modern dairy rations.
2. Utilize dairy nutrition software to evaluate and formulate dairy rations for different stages of production.
3. Collect particle separation, ruminoceutics, and lameness scoring data to evaluate a nutrition related lameness outbreak on a dairy unit.
4. Understand the importance of nutritional management, facility design, and cow comfort on a modern dairy operation.
Week Three:
Dairy Enterprise Management Section:
1. Understand the principles of financial planning, partial budgets, capital
   investiture, liability and asset management, and labor costs related to a modern
dairy enterprise.
2. Utilize software to evaluate a planned expansion or management change on a
dairy.

Week Four:
Dairy Production Records Section:
1. Install the dairy records software on a windows based computer.
2. Understand the differences in software utilized by producers, testers, and
   consultants.
3. Evaluate production, reproduction, and udder health parameters from dairy
   records.
4. Design reports for management actions common to most dairy farms.
5. Understand the graphics capability of DRMS software and how it is utilized in
   analyzing dairy farm management.
6. Access and analyze records from three dairy farms and relate this information to
   information gathered during a herd visit.
7. Generate a report highlighting the strengths and weaknesses for each of the herds
   analyzed.

General:
1. Prepare a presentation of the data collected and recommendations formulated
   during the elective.
2. Present the material to students and faculty in the food animal rotation.
Dairy Production Medicine (CVM 5990/5994)

OVERVIEW

GENERAL COURSE DESCRIPTION:
The course will provide training and information related to dairy production medicine.

Sessions will be consists of lectures and some self study supported by labs and field trips (Rule #14 – “Let’s be careful out there”). Lectures will be held in the PPM Conference Room. (RULE #3: “You must be present to win”). You will receive information, data and opinions from each speaker -- some will differ but using evidence based medicine in the real world can lead to those differences. If you are confused ... Ask for clarification or examples. You will be exposed to speakers who have over 80 years of practice experience combined ... use this opportunity to learn from our mistakes and successes.

Be at your designated area at least 15 minutes before your scheduled time. Sessions will begin at 830am unless otherwise directed by one of the faculty members. Most days will be 5-7 hours of contact. Lunch is from 12 noon to 115pm (be back to the designated area at 115pm) and sessions should resume around 130pm. Absences must be approved by the course leader and make up assignments will be given.

Each student will be required to give one oral presentation to the group and interested faculty/MSU staff on one of the following topics: youngstock development, reproduction, nutrition, mastitis/milk quality, or lameness. The presentation should be given at a producer level. Some time has been allotted during the day to work on projects and seek faculty assistance.

A written report to the producer on our findings on field trips will be made by each student. (ie – a letter to Kenneth Graves at the MSU Dairy on our evaluation of his milking equipment, procedures and mastitis cultures or our TMR/rumen pH findings). Reports will be reviewed and critiqued by the group – Constructive criticism is expected.

The final day will be a field trip to a dairy you have never been to. You will be expected to evaluate the farm in all areas: interact with the owner and staff, ask questions/review data, review the farm (facilities and procedures), etc – using the tools you have learned over the course of the elective. Faculty will be present but only in an advisory matter.

Grades will be given by:

A – 90-100
B – 80-89
C – 70-79
D – 60-69
F - ≤ 59

Grades will be based on lab findings of unknowns, faculty’s evaluation on the student’s participation in classes, labs and field trips, make-up assignments and each project (oral or written) and performance on the field trips (especially the DPS herd evaluation). (Rule #7 – “Doing just enough to get by will get you exactly there” & Rule #4 – “All decisions by the judge are final”)
Dairy Production Medicine (CVM5990/5994): TENTATIVE SCHEDULE FOR 2010 COURSE

Week 1

Mon am  Overview – References/handouts - Notebook (Brett, Stockier, Meiring)
?’s for students – What they hope to gain? What topics in nutrition they feel they need?
Spartan download – Brett/Meiring
DHIA Records – Overview/download MSU, Heritage, & Gallop herd data. – Meiring/Brett

pm  DHIA Nutrition related information – Meiring
Benchmarks/Dairy Metrics - Meiring

Tues am  (2-3 hours) Ag Economist – Farm economics or milk pricing
Nutrition terminology - Brett

pm  Feed Commodities – Brett
Penn State shaker boxes – Meiring
Posilac Essentials/Overview (computer program) – Brett
*Homework: Enter ration data into Spartan (examples provided)*

Wed  Feeding and Nutrition (8 hours) – McGee
Review example Spartan rations (load onto student computers for examples –
benchmarks for “problems” (Protein, fiber, carb/fiber ratios, etc.)
Troubleshooting nutrition problems on farm

Thurs  Cow Comfort and Heat Abatement (4 hours) - McGee
POSILAC basics (biology, mode of action, safety, economics) (1 hour) - McGee
POSILAC and rbST-free marketing (2 hours) - McGee
Biotechnology and Environmental Sustainability (2 hours) – McGee
*Homework: Use DART for MSU analysis - Nutrition (what to look for at field trip)*

Fri am  MSU Dairy – TMR analysis, Rumenocentesis, Facility review – Brett/Meiring
Discussion & Student analysis/write up – MSU Dairy (Nutrition/feeding) – Meiring/Brett
Farm protocols – Brett

pm  MSU Dairy - TMR analysis, Rumenocentesis, Facility review – Brett/Meiring

Week 2

Mon am  Mastitis organisms / micro – Stockler/Meiring
Milking procedures – Stockler

pm  Milking equipment – Stockler/Meiring
Milk lab sampling technique (Cow & Bulk Tank) – Meiring/Stockler
Teat end scoring – Meiring

Tues am  DHIA records – mastitis/milk quality (MSU, Heritage, Gallop herds) – Meiring
Students – Review MSU herd & select cows for sampling

pm  MSU Dairy – equipment analysis / milk samples – Meiring/Stockler
*Homework: Review mastitis lab procedures*

Wed am  Review milk culture lab procedures – Meiring/Stockler/Brett
Mastitis Lab – Plate samples & unknowns – Meiring/Stockler/Brett
Review findings at MSU dairy – Meiring/Stockler

pm  Mastitis control strategies – Meiring/Stockler
Mastitis Pharmacology DVD (Erskine) - Brett
Thurs am Mastitis lab – Stockler/Meiring/Brett
Mastitis Therapy/strategies - Meiring
pm Mastitis – case reviews - Meiring
Mastitis – Pfizer DVD (Wilson) - Brett
Fri am Mastitis lab – Stockler/Meiring/Brett
Mastitis – case reviews – Meiring
pm Milk handling/pasteurization - Meiring
Wrap up mastitis section – complete lab, analysis of MSU Dairy & student written reports for farm – Meiring/Stockler/Brett

Week 3
Mon am Transition cow management – Meiring
Facility/free stall design: Cow flow, Cow comfort, Heat abatement – Meiring
pm Environment: Waste Management-?
Bovine lameness – diseases – Stockler
Body condition scoring – Brett/Meiring
Homework: Zinpro locomotion scoring system
Tues am MSU Dairy – locomotion score cow/herd - Brett
Lameness – economics (Zinpro program) – Brett
pm Animal welfare – downer cows, total confinement barns, other issues - Meiring
Student analysis/write-ups on lameness (MSU Dairy)
Wed am Youngstock/heifer development – Meiring
DHIA – Analysis of youngstock/heifer farm programs – Meiring
pm Reproduction – Synch/resynch programs – Brett
Repro - DHIA analysis (MSU/Heritage/Gallop) – Meiring
Homework: Student report on 1 farm – analysis of youngstock/repro
Thurs Field trips – Mactoc & MSU Heifer Unit (heifer development) – Brett
Fecal collection
Modified Wisconsin Technique (Lab)- Brett
Student analysis/write-up (heifer development and fecals)
Fri Anthelmintics/Strategic deworming programs – Newcomb
Vaccinology - Newcomb
pm State/Fed Regulations for Practitioners- Brett
Johnes/BVD - State program – Brett

Week 4
Mon am Mycotoxins – Meiring/Brett
HBS – Brett
DQA – Brett
Vaccine Review & Vaccination programs – Brett
pm (4 hours) Biostats/ Spreadsheets (Huston, Wills, or Epperson)
Tues am  (4 hours) Biostats/ Spreadsheets (*Huston, Wills, or Epperson*)

pm  Poisonous plants – Meiring/Brett
    LF disease - Meiring
    Metabolic profiles – Meiring

Wed  Field trip – DPS, Edwards, MS – Brett/Meiring

Thurs am  Review of DPS Farm – Brett/Meiring

pm  Practice Management - Brett
    Student presentations (45-50 minutes each: Include data from analysis (Youngstock development, Milk Quality/Mastitis, Lameness, Nutrition, or Repro))

Fri am  Field Trip – MSU Cheese Plant

pm  Student presentations (45-50 minutes each: Include data from analysis (Youngstock development, Milk Quality/Mastitis, Lameness, Nutrition, or Repro))
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: CALS  Department: Landscape Architecture
Contact Person: Michael Seymour  Mail Stop: 9725  E-mail: mseymour@lalc.msstate.edu
Nature of Change: Modification  Date Initiated: November, 2010  Effective Date: Fall, 2011
Current Degree Program Name: Bachelor of Landscape Architecture
Major: Landscape Architecture  Concentration:
New Degree Program Name: No change
Major: No change  Concentration:

Summary of Proposed Changes:

The following course is being added:
LA 2652 Precedent Studies

The following course requirements are new:
ENS 2103 Intro to Environmental Science
LA 3654 Landscape Architecture Design IV: Urban Design
LA 4754 Landscape Architecture Design V: Regional Context

The following courses will no longer be required:
CO 1003 Fundamentals of Public Speaking
EC 2113 Principles of Macroeconomics (changed to 'Any Gen Ed' course)
LA 2453 Site Inventory and Analysis
LA 4253 Appl of GIS in LA
LA 4344 Construction IV
PSS 3303 Soils or Geology (GG) Course

This modification also increases the number of elective hours from 4 to 12 and resolves course sequencing issues which requires that some courses be re-numbered (see page 8 of the Degree Program Modification for a summary). The content of these courses is not changing.

Approved:

[Signatures]

Date: 11/15/2010  11/22/2010  11/23/2010  1.5.11

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)

[Signature]

Chair, Deans Council

[Signature]

IHL Action Required

SACS Letter Sent
1. CATALOG DESCRIPTION

Existing:

Landscape Architecture is a design profession, concerned with the harmonious relationship of man and his environment.

Thus, a student of this discipline learns how to apply the design process to discover how physical installations or activities of man can be placed upon the land in a fashion that accommodates man, functionally and aesthetically, and compliments the environment.

The Landscape Architecture program at Mississippi State University is accredited by the American Society of Landscape Architects. Upon completing curriculum requirements, a student receives a Bachelor of Landscape Architecture (B.L.A.) degree. A Master's degree in Landscape Architecture (M.L.A.) is also available. For more information, refer to the Graduate Bulletin.

There are career opportunities for landscape architects with private firms and in governmental agencies. The scope of the profession includes, but is not limited to: site planning for housing developments, shopping centers, malls, civic centers, industrial parks, campuses, motels, resort areas, country clubs, golf courses, and municipal, state, regional and national parks.

In addition to completing the specified courses of the curriculum, all students are required to participate in at least one major department sponsored field trip. A field trip fee will be assessed to specific courses. Students are expected to consult with their academic advisor in choosing electives. Students should check with the department for equipment specifications prior to purchasing.

Landscape Architecture requires that a grade of "C" or better is required to fulfill a curriculum requirement.

The department reserves the right to retain student work for the purpose of records, exhibition, instruction, industry review, etc. In addition to University policies, all students enrolled in this curriculum shall be required to abide by all approved departmental policies.

Proposed:

The profession of landscape architecture offers students the opportunity to engage in shaping the environmental and cultural landscape through planning and design to improve quality of life. The Mississippi State University Landscape Architecture programs teach the artful synthesis of social and ecological processes related to planning, designing, building and managing regenerative communities in Mississippi and the Northern Gulf Region, within a global perspective. Students enrolled in the Bachelor of Landscape Architecture (BLA) program experience an immersive, intense, and rewarding education structured around a studio environment that promotes critical thinking and creative problem solving. The department is dedicated to providing a high-quality education for our students, through small class sizes and one-on-one interaction between student and faculty. The teaching philosophy of the MSU Department of Landscape Architecture is rooted in the cultural and ecological phenomena that constitute our placed-based educational approach to empower student learning. Students in the BLA program cultivate their knowledge, skills, and abilities in a context specific environment across multiple-scales including the site, community, urban, and regional settings.
Our BLA program is the only accredited bachelor of landscape architecture degree program in the three state region of Alabama, Mississippi, and Tennessee. The BLA is a Landscape Architectural Accreditation Board (LAAB) accredited professional degree program. The LAAB evaluates a program based on its stated objectives and compliance to externally mandated minimum standards and accredits professional degrees at the bachelor’s and master’s levels in the United States. Our BLA program prepares students for entry-level positions in design offices, public practice, not-for-profits and primes students for graduate studies in allied professions. In addition, our department offers a Bachelor of Science in Landscape Contracting and Management that students in the BLA program can pursue simultaneously.

**Curriculum:**
The four-year BLA curriculum provides the foundational framework for a career in landscape architecture. The coursework involves knowledge acquisition, skill development, and the ability to apply knowledge and skill through the design process. The first year of the program introduces the student to relevant history, theory and criticism, plants and cultural systems, and digital and traditional communication applications. The second year begins the Design and Construction sequence.

The design studio is at the core of the professional program. The professional studio sequence includes six (6) landscape architecture design studios, Design I-V and Landscape Architecture Capstone Studio. Capstone is the climax studio, where students pursue individual or specialized interests through the development of a semester long project. The construction sequence consists of three (3) courses, Construction I-III. The studio and construction sequence addresses the design, planning and management of the landscape at multiple scales through the application of the design process.

In years two and three of the program, each student must participate in two department led field trips. The field trips are a critical component of the professional curriculum and provide opportunities for students to study, explore, and experience significant works of landscape architecture in the United States and around the world.

The remainder of the required courses in the curriculum addresses professional practice, public policy and regulation, and professional values and ethics. Finally, year four offers students eleven (11) elective hours of coursework to meet each student’s own objectives that lead to a well-rounded university education.

At the successful completion of the fourth year, students receive the professional degree of Bachelor of Landscape Architecture (BLA).

**Standards and Requirements:**
All students in Landscape Architecture are required to have their own personal computer. Students should check with the department for equipment specifications prior to purchasing.

Landscape Architecture requires that a grade of “C” or better is required to fulfill a Major Core Requirement.

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<th>CURRENT CURRICULUM OUTLINE</th>
<th>Required Hours</th>
<th>PROPOSED CURRICULUM OUTLINE</th>
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<td>LA 4844 Design Sustainable Comm.</td>
<td>4</td>
<td>Electives</td>
<td>11</td>
</tr>
<tr>
<td>LA 4855 Capstone Studio</td>
<td>5</td>
<td>Oral Communication Requirement</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>4</td>
<td>Satisfied by successful completion of LA</td>
<td></td>
</tr>
<tr>
<td><strong>Oral Communication Requirement</strong></td>
<td></td>
<td>4854 Capstone Studio</td>
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<tr>
<td><strong>CO 1003 Fundamentals of Public Speaking</strong></td>
<td></td>
<td><strong>Writing Communication Requirement</strong></td>
<td></td>
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<tr>
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<td></td>
<td>Satisfied by successful completion of LA</td>
<td></td>
</tr>
<tr>
<td>Satisfied by successful completion of LA</td>
<td></td>
<td>4723 Professional Practice</td>
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<tr>
<td><strong>Computer Literacy</strong></td>
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<td>Computer Literacy</td>
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<tr>
<td>Satisfied by successful completion of LA</td>
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<td>Satisfied by successful completion of LA</td>
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</tr>
<tr>
<td>1223 Use of Computer in Landscape Arch</td>
<td></td>
<td>1223 Use of Computer in Landscape Arch</td>
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<td>*A letter from the Program Coordinator is attached to the end of this document.</td>
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<tr>
<td><strong>Total Hours</strong></td>
<td>124</td>
<td><strong>Total Hours</strong></td>
<td>124</td>
</tr>
</tbody>
</table>

Oral Communication Requirement
Satisfied by successful completion of LA 4854 Capstone Studio

Writing Communication Requirement
Satisfied by successful completion of LA 4723 Professional Practice

Computer Literacy
Satisfied by successful completion of LA 1223 Use of Computer in Landscape Arch

* A letter from the Program Coordinator is attached to the end of this document.
3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

Reasons for the Modification:
Below are the five major reasons for this degree program modification with a brief explanation of each and a list of what modifications were made as a result.

Reason One: To achieve the department’s mission
The MSU Department of Landscape Architecture’s mission is “to foster the will and ability to plan, design, build and manage regenerative communities.” Our department is known for its strong emphasis on sustainability. In the interest of achieving our mission and maintaining our national reputation as a leader in regenerative design, we have added an environmental science course to our curriculum. We believe that this course will help to inform our students about contemporary environmental science issues and lead to increased awareness of the ecological impact of their work.

Resulting Modifications:
Addition of ENS 2103 Intro to Environmental Science

Reason Two: To increase the emphasis on design and application
As noted in the 2009 Accreditation Report (see the Program Review/Assessment section below), our department has a reduced number of studio design courses as a result of the 2003 curriculum revision which changed our program from a five to a four-year degree. In an effort to increase the emphasis on design studios, we propose adding two new design studio classes to the curriculum. These classes will make use of the material from the eliminated courses and require students to apply the skills in a design solution, thereby creating a more realistic and dynamic learning experience.

Resulting Modifications:
Addition of LA 3654 Landscape Architecture Design IV: Urban Design
Addition of LA 4754 Landscape Architecture Design V: Regional Context
Removal of LA 2453 Site Inventory and Analysis
Removal of LA 4253 Appl of GIS in LA

Reason Three: To increase students’ exposure to the profession and urbanized environments
In an effort to remain competitive with five-year BLA programs, we have added a new travel study course to our curriculum. Because we are a significant distance from a major metropolitan area, it is critical that we have our students spend considerable time traveling and studying in more urbanized environments. This course will provide students with increased awareness of nationally significant works of landscape architecture, improved understanding of potential professional opportunities and a better understanding of the climactic and cultural influences that shape landscape architectural projects. Because this course will occur at the end of the sophomore year, the students will be able to apply what they’ve learned to their remaining design studios.
**Resulting Modifications:**

*Addition of LA 2652 Precedent Studies*

**Reason Four:** To provide a more well-rounded education by creating additional opportunities for our students to take advanced electives

In an effort to create more opportunities for advanced electives, we have had to make some difficult choices regarding existing courses in the curriculum. We believe that we can better serve our students by allowing them to tailor their education to their needs, rather than requiring specific classes outside the department. We have sequenced the program so that the majority of these electives occur toward the end of the program, allowing students to begin preparing for either graduate school or professional practice. We have also decided to make LA 4344 Construction IV into an elective course for BLA students (it will still be required for Landscape Contracting majors). This change was made because we believe that the material taught in the course is simply more appropriate for an elective.

**Resulting Modifications:**

*Removal of CO 1003 Fundamentals of Public Speaking*
*Removal of EC 2113 Principles of Macroeconomics (changed to ‘Any Gen Ed’ course)*
*Removal of PSS 3303 Soils or Geology (GG) Course*
*Removal of LA 4344 Construction IV*
*Increased number of elective hours from 4 to 11*

**Reason Five:** To establish a logical hierarchy of course sequencing which requires majors to begin taking LA classes upon arrival at the university

Since 2003 when the program was changed to a four-year degree, we have had a number of issues with course sequencing. For example, LA 4244 Construction III covers basic building materials of landscape architecture but occurs in the final year (after students have completed most of the classes which would use this information). In addition, the current curriculum is designed so that freshmen take primarily university core courses. This postpones and limits their exposure to the profession. We believe the benefits of having students enter our department earlier are significant and include increased participation in student organizations, guest lectures, workshops and travel programs as well as an increased knowledge of summer employment opportunities. This sequencing adjustment will also help students to stay involved in the overall university by extending their involvement with other departments and programs.

**Resulting Modifications:**

Modification of course numbers for the following:

LA 2253 Plant Design Fund in Landscape Arch (to LA 3653)
LA 2323 Presentation Methods and Media (to LA 1533)
LA 2423 History of Landscape Architecture (to LA 1423)
LA 2433 Landscape Systems (to LA 1333)
LA 3544 Construction I (to LA 2644)
LA 3555 Design Studio I (to LA 2554)
LA 3644 Construction II (to LA 3544)
LA 3655 Design Studio II (to LA 2654)
LA 4244 Construction III (to LA 2544)
LA 4755 Design Studio III (to LA 3554)
LA 4855 Landscape Architecture Capstone Studio (to LA 4854)

How Our Students will benefit from the Changes to the Curriculum:

- Students will benefit from the opportunity to tailor the program to meet their needs through the increase in electives (from 4 to 11 hours).
- Students will be provided the opportunity to prepare for graduate school or professional practice due to the emphasis upon advanced electives. (They also will have an easier time completing a minor in another department.)
- Students will be provided with increased exposure to nationally significant projects of landscape architecture and professional offices through the addition of LA 2652 Precedent Studies.
- Students will be provided with the opportunity to improve their design skills and portfolios as a result of the two new design studio courses.
- Students will receive a more well-rounded education as a result of the increase in electives and the prolonged exposure to other departments and programs.
- Students will be more competitive for summer employment and internships as a result of earlier entry into the department and the two new design studio classes.

Program Review/Assessment:
(Note: The UCCC Guide and Format for Curriculum Proposals requires that 2 of the 4 assessments be provided. Below are assessments 1 and 4).

Comparison with the Leading Academic Program in the Discipline

According to the 2010 DesignIntelligence Landscape Architecture rankings, Virginia Polytechnic Institute and State University has the highest ranked Bachelor of Landscape Architecture program in the nation. The Virginia Tech Department of Landscape Architecture is part of the School of Architecture + Design and also offers a Masters of Landscape Architecture (M.L.A.).

The Virginia Tech BLA is a five-year degree comprising 157 credit hours of study in the following four major areas:

1. Core Curriculum 36 hours
2. LA Core Curriculum 97 hours
3. Professional Courses 9 hours
4. Electives 15 hours
Virginia Tech BLA Curriculum Summary:

"A required design studio anchors each semester of the 5-year program. Technical and theory and methods courses complement the studios and complete the program core curriculum. Graduating students are well prepared for entry-level positions in the profession, but this is not the central focus of our curriculum. We believe that a broad-based university education and preparation for lifelong learning is critical to the success of our graduates and ensures the future health of our profession. The Virginia Tech Core Curriculum and the substantial number of university, restricted, and general electives included in the curriculum enable students to receive a well-rounded university education. These are complemented by an exciting array of opportunities for study abroad and professional internships."

The MSU BLA is a four-year degree comprising 124 credit hours of study in the following three major areas:

<table>
<thead>
<tr>
<th>Existing Curriculum</th>
<th>Proposed Curriculum</th>
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<tbody>
<tr>
<td>36 hours</td>
<td>36 hours</td>
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<tr>
<td>2. LA Core Curriculum</td>
<td>2. LA Core Curriculum</td>
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<tr>
<td>88 hours</td>
<td>77 hours</td>
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<tr>
<td>3. Electives</td>
<td>3. Electives</td>
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<tr>
<td>4 hours</td>
<td>11 hours</td>
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</tbody>
</table>

Obviously, the essential difference between the Virginia Tech BLA and the MSU BLA is the additional year of study that VT requires. Because our graduates are competing with five-year programs, we have to take an innovative approach to our curriculum and find ways to enhance our students’ experiences without increasing required course hours. Our approach to this curriculum modification has been to emphasize design studio classes and a more broad-based education. We believe that these modifications are in-line with the approach of other BLA programs (such as Virginia Tech) and that they will better prepare our students for a variety of employment and educational opportunities.

Advisory Board or External Review Assessment and Feedback of the Degree Program:

The Bachelor of Landscape Architecture re-accreditation visit occurred in the spring of 2009. The program was granted 2-year provisional status and will be revisited in the spring of 2011. Among the issues raised by the Landscape Architecture Accreditation Board (LAAB) was the curriculum which was changed from a five-year to a four-year program during the prior accreditation period. Below is the portion of the 2009 accreditation report that deals with the curriculum (critical portions of the text are highlighted). Please note that some of the LAAB’s recommendations and suggestions are being met outside of this process of curriculum revision. Only those issues connected to the curriculum are addressed in the discussion that follows the LAAB report.

1 From http://archdesign.vt.edu/landscape-architecture/bachelor_of_landscape_architecture
3. PROFESSIONAL CURRICULUM
The first-professional degree curriculum must include the core knowledge skills and applications of landscape architecture: landscape architectural history, philosophy, theory, values, ethics, practice, planning, design, implementation, and management. The purpose of the curriculum is to achieve the learning goals stated in the mission and objectives. Statements of objectives that address the curriculum should be related to the program’s mission and learning objectives.

a) In addition to the professional curriculum, a first-professional degree program at the bachelor’s level shall provide an educational context enriched by other disciplines, including but not limited to: liberal and fine arts, natural sciences, social sciences and opportunities for students to develop areas of interest.

b) In addition to the professional curriculum, a first-professional degree program at the master’s level shall provide instruction in and application of research and/or scholarly methods in areas that provide expertise or expanded knowledge related to the profession.

Assessment:

Met Met with Recommendation Not Met

Rationale:
The subject areas covered by this 4 year, first professional degree curriculum are generally adequate. Course syllabi covered a broad range of professional knowledge and skills. The program changed from a 5 year to a 4 year BLA program during the current review period. Curricular changes were made to dove-tail with an anticipated subsequent 2nd professional degree program which has not materialized. While maintaining the previous technical, engineering, and university core courses, the current 4 year program reduces the number of landscape architecture studio courses to 4, resulting in a perceived lack of design depth in studio coverage, as represented in the student work displayed. Some courses which appear to be lecture/seminar format on paper have been unofficially adapted to include a studio orientation. The overall curricular structure while adequately covering professional subject areas is somewhat disjointed. For example the introduction to design occurs in the first year, while the second year has no studio courses. Interviews with students revealed concerns that technical subjects were being taught prior to design studios which might provide the professional rationale or background to subsequent technical competencies. The articulation of transfer students and students changing majors results in a variety of course sequencing issues, of noted concern to both students and faculty. Students progressing through the program in varied ways is the result of structural/curricular conditions (lack of structured sequencing, inclusion of pre-requsites, et al), and a factor of advising. Course and curricular assessment exists only through standardized course evaluations and informal student exit interviews.

The 4 year curriculum provides little opportunity for students to pursue specialized interests beyond the required LA coursework. Beyond University Core requirements, LA students have no structured time in the curriculum for advanced courses in the sciences,
arts, or humanities, and the department offers only limited opportunities for specialized electives or advanced topics. Pursuing specialized topics or minors are undertaken only over and above already full schedules.

While a substantial section of the SER dealt with student advising, it was noted during the visit that all undergraduate student advising had been delegated to the department’s administrative secretary. Students, faculty and the administrative staff person all expressed concern about this.

Recommendations Affecting Accreditation:
1. Develop and implement formalized strategies and methodologies to assess student achievement of departmental, course and curricular objectives.
2. Provide structured ways for students to develop areas of interest which go beyond coursework required by College and University Core requirements.

Suggestions for Improvement:
1. Include course sequencing, prerequisites and transfer student articulation as an important part of the curricular review process.
2. Provide students with opportunities to interact with other disciplines, notably architecture, natural science and engineering.
3. Encourage wider participation in a structured internship program.
4. Consider curricular additions/revisions which would provide students with expanded opportunities for specialized department electives, advanced directed studies in other disciplines, or the opportunity to minor in another subject.
5. Develop revised policies and procedures regarding student advising and assign each student a faculty academic advisor or appoint a faculty member to be responsible for this important curricular component.

How this Degree Program Modification responds to the Landscape Architecture Accreditation Board’s (LAAB) Comments:
This curriculum modification addresses the concerns of the LAAB accreditation team and faculty. In the first area of highlighted text above, the LAAB mentions the reduced number of design studios. The faculty agrees that this is an issue and proposes to increase the number of studios by two. The second portion of highlighted text mentions course sequencing which comprises the majority of changes made to the curriculum. The re-sequencing was devised during a series of faculty retreats and is the reason that many of the courses are being renumbered. The LAAB’s concern regarding the teaching of technical subjects before design studios has been addressed by incorporating the subject matter from the technical courses into studio classes so that the information is learned and applied simultaneously. Finally, the last portion of highlighted text mentions the importance of specialized interests. Because our program has far fewer hours than many BLA programs, it is challenging to find room for specialization. However, we believe that we have maximized these opportunities by increasing the electives from 4 to 11 and by providing many of the electives at the end of the curriculum where they can be understood in the context of the profession and used to prepare students for either graduate school or professional practice.
The program modification proposal must also address the following questions:

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

The needs met by the program will not change significantly as a result of these modifications. The modifications are intended to improve the quality of the education that we are providing and thereby improve future prospects for our students.

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

This change should not result in any duplication. We will continue to offer the only Bachelor of Landscape Architecture degree in the state.

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

It is unlikely that these changes would influence the makeup of our student body in any significant way. There are other actions being taken by the department which may be helpful in increasing diversity, but these curriculum modifications should not have a significant effect.

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.

The curriculum changes are intended to increase the competitiveness of graduates in several ways. First, students will enter the department earlier thereby providing increased exposure to the profession and department activities. It is hoped that this will result in increased awareness and participation in student organizations, guest lectures, workshops and travel programs as well as an increased knowledge of summer employment opportunities. We believe that this will help to make our students more competitive for internships and provide them with a more thorough exposure to the profession. Second, we believe that the addition of the two design courses that have been added to the curriculum will help to ensure that we remain competitive with 5-year BLA programs. By eliminating two skill-based courses (LA 2453 Site Inventory and Analysis and LA 4253 Appl of GIS in LA) and incorporating this subject matter into design studios, we believe we can provide our students with a more thorough understanding of the subject matter by having them apply their skills in an actual design project. Finally, the addition of LA 2652 Precedent Studies to the curriculum will provide students with increased exposure to national significant works of landscape architecture and the opportunity to visit additional professional offices where they may eventually seek employment. We believe that this will aid the students in understanding the profession and encourage them to look further afield following graduation.
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.

It would be unrealistic to expect that this change would result in significant salary increases for graduating students, especially considering the current economic climate. However, we believe that these changes to the program will help to maintain and improve prospects for our graduates as well as make us more competitive with similar programs in other states. Many BLA programs are five-year degrees (including the programs at the Virginia Tech, University of Georgia and Louisiana State University). Because ours is a four-year degree, we believe it is essential that we make these modifications in order to stay competitive. We also have provided the opportunity for students to pursue other interests (via increased electives) toward the end of the program which we believe will help them to specialize and prepare them for graduate school (an option which more of our students are pursuing) or professional practice.

4. SUPPORT

See the attached cover letter which includes the Degree Program Modification, course addition and course modifications.

5. PROPOSED 4-LETTER ABBREVIATION

BLA

6. EFFECTIVE DATE

Fall, 2011
Dear Dr. Cox,

Attached is a Degree Program Modification for the Bachelor of Landscape Architecture (BLA) program. The faculty has been working toward revising the BLA curriculum since the spring of 2009. Through a series of retreats, we have devised a curriculum that we believe will be substantially superior to our current program of study. The changes are outlined in the attached documents and have been voted on and approved by the faculty. Included with the Degree Program Modification are a course addition (LA 2652) and a number of course modifications. The course modifications are a result of the re-sequencing we have done and largely confined to numerical changes.

The Department of Landscape Architecture Curriculum Committee has reviewed and approved the Degree Program Modification, the course addition and each of the proposed course modifications. Please feel free to contact me if you have questions or need additional information. Thank you for your advice and guidance during this process. We look forward to hearing from you regarding our submittal.

Sincerely,

Michael Seymour
Curriculum Committee

Sadik Artunc
Department Head

G. Wayne Wilkerson
Curriculum Committee

Timothy Schauwecker
Curriculum Committee
MISSISSIPPI STATE UNIVERSITY

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

College: CALS
Department: Landscape Architecture

Contact Person: Tim Schauwecker
Mail Stop: 9725
E-mail: tschauwecker@lalc.msstate.edu

Nature of Change: Modification
Date Initiated: November, 2010
Effective Date: Fall, 2011

Current Degree Program Name: Landscape Contracting and Management
Major: Bachelor of Science in Landscape Contracting and Management
Concentration:

New Degree Program Name: No change
Major: No change
Concentration:

Summary of Proposed Changes:

The following course requirements are new:
LA 1333 Landscape Systems and Plant Communities
MGT 3233 Entrepreneurship
LA 4753 Sustainable Landscape Management

The following courses will no longer be required:
LA 1701 Intro to Landscape Contracting
LA 2701 Landscape Contracting Seminar I
MGT 3114 Principles of Management and Production
LA 4733 Landscape Contracting III
LA 4744 Landscape Contracting IV

This modification also increases the number of elective hours from 4 to 12 and resolves course sequencing issues which requires that some courses be re-numbered (see page 6 of the Degree Program Modification for a summary). The content of these courses is not changing.

Approved:

Date:

11/7/2010
11/12/2010
11/23/2010
1/5/11

January 23rd, 2011

IHL Action Required

☑ SACS Letter Sent
DEGREE MODIFICATION OUTLINE FORM

Use the chart below to indicate your new degree outline. If any General Education (Core) course is acceptable in the category, please indicate by saying "any Gen Ed course". There is no need to type in the whole list. All deleted courses and information should be shown in italics and all new courses and information in bold. Include the course prefix, number, and title.

<table>
<thead>
<tr>
<th>CURRENT Degree Description</th>
<th>PROPOSED Degree Description</th>
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<tbody>
<tr>
<td><strong>Degree:</strong> B.S.</td>
<td><strong>Degree:</strong> B.S.</td>
</tr>
<tr>
<td><strong>Major:</strong> Landscape Contracting and Management</td>
<td><strong>Major:</strong> Landscape Contracting and Management</td>
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<tr>
<td><strong>Concentration:</strong></td>
<td><strong>Concentration:</strong></td>
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</table>

A landscape contractor is a specialty contractor who provides the materials and services needed to make the landscape architect's project become a reality; and/or to provide the management and maintenance needed to keep the project in prime condition after implementation.

All students in Landscape Contracting and Management are required to have their own personal computer. Students should check with the department for equipment specifications prior to purchasing.

The Landscape Contracting and Management degree program at Mississippi State University, accredited by the Professional Landcare Network (PLANET), requires three internships which involve three semesters of experiential learning and field experience with an approved landscape contracting company or agency; and, under supervision of a qualified supervisor and oversight of Mississippi State University faculty. In addition, two departmental field trips are specific curriculum requirements for this degree. A field trip fee will be assessed to specific courses. Upon successful completion of curriculum requirements, a student receives a Bachelor of Science degree in Landscape Contracting and Management.

In as much as the published Bulletin of Mississippi State defines a letter grade of "D" as poor, The Department of Landscape Architecture requires that a grade of "C" or better is required to fulfill a major core requirement.

The department reserves the right to retain student work for the purpose of records, exhibition, instruction, industry review, etc. In addition to Mississippi State University policies, all students enrolled in this curriculum shall be required to abide by all approved departmental policies.  
* As published in the Department of Landscape Architecture policy manual.

<table>
<thead>
<tr>
<th>CURRENT CURRICULUM OUTLINE</th>
<th>Req Hrs</th>
<th>PROPOSED CURRICULUM OUTLINE</th>
<th>Req Hrs</th>
</tr>
</thead>
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<td><strong>English (Ex: EN 1103 English Comp I):</strong></td>
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<td>EN 1103 English Comp I or EN 1163 Accelerated Comp I</td>
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<td>EN 1103 English Comp I or EN 1113 English Comp II or EN 1173 Accelerated Comp II</td>
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<tr>
<td>EN 1113 English Comp II or EN 1173 Accelerated Comp II</td>
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<td>Fine Arts (General Education):</td>
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<td>Any Gen Ed course</td>
<td>Any Gen Ed course</td>
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<td>Natural Sciences</td>
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<td>(2 labs required from Gen Ed):</td>
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<td>BIO 2113 Plant Biology w/ lab</td>
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<td>PSS 3303 Soils</td>
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<td>Math (General Education): Any Gen Ed Course</td>
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<td>FLS 1123 Spanish II</td>
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<td>EC 2113 Principles of Macroeconomics</td>
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<td>Major Core Courses</td>
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<td>LA 1701 Intro to Landscape Contracting</td>
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<td>LA 1711 Landscape Contracting Internship I</td>
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<td>LA 2323 Presentation Methods &amp; Media</td>
<td>LA 1533 Presentation Methods &amp; Media</td>
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<td>LA 1153 Intro to Landscape Arch</td>
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<td>LA 2701 Landscape Contracting Seminar I</td>
<td>LA 1333 Landscape Systems and Plant Communities</td>
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<td>PSS 2423 Plant Materials I</td>
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<td>PSS 3473 Plant Materials II</td>
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<td>LA 2253 Planting Design Fundamentals in Landscape Architecture</td>
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<td>LA 3713 Landscape Contracting I</td>
<td>LA 1533 Presentation Methods &amp; Media</td>
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<td>LA 3544 Landscape Construction I with Lab</td>
<td>LA 1153 Intro to Landscape Arch</td>
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<td>LA 1333 Landscape Systems and Plant Communities</td>
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<td>PSS 3133 Intro to Weed Science</td>
<td>PSS 2423 Plant Materials I</td>
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<td>ACC 2023 Principles of Managerial Accounting</td>
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<td>LA 4724 Landscape Contracting II</td>
<td>LA 2253 Planting Design Fundamentals in Landscape Architecture</td>
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<td>PSS 4353 Arboriculture &amp; Landscape Maintenance</td>
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<td>EPP 3423 Ornamental &amp; Turfgrass Insects</td>
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<td>MGT 3114 Principles of Management &amp; Production</td>
<td>LA 2711 Landscape Contracting Internship II</td>
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<td>CO 1093 Honors Oral Communication</td>
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JUSTIFICATION AND STUDENT LEARNING OUTCOMES

The proposed modifications will update the Landscape Contracting and Management (LCM) Curriculum to reflect changes in courses in the Bachelor of Landscape Architecture (BLA) degree in the Department of Landscape Architecture and improvements to student learning outcomes in the LCM Program. BLA classes in the current catalog description will be replaced with classes that have been updated to new course numbers in the Department of Landscape Architecture.

The Landscape Contracting Program is essentially comprised of course from three disciplines: Landscape Architecture, Plant and Soil Sciences, and Business. We are particularly closely aligned with the Landscape Architecture Program. With curriculum modifications occurring in the LA program, it is necessary for the Landscape Contracting and Management program to follow suit. Other minor modifications are proposed at this time to reflect current needs and trends in the green industry (LA 1333, MGT 3323, LA 4753).

The modification to the current catalog description will reflect the following:

**LA 1333 Landscape Systems and Plant Communities** introduces ecological principles and their application to managing the landscape systems of plants, water and soil. Successful landscape management and planting design depend on sound decision making regarding the choice of plants for given soil and water regimes. This course established the knowledge required to make these decisions. This course also represents another opportunity for interaction between the landscape contracting and landscape architecture students.

**MGT 3323 Entrepreneurship** replaces MGT 3114 Principles of Management and Production. The justification for this modification comes from the entrepreneurial nature of landscape contracting. Graduates from our program typically either go into business for themselves or go to work for privately held companies. Small companies are inherently entrepreneurial, and knowledge of establishing and growing a privately held company is important for our graduates to understand. Large companies that hire our students are typically structured such that branches tend to be run like smaller companies, and the entrepreneurial profit concept is important to these companies as well.

**LA 4753 Sustainable Landscape Management** replaces LA 4744 LCIV Maintenance Cost Estimating. The justification for this modification reflects current demands for the ability of an LCM graduate to understand the nature of sustainable practices and to be able to manage multiple natural systems in the landscape. LA 4744 focused on landscape maintenance cost estimating, a subject that is covered in LA 4724 LCII Construction Cost Estimating. Sustainable practices are installed frequently in the landscape, and our graduates need the skills required to construct and manage them.

**LA 4723 Professional Practice in Landscape Architecture** replaces LA 4733 Landscape Contracting III Firm Management. These courses are redundant, covering similar subjects in separate classes. This course represents another opportunity for interaction between the landscape contracting and landscape architecture students. MGT 3323 Entrepreneurship will serve to augment students understanding of business management at the small scales that are typical of the landscape industry. The course description and syllabus for LA 4723 lists office management, contracting, budgeting, proposals, supervision of construction contracts, professional liability, and ethics as topics of inquiry for the course. These topics are the basis for LA 4733, all of which will continue to be addressed in LA 4723.
LA 2544 Construction I: Materials. This reflects a new course number for this class in the Department of Landscape Architecture. The new course in the Landscape Architecture curriculum moves the materials class earlier in the progression, and provides an opportunity to combine the Materials courses within the Department. The Contracting curriculum currently has its own materials class, and this class will combine the two courses.

The student learning outcomes associated with these changes in the Landscape Contracting and Management curriculum include a more comprehensive background in landscape and planting design, more detailed knowledge of sustainable practices, a better understanding of the relationship between landscape architects and landscape contractors, and a more complete view of the applications of entrepreneurship in our field.

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

Local, state, regional and national educational and cultural needs will continue to be met by this program change.

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

No change, there will not be duplication in the System.

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

No change.

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

This program change will result in an increase in the potential placement or our graduates, according to the LCM Advisory Committee, made up of professionals in the landscape contracting field. The emphasis on design understanding, green infrastructure, and entrepreneurship will make our students very competitive in the job market. In particular, the increased emphasis on green infrastructure will be important to our students in the workplace. The landscape industry is undergoing a major shift towards an emphasis on managing natural resources and ecosystem services. The modifications to the LCM program reflect needed focus on the design, installation, management, and understanding of the landscape elements of green infrastructure.

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.

No change.

SUPPORT
See attached letter of support

PROPOSED 4-LETTER ABBREVIATION
No Change

EFFECTIVE DATE
August 2011

Comparison to Other Programs
The Landscape Contracting and Management program at Mississippi State is unique in a number of ways. It was the first such degree program in the United States. As such, it became the template for the development of similar programs across the country. You can see this reflected in the three degree programs examined for comparison of the proposed curriculum modification (Colorado State University, Brigham Young University, and University of Maryland, attached). Our proposed modification keeps the program in line with other such programs. The programs focus on three areas of study: Landscape Design, Business, and the Plant and Soil Sciences. One major difference between our program and all other programs in the United States is our close working relationship with our Landscape Architecture program. No other program in the United States is housed in a Department of Landscape Architecture. Other programs (Colorado State for example, Department of Horticulture and Landscape Architecture) share a department with Landscape Architecture, but the working relationship is not nearly as close as ours is. Other departments also have their students take Landscape Architecture classes (University of Maryland for example, two classes), but none have the degree of integration that our program enjoys. When Robert Callaway first established our program at MSU, his goal was to have as much interaction between Landscape Contractors and
Landscape Architects as possible, which is why the program is in the Department of Landscape Architecture and not the Horticulture Department (now the Department of Plant and Soil Sciences). Other schools have not had the ability to have this relationship, and our students are conferred a competitive advantage because of this relationship, especially in the Design/Build sector of the industry. Our program will maintain these advantages with the new curriculum, and in fact will have increased opportunities for interaction with Landscape Architecture students.

Colorado State University:

**LANDSCAPE BUSINESS CONCENTRATION – LBIRL**

**ENVIROMENTAL, HORTICULTURE MAJOR - ENHR**

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**SOPHOMORE YEAR**

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**JUNIOR YEAR**

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<td>Nursery Production &amp; Management</td>
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<td>HORT 322</td>
<td>Herbaceous Plants</td>
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<td>HORT 370</td>
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**SENIOR YEAR**

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<td>BPM 308</td>
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<td>BPM 302</td>
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**Note:** Refer to General Catalog for official guidelines and requirements. Checksheet specifies upper level credits (42 required for graduation). 3S Horticulture credits specified.

1Select from list of courses in Category 1-B in All-University Core Curriculum (AUCC).
2Select from list of courses in Category 3-D in the AUCC.
3Select from list of courses in Category 3-E in the AUCC.
4This concentration includes a Business Administration Minor
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<tr>
<td>General &amp; Cultural Awareness</td>
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<td>Skills Extension</td>
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<td>Effective Communication</td>
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<td>Advanced &amp; Oral Communication</td>
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<tr>
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</tr>
<tr>
<td>Arts, Letters, and Sciences</td>
<td>2.0</td>
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<td>Legislation</td>
<td>1.0</td>
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<td>Science/Engineering Principles &amp; Reasoning</td>
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<td>Biological Sciences</td>
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</tr>
<tr>
<td>Physical Sciences</td>
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</tr>
<tr>
<td>Mathematical Science</td>
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</tr>
<tr>
<td>Computer Science</td>
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<td>from Approved List</td>
</tr>
<tr>
<td>Case Environments</td>
<td>1.0</td>
<td>from Approved List</td>
</tr>
<tr>
<td>Religion Options</td>
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<td>from Approved List</td>
</tr>
<tr>
<td>Open Options</td>
<td>Variable</td>
<td>Variable</td>
</tr>
</tbody>
</table>

### Graduation Requirements

| Minimum hours needed to graduate | 13.0 |

---

### Program Requirements (63-67.5 total hours)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
<th>Classes</th>
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</thead>
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<tr>
<td>Completion of the following required departmental courses</td>
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</tr>
<tr>
<td>ARC 200 Principles of Accounting</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>ARC 251 Financial Management</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>ARC 4H4A Agricultural Management 1</td>
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</tr>
<tr>
<td>ARC 4H4B Agricultural Management 2</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>ARC 115 General Principles and Problems</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>ARC 150 Computer Communications</td>
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<td></td>
</tr>
<tr>
<td>ARC 151 Computer Programming Skills</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>ARC 255 Field Ecology</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>ARC 257 Plant Identification</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>ARC 277 Plant Propagation</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>ARC 290 Landscape Plants</td>
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<td></td>
</tr>
<tr>
<td>ARC 310 Specialized Plant Design</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>ARC 312 Plant Identification</td>
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<td></td>
</tr>
<tr>
<td>ARC 390 Plant Community Design</td>
<td>3.0</td>
<td></td>
</tr>
</tbody>
</table>

### Advisory Committee Review and Approval

The Landscape Contracting Advisory Committee first considered the proposed changes to the curriculum in the Fall of 2009. Faculty at MSU had begun the process of curriculum modification, and early drafts were presented to the Committee. The committee approved the proposed curriculum in Fall of 2010, and are supportive of the proposed changes.
Dr. Michael Cox  
CALS CCC  
Mailstop 9555  
Mississippi State University  

November 4, 2010  

Dear Dr. Cox,  

Attached is a Degree Program Modification for the Landscape Contracting and Management (LCM) program. The degree modification corresponds to changes to the Bachelor of Landscape Architecture (BLA) program. The landscape architecture component of the LCM curriculum is a cornerstone of the LCM program. The faculty has been working toward revising the BLA curriculum since the spring of 2009. Through a series of retreats, we have devised a curriculum that we believe will be substantially superior to our current program of study. The changes are outlined in the attached documents and have been voted on and approved by the faculty.  

The Department of Landscape Architecture Curriculum Committee has reviewed and approved the Degree Program Modification. Please feel free to contact me if you have questions or need additional information. Thank you for your advice and guidance during this process. We look forward to hearing from you regarding our submittal.  

Sincerely,  

Michael Seymour  
Curriculum Committee  

Sadik Artunc  
Department Head  

G. Wayne Wilkerson  
Curriculum Committee  

Timothy Schauwecker  
Curriculum Committee
APPROVAL FORM FOR
DEGREE PROGRAMS
MISSISSIPPI STATE UNIVERSITY

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

College: Architecture, Art and Design
Department: Interior Design

Contact Person: Amy Crumpton  Mail Stop: 9543  E-mail: acrumpton@caad.msstate.edu

Nature of Change: removal of required course  Date Initiated: 8-17-10  Effective Date: upon approval

Current Degree Program Name: Bachelor of Science in Interior Design

Major: Interior Design  Concentration: All concentrations

New Degree Program Name:

Major:  Concentration:

Summary of Proposed Changes:

• Removal of ARC 1003: Concept and Form from Major Core Courses.
• Addition of, CO 1003, OR CO 1013 to degree program (to replace ARC 1003).

Approved:

Date:

Chair, Graduate Council (if applicable)

Chair, Deans Council

IHL Action Required  SACS Letter Sent
November 17, 2010

RE: Removing Concept and Form (ARC 1003)

Dear UCCC:

The Interior Design department has determined that recently adopted class, ARC 1003: Concept and Form should be removed from the Interior Design curriculum. It is not currently meeting the needs of our students or our accrediting body, the Council for Interior Design Accreditation (CIDA). We have determined that the three replacement hours shall be a Speech equivalent (CO 1003, or CO 1013). All of our faculty are in support of this change and have signed the document below.

Thank you,

Amy Crumpton, Interior Design Program Curriculum Committee Chair

Beth Miller, Program Chair
Robin Carroll, Instructor
Annie Crawford, Assistant Professor
Lyndsey Miller, Visiting Asst. Professor
3. **JUSTIFICATION AND STUDENT LEARNING OUTCOMES**

**Concept and Form: ARC 1003 removal:** The Interior Design department has determined that recently adopted class, ARC 1003: Concept and Form, should be removed from the Interior Design curriculum. It is not currently meeting the needs of our students or our accrediting body, the Council for Interior Design Accreditation (CIDA). We have determined that the three replacement hours shall be a Speech equivalent (CO 1003, or CO 1013). The Communications department has agreed to support this change.

4. **SUPPORT**
   (see attached)

5. **PROPOSED 4-LETTER ABBREVIATION**
   no change

6. **EFFECTIVE DATE**
   upon approval
Beth & Amy,

The Department of Communication supports the inclusion of CO 1003 or CO 1013 in the Interior Design curriculum to satisfy the oral communication competency requirement.

If you need additional support in this, please let me know what else we can do.

Amy

Amy B. Fountain
Department of Communication
Mississippi State University
afountain@comm.msstate.edu
662-325-8938

Beth Miller 11/18/10 5:31 PM >>>

Amy,

I did receive your phone message about the letter signed by your department head. I am heading out of town tomorrow on an accrediting visit and not back until after Thanksgiving. Can you copy Amy Crumpton acrumpton@caad.msstate.edu on the email so that she will have this to send forward to UCCC? Thanks so much, we appreciate your help with this.

Beth

Beth R. Miller, ASID, IDEC
Director Interior Design
College of Architecture, Art + Design
662-325-7699
### DEGREE PROGRAM MODIFICATION

#### 1. CATALOG DESCRIPTION

**Current:** No Change  
**Proposed:** No Change

#### 2. CURRICULUM OUTLINE

#### DEGREE MODIFICATION OUTLINE FORM

<table>
<thead>
<tr>
<th>CURRENT Degree Description</th>
<th>CURRENT CURRICULUM OUTLINE</th>
<th>Required Hours</th>
<th>PROPOSED Degree Description</th>
<th>PROPOSED CURRICULUM OUTLINE</th>
<th>Required Hours</th>
</tr>
</thead>
</table>
| Degree: Bachelor of Science in Interior Design  
Major: Interior Design  
Concentration: All concentrations | English (Ex: EN 1103 English Comp I and EN 1113 English Comp II): | 6 | Degree: no change  
Major: no change  
Concentration: no change | English (Ex: EN 1103 English Comp I and EN 1113 English Comp II): | 6 |
| Old Degree Description: No change | Fine Arts (General Education): ID 3643 | 3 | New Degree Description: No change | Fine Arts (General Education): | 3 |
| | Natural Sciences (2 labs required from Gen Ed): | 6 | | Natural Sciences (2 labs required from Gen Ed): | 6 |
| | Extra Science (if appropriate): CH 1043 | 3 | | Extra Science (if appropriate): | 3 |
| | Math (General Education): MA 1313 | 6 | | Math (General Education): | 6 |
| | Humanities (General Education): | 6 | | Humanities (General Education): | 6 |
| | Social/Behavioral Sciences (Gen Ed): PSY1013 | 6 | | Social/Behavioral Sciences (Gen Ed): | 6 |
| | Major Core Courses | 88 | | Major Core Courses | 88 |
| | ARC 1003 Concept and Form  
ART 1123 Design I  
ART 1133 Design II  
ART 1213 Drawing I  
ART 2103 Photography I OR CO 3403 Intro to Photography as Communication  
HS 2664 Textiles for Interiors  
ID 1683 Interior Design Graphics  
ID 1694 ID Studio I  
ID 2203 Rendering  
ID 2615 ID Studio II  
ID 2633 Int Materials, Treatments & Resources  
ID 3363 3D CAD Modeling in Interior Design  
ID 3603 Digital Design for Interiors | | | | Add CO1003, OR CO1013 OR ID Elective | ART 1123 Design I  
ART 1133 Design II  
ART 1213 Drawing I  
ART 2103 Photography I OR CO 3403 Intro to Photography as Communication  
HS 2664 Textiles for Interiors  
ID 1683 Interior Design Graphics  
ID 1694 ID Studio I  
ID 2203 Rendering  
ID 2615 ID Studio II  
ID 2633 Int Materials, Treatments & Resources  
ID 3363 3D CAD Modeling in Interior Design |
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, Butler-Williams Building, Suite B, 100 Walker Road, (Mail Stop 9699).

College or School: Education and Special Education

Department: Curriculum, Instruction, and Special Education

Contact Person: Devon Brenner
dgb19@msstate.edu

Phone: 325-7119  E-mail:

Nature of Change: Modification

Date: Fall 2009

Date Initiated: 12/1/2008  Effective

New or Current Degree Program Name: Elementary Education

Summary of Proposed Changes:

- Change requirement to take PS 1113 to the option of taking either PS 1113 American Government or SO 1003 Intro to Soc or SO 1203 Marriage and Family
- Change the requirement to take a grammar elective to the option to take a grammar elective or another English above Comp II
- Allow additional choices for the middle school concentration endorsement areas

Approved:

Charlotte

Date: 11-8-10

Department Head

Dana P. Yung

Chair, College or School Curriculum Committee

Harry B. Yung

Dean of College of School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Peter L. Ryan

Chair, Deans Council

Date: 11-30-10

11/30/10

1/5/11

January 25th, 2011
Proposal to Modify the Elementary Education Degree

1. CATALOG DESCRIPTION—No modification

2. CURRICULUM OUTLINE—Attached

3. JUSTIFICATION AND LEARNING OUTCOMES
   Fifty percent of the degree program must be earned at Mississippi State University. The remaining courses required in the degree, including university core course requirements and endorsement hours in subject areas, can be taken from community colleges or from Mississippi State. Nearly two-thirds of elementary education majors transfer a substantial portion of their core coursework from community colleges.

   In spring 2010, the articulation agreement with community colleges was revised to simplify the transition from community colleges to 4-year institutions. The Mississippi Institutions of Higher Learning stipulated that all universities in Mississippi offering a program leading to a degree in elementary education identify the same core courses in English, Mathematics, Social Sciences, Natural Sciences and Fine Arts that could be transferred from the community colleges. This decision stemmed from a desire to do away with the need to have individual 2 + 2 agreements between universities and community colleges/junior colleges. The Chief Academic Officers approved the new Elementary Education Articulation Agreement and beginning in the new program be followed as of Fall 2010. However, students following an individual 2 + 2 agreement between a specific university and a specific CJC will be allowed to complete the program under the current agreement. The Mississippi State University Elementary Education Program already had an approved program that was aligned with the Mississippi Institutions of Higher Learning revised articulation agreement, except for the English and Social Science requirements and options allowed for middle school concentration endorsements. As a result of this change, we are required to modify our degree program to be consistent with the articulation agreement. The articulation agreement is attached.

   A summary of the changes is provided:

<table>
<thead>
<tr>
<th>Current</th>
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<tbody>
<tr>
<td>English/Humanities (12 hours)</td>
</tr>
<tr>
<td>EN 1103 English Comp I or</td>
</tr>
<tr>
<td>EN 1163 Accelerated Comp I</td>
</tr>
<tr>
<td>EN 1113 English Comp II or</td>
</tr>
<tr>
<td>EN 1173 Accelerated Comp II</td>
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<tr>
<td>English Grammar Elective</td>
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<td>EN 1103 English Comp I or</td>
</tr>
<tr>
<td>EN 1163 Accelerated Comp I</td>
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<tr>
<td>EN 1113 English Comp II or</td>
</tr>
<tr>
<td>EN 1173 Accelerated Comp II</td>
</tr>
<tr>
<td>English Grammar Elective or other EN Above Comp II</td>
</tr>
<tr>
<td>English Literature Elective</td>
</tr>
</tbody>
</table>
Humanities/Social Sciences (12 hours)
HI 1063 Early US History or other History
HI 1073 Modern US History or other History
GR 1123 Intro to World Geography
PS 1113 American Government

Humanities/Social Sciences (12 hours)
HI 1063 Early US History or other History
HI 1073 Modern US History or other History
GR 1123 Intro to World Geography
PS 1113 American Government or SO 1003 Intro to Sociology or SO 1203 Marriage and Family

Students can choose to do either an early childhood or middle school concentration. Students who select the middle school concentration must choose two 21-hour endorsement areas. Students earn 12 hours of English, Math, Science, and Social Studies credit and take one methods course in each of these areas as a component of the degree. In addition, they must add an additional six hours in the content area for the endorsement. Our degree currently requires some specific coursework in each endorsement area. The articulation agreement allows students to take a broader range of courses so long as they have a total of 21 hours. The changes necessitated by the articulation agreement are specified, below:

<table>
<thead>
<tr>
<th>Endorsement Area</th>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
</table>
| English          | 3 hours any writing course (EN 3303, 3313, 3414, 4233) | 6 hours English above Comp II
|                  | 3 additional EN hours                        | Recommended: 3 hours any writing course (EN 3303, 3313, 3414, 4233) |
| Social Studies   | Must have PS 1113 US Govt and a total of 9 hrs HI, add 3 hours from HI, GR, PS, EC, SO, AN | 6 hours any HI, GR, PS, EC, SO, and AN
|                  | Recommended: PS 1003 and any additional HI   | Recommended: at least 3 hours each: earth science, physical science and biology |
| General Science  | Of the 18 hours must have at least 3 hours earth science, 3 hours physical science, and 3 hours biology | Science courses, including BIO, PH, CH, GG. Recommended: at least 3 hours each: earth science, physical science and biology |
| Math             | MA 2113 and either MA 1323 or MA 1613        | 8 hours math.
|                  | Recommended: MA 2113 and MA 1323 or MA 1613 |

4. SUPPORT—A letter of support from elementary education faculty and from Sociology is attached, in addition, the department of English has been notified.

5. 4 LETTER ABBREVIATION—No change. ELED

6. EFFECTIVE DATE—Upon approval
### ELEMENTARY EDUCATION

**BAEd, BS, BSEd**

<table>
<thead>
<tr>
<th>Category</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>ENG 1113, 1123</td>
<td>6</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>ENG 2223 American Literature I and ENG 2233 American Literature II or</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>ENG 2213 Survey of American Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 2323 British Literature I and ENG 2333 British Literature II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 2423 World Literature I and ENG 2433 World Literature II or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 2413 Survey of World Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 2153 Traditional Grammar and one of the literature courses listed above</td>
<td></td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>HIS 1113, 1123; or HIS 1163, 1173; or HIS 2213, 2233</td>
<td>6</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>GEO 1113 or GEO 1123</td>
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</tr>
<tr>
<td></td>
<td>PSC 1113 or SOC 2113 or SOC 2123</td>
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<tr>
<td><strong>Fine Arts</strong></td>
<td>ART 1113 or MUS 1113 or SPT 2233 or DAN 1113</td>
<td>3</td>
</tr>
<tr>
<td><strong>Laboratory Sciences</strong></td>
<td>One lab-based Physical Science (see list on the next page)</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>One lab-based Biological Science (see list on the next page)</td>
<td>3-4</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>MAT 1313, 1723, and 1733</td>
<td>9</td>
</tr>
<tr>
<td><strong>Endorsement Area</strong></td>
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<td>18</td>
</tr>
<tr>
<td></td>
<td>(See the next page for details)</td>
<td></td>
</tr>
</tbody>
</table>

**Total** 60 - 62

**Note:** It is strongly recommended that students complete the Praxis I examination prior to transferring to one of the IHL institutions.

Degree offered by: ASU, DSU, JSU, MSU, MUW, MVSU, UM, USM

CIP: 13.1202, 13.1209
Endorsement Areas
For Mississippi K-6 Licensure in elementary education, the Mississippi Department of Education requires that candidates have completed at least 18 hours, in each of two endorsement areas, with no grade lower than a C. In addition, some IHL universities also offer elementary education programs, K-6 with 2 add on endorsements. In these programs, candidates earn an additional 3 hours, or 21 hours in each of the two endorsement areas, with no grade lower than a C. These programs prepare the students for Mississippi K-6 licensure, with add on licenses for grades 7-12 in the two endorsement areas. English, General Science, Math, and Social Studies are endorsement areas accepted by all eight IHL universities. Acceptable transfer courses for these endorsement areas are as follows:

ENGLISH: ENG 1113, 1123, 2223, 2233, 2323, 2333, 2423, 2433, 2413, 2153.

SOCIAL STUDIES: HIS 1113, 1123, 1163, 1173, 1613, 2213, 2233; GEO 1113, 1123; PSC 1113, 2113; SOC 2213, 2123, 2143, 2243; ECO 2113, 2123

MATHEMATICS: MAT 1313, 1723, 1733, 1323, 1333, 1343, 1613, 1623, 1323, 2113, 2323, 2613, 2623, 2913

GENERAL SCIENCE: (courses must have labs)
BIO 1113/1111 or BIO 1114 BIO 1223/1221 or BIO 1224 BIO 1133/1131 or BIO 1134
BIO 1143/1141 or BIO 1144 BIO 1233/1231 or BIO 1234 BIO 1213/1211 or BIO 1214 B10 1513/1511 or BIO 1514
BIO 1323/1321 or BIO 1324 BIO 1413/1411 or BIO 1414 BIO 1423/1421 or BIO 1424
BIO 1523/1521 or BIO 1524 BIO 2413/2411 or BIO 2414 BIO 2423/2421 or BIO 2424
BIO 2513/2511 or BIO 2514 BIO 2523/2521 or BIO 2524 BIO 2613/2611 or BIO 2614
BIO 2923/2921 or BIO 2924

PHY 1113/1111 or PHY 1114 PHY 1213/1211 or PHY 1214 PHY 2243/2241 or PHY 2244
PHY 2253/2251 or PHY 2254 PHY 2312/2311 or PHY 2313 PHY 2322/2321 or PHY 2323
PHY 2323/2331 or PHY 2333 PHY 2413/2411 or PHY 2414 PHY 2423/2421 or PHY 2424
PHY 2513/2511 or PHY 2514 PHY 2523/2521 or PHY 2524

CHE 1111/1113 or CHE 1114 CHE 1221/1223 or CHE 1224 CHE 1321/1323 or CHE 1324
CHE 2411/2413 or CHE 2414 CHE 2431/2433 or CHE 2434 CHE 1211/1213 or CHE 1214
CHE 1311/1313 or CHE 1314 CHE 1411/1413 or CHE 1414 CHE 2421/2423 or CHE 2424
GLY 1113/1111 GLY 1123/1121

Some of the institutions accept endorsements in the K-12 areas of Music (instrumental or vocal for MS licensure), Art, Foreign Language (one specific language for MS licensure) or Physical Education. Contact the university for a listing of courses for the following endorsement areas.

Music: ASU, MSU, MVSU, UM, USM
Art: MSU, UM, USM
Foreign Language: MSU, UM, USM
Physical Education: ASU, MSU, MVSU, USM
Note: Check equivalencies to avoid duplication of science courses.
Current—ELEMENTARY EDUCATION (ELED)

Italics and underline indicates courses being modified

University 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

**Mathematics (9 hours)**
- MA 1413 Structure of Real Number System
- MA 1423 Problem Solving & Real Numbers
- MA 1433 Informal Geometry & Measurement

**Science (12 hours)**
- See General Education Courses

**Humanities (6 hours)**
- HI 1063 Early US History
- HI 1073 Modern US History

**Fine Arts (3 hours)**
- 3 hours See University CORE

**Social/Behavioral Sciences (6 hours)**
- GR 1123 Intro to World Geography
- PS 1113 American Government

**Additional Core**
- English Grammar Elective
- English Literature Elective

**Major Core**

- RDG 3113 Early Literacy I *
- RDG 3123 Early Literacy II *
- EDE 3123 Early Childhood Educat*
- BDX 3213 Psych and Education of Except Child & Youth
- EDF 3223 Exploring Diversity through Writing *
- RDG 3413 Middle Level Literacy I *
- RDG 3423 Middle Level Literacy II *
- EDE 3223 Middle Level Education *
- EDF 3333 Social Foundations of Ed
- EDE 3523 Found Of Elem & Mid Level Math Educ
- EDE 3443 Creative Arts at the Elementary and Middle Levels

- EDE 4113 Teaching Elementary and Middle Level Science *
- EDE 4123 Teaching Elementary and Middle Level Mathematics *
- RDG 4133 Integrating Language Arts Instruction in the Content Areas *
- EDE 4143 Teaching Elementary and Middle Level Social Studies *
- EDE 4883 Managing the Elementary and Middle Level Classroom *
- EDE 4886/4896 Elementary/Middle Level Teaching Internship (12 credits) *

**K-6/7-8 General Elementary Certification**
- 12 or more hours of Concentration Electives**
- N-1/K-3/6 Elementary & Early Childhood Certification—18 hours Early Childhood Specialization***

Total hours needed for major: 123

# Many courses have co-requisites. See Catalog or advisor.
* requires admission to Teacher Education
** Two subject matter concentrations of 21 hours are required. See advisor.
*** See advisor and elementary education advising worksheet for N-1 (Early Childhood) requirements
Proposed—ELEMENTARY EDUCATION (ELED)

Bold indicates courses being modified

<table>
<thead>
<tr>
<th>University Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (6 hours)</td>
</tr>
<tr>
<td>EN 1103 English Comp I or EN 1163 Accelerated Comp I</td>
</tr>
<tr>
<td>EN 1113 English Comp II or EN 1173 Accelerated Comp II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics (9 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 1413 Structure of Real Number System</td>
</tr>
<tr>
<td>MA 1423 Problem Solving &amp; Real Numbers</td>
</tr>
<tr>
<td>MA 1433 Informal Geometry &amp; Measurement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science (12 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>See General Education Courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities (6 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 1063 Early US History</td>
</tr>
<tr>
<td>HI 1073 Modern US History</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fine Arts (3 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 hours See University CORE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social/Behavioral Sciences (6 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GR 1123 Intro to World Geography</td>
</tr>
<tr>
<td>PS 1113 American Government or SO 1003 Intro to Sociology or SO 1203 Marriage and Family</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literature Elective</td>
</tr>
<tr>
<td>English Grammar Elective or other English course above Comp I and Comp II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Core#</th>
</tr>
</thead>
<tbody>
<tr>
<td>RDG 3113 Early Literacy I *</td>
</tr>
<tr>
<td>RDG 3123 Early Literacy II *</td>
</tr>
<tr>
<td>EDE 3123 Early Childhood Edu*</td>
</tr>
<tr>
<td>EDX 3213 Psych and Education of Except Child &amp; Youth</td>
</tr>
<tr>
<td>EDF 3223 Exploring Diversity through Writing *</td>
</tr>
<tr>
<td>RDG 3413 Middle Level Literacy I *</td>
</tr>
<tr>
<td>RDG 3423 Middle Level Literacy II *</td>
</tr>
<tr>
<td>EDE 3223 Middle Level Education *</td>
</tr>
<tr>
<td>EDF 3333 Social Foundations of Ed</td>
</tr>
<tr>
<td>EDE 3523 Found Of Elem &amp; Mid Level Math Educ</td>
</tr>
<tr>
<td>EDE 3443 Creative Arts at the Elementary and Middle Levels</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>K-6/7-8 General Elementary Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 or more hours of Concentration Electives**</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>N-1/K-3/6 Elementary &amp; Early Childhood Certification—18 hours Early Childhood Specialization***</th>
</tr>
</thead>
</table>

Total hours needed for major: 123

# Many courses have co-requisites. See Catalog or advisor.

* requires admission to Teacher Education

** Two subject matter concentrations of 21 hours are required. See advisor.

*** See advisor and elementary education advising worksheet for N-1 (Early Childhood) requirements
Thanks for the heads-up, Devon. This IHL mandate will not deter us in offering the course.

Rich

I've been chatting with Brad about the proposal to add the EN 2503 Grammar course and we are excited to go forward. Just wanted to make sure you understand where we stand on this course. Last year, we made a grammar elective a requirement of the elementary degree. Unfortunately, this last spring the IHL mandated that there be a clear articulation agreement that would allow any community college student to bring 2 years to any elementary ed program. They are requiring us to accept either a lit class or a grammar course as part of the 12 hours. This means that we are changing our degree program requirements to be in line with the articulation agreement. We will continue to strongly recommend majors enroll in the grammar class, and we're excited about the course being online one day as we develop our online degree, but we cannot require all majors to take a grammar elective. Just wanted to keep you in the loop. We anticipate that the course will continue to have a significant number of students each semester, similar to the number enrolled in the EN 2990 pilot course.

Devon

By writing poetry, even those poems that fail and fail miserably, we honor and affirm life. We say "We loved the earth but could not stay."
--Ted Kooser
To: Box Council and UCCC Committee Members

From: Devon Brenner, Elementary Education Undergraduate Coordinator

RE: Support for Elementary Education Undergraduate Program Modification

Date: November 2, 2010

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

• Modify the elementary education undergraduate degree program to be consistent with the IHL required Articulation Agreement.

Elementary Education Program Area faculty include: Devon Brenner, Johnetta Morrison, Nicole Thompson, Rebecca Robichaux, Tina Scholtes, Margaret Pope, Janet McCarra, Kim Triplett, and Sallie Harper.

Thank you,

Program Area Faculty

[Signatures]

Date

11/2/10

4/12/2010

11/3/10

11-3-10

11-2-10

11-3-10

11-2-10
Bring 'em on!

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

>>> Devon Brenner 10/27/10 6:43 PM >>>
Greg: Elementary education currently requires PS 1113 American Government for all majors. However, 70% of our students transfer from community college. In the spring of 2010, the articulation agreement with community colleges was reexamined, requiring us to accept EITHER PS 1113 or SO 1003 Intro to Sociology. We are now doing a program modification to be in keeping with this mandate, and will change the requirement to take PS 1113 to the option to take one or the other of these courses. This may result in a slight increase in the number of elementary education students enrolled in SO 1003, however because many of our students already take SO 1003 for an endorsement elective, and because most take this course at community colleges, I don't think it will result in a very large change in enrollment.

I'm hoping that we can have your support for this change?

Devon

Devon Brenner
Associate Professor of Reading and Language Arts, Department of Curriculum, Instruction, and Special Education
Mississippi State University
314 Allen Hall, PO Box 9705
Mississippi State, MS 39762
662-325-7119

By writing poetry, even those poems that fail and fail miserably, we honor and affirm life. We say "We loved the earth but could not stay."

--Ted Kooser
Thanks for the heads-up, Devon. This IHL mandate will not deter us in offering the course.

Rich

>>> Devon Brenner <devon@ra.msstate.edu> 11/4/2010 2:48 PM >>>

Rich:

I've been chatting with Brad about the proposal to add the EN 2503 Grammar course and we are excited to go forward. Just wanted to make sure you understand where we stand on this course. Last year, we made a grammar elective a requirement of the elementary degree. Unfortunately, this last spring the IHL mandated that there be a clear articulation agreement that would allow any community college student to bring 2 years to any elementary ed program. They are requiring us to accept either a lit class or a grammar course as part of the 12 hours. This means that we are changing our degree program requirements to be in line with the articulation agreement. We will continue to strongly recommend majors enroll in the grammar class, and we're excited about the course being online one day as we develop our online degree, but we cannot require all majors to take a grammar elective. Just wanted to keep you in the loop. We anticipate that the course will continue to have a significant number of students each semester, similar to the number enrolled in the EN 2990 pilot course.

Devon

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--Ted Kooser
NOTE: This form is a cover sheet that must accompany the course 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, Mall Stop 9699 (325-0831).

College or School: Select One

Contact Person: Jan C. Taylor

Nature of Change: AOCE Approval

Department: Human Sciences

Phone: 5-7690  E-mail: jctaylor@humansci.msstate.edu

Date Initiated: 2/10  Effective Date: Fall 2010

Current Listing in Catalog:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS</td>
<td>3673</td>
<td>Environments for Special Needs</td>
<td>( 3 )</td>
</tr>
</tbody>
</table>

Current Catalog Description:

Three hours lecture. Laws, attitudes, conditions, specifications, and environmental issues affecting private and public spaces. (Same as ID 3673)

New or Modified Listing for Catalog:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

New or Modified Catalog Description:

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: 3-10-10

3-22-10

3/4/10

5/19/10

January 23rd, 2011
NOTE: This form is a cover sheet that must accompany the course 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: Architecture, Art, and Design
Department: Interior Design

Contact Person: Robin Carroll  E-mail: rcarroll@caad.msstate.edu

Nature of Change: AOCE Approval  Date Initiated: 2/3/10  Effective Date: Upon approval

Current Listing in Catalog:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID</td>
<td>3673</td>
<td>Environments for Special Needs</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Current Catalog Description:

Three hours lecture. Laws, attitudes, conditions, specifications, and environmental issues affecting private and public spaces (Same as NS 3673)

New or Modified Listing for Catalog:
No Change

New or Modified Catalog Description:
No Change

Approved:  Date:

Beth V. Miller  11/17/10

Department Head

Chair, College or School Curriculum Committee  11/17/10

Dean of College or School  Nov. 30, 2010

Chair, University Committee on Courses and Curricula  1/5/11

Chair, Graduate Council (if applicable)  January 28, 2011

Chair, Deans Council
November 17, 2010

RE: Expanding the Offering of ID 3673: Environments for Special Needs to include an online format in addition to the face-to-face class delivery method.

Dear UCCC:

The Interior Design department requests approval to offer ID/HS 3673, Environments for Special Needs, through AOCE as an online distance learning class. This core course will benefit Interior Design majors, professionals, and pre-professionals and those with an interest in Interior Design who cannot attend MSU because of location and scheduling constraints. It can also serve as an elective option for students in the Bachelor of Science in Interdisciplinary Studies (BSIS), Human Sciences, and Geosciences programs. While this class does exist as a Main Campus course, the distance section of ID/HS 3673 will satisfy the needs of traditional and nontraditional students, including professionals, pre-professionals, those with an interest in design, students in need of an elective, and more. The primary target audience will be distance and any student who would like to enroll in the course. All of our faculty are in support of this change and have signed the document below.

Thank you,

Amy Crump, Interior Design Program Curriculum Committee Chair

Beth Miller, Program Chair
Robin Carroll, Instructor
Annie Crawford, Assistant Professor
Lyndsey Miller, Visiting Asst. Professor
1. CATALOG DESCRIPTION:
ID/HS 3673 Environments for Special Needs. Three hours lecture. Laws, attitudes, conditions, specifications, and environmental issues affecting private and public spaces. (Same as HS 3673).

2. JUSTIFICATION FOR AOCE OFFERING
The College of Architecture, Art, and Design requests approval to offer ID/HS 3673, Environments for Special Needs, through AOCE as an online distance learning class. This core course will benefit Interior Design majors, professionals, and pre-professionals and those with an interest in Interior Design who cannot attend MSU because of location and scheduling constraints. It can also serve as an elective option for students in the Bachelor of Science in Interdisciplinary Studies (BSIS), Human Sciences, and Geosciences programs. While this class does exist as a Main Campus course, the distance section of ID/HS 3673 will satisfy the needs of traditional and nontraditional students, including professionals, pre-professionals, those with an interest in design, students in need of an elective, and more. The primary target audience will be distance and any student who would like to enroll in the course.

3. LEARNING OUTCOMES
Please see the Course Objectives section of the campus 5 syllabus.

4. DETAILED COURSE OUTLINE OF CAMPUS 1
Please see attached.

5. DETAILED COURSE OUTLINE OF CAMPUS 5
Please see attached.

6. METHOD OF EVALUATION
Students will be evaluated in Campus 5 in the following methods:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>100</td>
</tr>
<tr>
<td>Test 2</td>
<td>100</td>
</tr>
<tr>
<td>Experiential Learning Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Bath/Kitchen Design Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Design Presentation (APA Format)</td>
<td>100</td>
</tr>
<tr>
<td>Test 3</td>
<td>100</td>
</tr>
</tbody>
</table>

The test will be time sensitive, new test each semester, have lock down browser and random order questions.

7. METHOD OF INSTRUCTION
Online lecture, discussion (message board), video demonstrations, and self-directed field trips.
<table>
<thead>
<tr>
<th>Content Area</th>
<th>Face-to Face</th>
<th>Online, Internet, Web-based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics/Types of Disabilities</td>
<td>2 contact hrs. (lectures, quizzes, feedback, discussion)</td>
<td>2 contact hrs. (lectures, quizzes, myCourses mail feedback)</td>
</tr>
<tr>
<td>Physical Aging/ADA</td>
<td>2 contact hrs. (lectures, quizzes, feedback, discussion)</td>
<td>2 contact hrs. (lectures, quizzes, myCourses mail feedback)</td>
</tr>
<tr>
<td>Long-Term Care/Alzheimer's/Terminology</td>
<td>2 contact hrs. (lectures, quizzes, feedback, discussion)</td>
<td>2 contact hrs. (lectures, quizzes, myCourses mail feedback)</td>
</tr>
<tr>
<td>Structured discussion board session</td>
<td>n/a</td>
<td>1 contact hr.</td>
</tr>
<tr>
<td>Vehicular Transportation &amp; Parking</td>
<td>2 contact hrs. (lectures, quizzes, feedback, discussion)</td>
<td>2 contact hrs. (lectures, quizzes, myCourses mail feedback)</td>
</tr>
<tr>
<td>Experiential Learning</td>
<td>1 contact hrs. (lectures, quizzes, feedback, discussion)</td>
<td>1 contact hrs. (lectures, quizzes, myCourses mail feedback)</td>
</tr>
<tr>
<td>Baths/Universal Design</td>
<td>2 contact hrs. (lectures, quizzes, feedback, discussion)</td>
<td>2 contact hrs. (lectures, quizzes, myCourses mail feedback)</td>
</tr>
<tr>
<td>Human Factors</td>
<td>2 contact hrs. (lectures, quizzes, feedback, discussion)</td>
<td>2 contact hrs. (lectures, quizzes, myCourses mail feedback)</td>
</tr>
<tr>
<td>On-Site Evaluation</td>
<td>4 contact hrs. field trip</td>
<td>4 contact hrs. self-directed field trip</td>
</tr>
<tr>
<td>Windows/Bedrooms</td>
<td>2 contact hrs. (lectures, quizzes, feedback, discussion)</td>
<td>2 contact hrs. (lectures, quizzes, myCourses mail feedback)</td>
</tr>
<tr>
<td>Doors/Doorways</td>
<td>2 contact hrs. (lectures, quizzes, feedback, discussion)</td>
<td>2 contact hrs. (lectures, quizzes, myCourses mail feedback)</td>
</tr>
<tr>
<td>Storage/Kitchen</td>
<td>2 contact hrs. (lectures, quizzes, feedback, discussion)</td>
<td>2 contact hrs. (lectures, quizzes, myCourses mail feedback)</td>
</tr>
<tr>
<td>Kitchen/Bath Design Assignment</td>
<td>1 contact hrs. (lectures, quizzes, feedback, discussion)</td>
<td>1 contact hrs. (lectures, quizzes, myCourses mail feedback)</td>
</tr>
<tr>
<td>Video/Discussion Board Session</td>
<td>2 contact hrs. (lectures, quizzes, feedback, discussion)</td>
<td>2 contact hrs. (lectures, quizzes, myCourses mail feedback)</td>
</tr>
<tr>
<td>On-Site Evaluation</td>
<td>4 contact hrs. field trip</td>
<td>4 contact hrs. self-directed field trip</td>
</tr>
<tr>
<td>Design Topics</td>
<td>2 contact hrs. (lectures, quizzes, feedback, discussion)</td>
<td>2 contact hrs. (lectures, quizzes, myCourses mail feedback)</td>
</tr>
<tr>
<td>Research Design Topics</td>
<td>3 contact hrs. (library research, interviews, etc)</td>
<td>3 contact hrs. (library research, interviews, etc)</td>
</tr>
<tr>
<td>APA Research Paper on Design Topic</td>
<td>3 contact hrs. (library research, interviews, etc)</td>
<td>3 contact hrs. (library research, interviews, etc)</td>
</tr>
<tr>
<td>Design Presentation</td>
<td>3 contact hours (presentations)</td>
<td>3 contact hours (Viewing &amp; discussing other students presentations on myCourses)</td>
</tr>
<tr>
<td>Exams (3 test @ 1 hour)</td>
<td>3 contact hours</td>
<td>3 hours online myCourses</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>45 Hours</strong></td>
<td><strong>45 Hours</strong></td>
</tr>
</tbody>
</table>
8. METHOD OF DELIVERY
Lectures will be delivered by powerpoint (20 to 50 slides). Each topic will have an assignment (through myCourses) in which they will be directed to internet resources to answer questions and comment on the material. Each session will take approximately 1 to 2 hours based on the topic.

9. DELIVERY STATEMENT
In accordance and participation with the Office of the Provost & Vice President for Academic Affairs, this course will not violate the Division of Academic Outreach & Continuing Education's Policies and Procedures in regards to all Campus 5 offerings.

B. SPECIAL NOTES

1. CROSS-LISTING
This course is cross-listed. See letter of support from Human Sciences.

2. EFFECTIVE DATE
Summer 2011

3. EFFECT ON OTHER COURSES
This course will not have an effect on any other courses at Mississippi State University in that it is delivered to a specific, non-traditional audience. Any main campus student enrolled in this course does so as a perceived added value with consent of academic advisement and Interior Design Department approval.

4. CONTACT PERSON
Robin Carroll
Interior Design Program
325-7687
rcarroll@caad.msstate.edu

5. MASTER SCHEDULE
This course will be offered via AOCE effective Summer 2011.
ID 3673 Environments for Special Needs
INSTRUCTOR: Robin Carroll
Office Phone: 325-7687
E-mail: rcarroll@caad.msstate.edu

CATALOG DESCRIPTION: Three hours lecture. Laws, attitudes, conditions, specifications, and environmental issues affecting private and public spaces. (Same as HS 3673).

CONCEPTUAL FRAMEWORK: The Environments for Special Needs course is designed to introduce students to the theory of all spaces becoming universally designed for a person’s entire life cycle. This course will prepare students to understand and implement measures that will meet both the physiological and psychological needs of all humans, as well as satisfying ADA and other codes.

COURSE OBJECTIVES:
- Describe the vast scope of the elderly and disabled population.
- Delineate the impact of special needs individuals on housing and interiors.
- Evaluate built environments (both residential and commercial) for use by special needs population.
- Support the use of barrier-free design features such as: entrances, doors, windows, hardware, accessories, finishes, etc. in design solutions.
- Advocate incorporation barrier-free design into every project.
- Demonstrate skill/understanding of retro-fitting and adaptable housing.
- Advocate the importance/impact of the Americans with Disabilities Act (ADA) on the total population.
- Analyze multi-family dwellings in terms of the Fair Housing Amendments Act (FHAA).
- Demonstrate ability to develop residential areas incorporation barrier-free design principles: kitchens, baths, bedrooms, living, and laundry.
- Define terms associated with environments for special needs.
- Evaluate and select appropriate interior finishes and furnishings for special needs environments.
- Become more tolerant, cognizant, and empathetic of special needs environments.
- Demonstrate competency in presentation methods and skills both verbally and visually as stated in presentation evaluation forms.
- Identify housing options and alternatives.

STUDENT ACTIVITIES:
- Test 1 ................................................................. 100 points
- Test 2 ................................................................. 100 points
- Experiential Learning Presentation ........................................ 100 points
- Bath/Kitchen Design Assignment ..................................... 100 points
- Design Presentation (APA Format) .................................... 100 points
- Test 3 ........................................................................ 100 points
Grading Scale: A=100-93  B=92-85  C=84-73  D=72-60  F=59 & Below
Project Due Dates: All projects are due on assigned dates. There are no make-up projects or extra credit projects given in this class.

COURSE POLICIES: Policies and Procedures for handling Academic Misconduct (honesty) are found at http://www.msstate.edu/web/security.html.
Honors Code: “As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.” See AOP 12.07 at http://www.msstate.edu/dept/audit/1207A.html for additional information.

Missed Examinations: If you miss an examination, you must contact the professor prior to the examination. Make-up examinations will be given only in extreme situations, the veracity of which have been documented and verified.

METHOD OF INSTRUCTION:
Method of instruction will include online lecture, discussion (message board), demonstrations, and self-directed field trips.

TEXTBOOK:

REFERENCES:

AUGUST - 7 Hours
Demographics/Types of Disabilities
Physical Aging/ADA
Long-Term Care/Alzheimer’s/Terminology

SEPTEMBER - 12 Hours
Vehicular Transportation & Parking
Experiential Learning Assignment
Test 1
Evaluation for Experiential Learning Assignment
Baths/Universal Design/Human Factors
On-Site Evaluation for Experiential Learning Assignment
Experiential Learning Due

OCTOBER - 14 Hours
Windows/Bedrooms/Doors/Doorways
Storage/Kitchen
Design Assignment for Baths/Kitchens
Extra Help on Baths/Kitchens
Test 2
Video - Extreme Make-Over
Design Assignment for Baths/Kitchens Due

NOVEMBER - 12 Hours
Approval of Design Project Topic
ID 3673-01 & 02 Environments for Special Needs

INSTRUCTOR:
Robin Carroll
Office: Etheredge
Office Phone: 325-7687
Office Hours: MW10:11-11:15 & T TH 3:30-4:45
rcarroll@caad.msstate.edu

Time of Class: M W 9:00-10:15 & T TH 3:30-4:45
Classroom: Etheredge 126

E-mail: rcarroll@caad.msstate.edu
Office Hours: MW10:30-11:30&1:15-2:15& F 9:00-10:00 or Appt.

CATALOG DESCRIPTION: Three hours lecture. Laws, attitudes, conditions, specifications, and environmental issues affecting private and public spaces.

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- Become more tolerant, cognizant, and empathetic of special needs environments.
- Demonstrate competency in presentation methods and skills both verbally and visually as stated in presentation evaluation forms.
- Identify housing options and alternatives.

STUDENT ACTIVITIES:
Test 1 .......................................................... 100 points
Test 2 .......................................................... 100 points
Experiential Learning Presentation................................. 100 points
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Test 3 .................................................................. 100 points
Grading Scale: A=100-93  B=92-85  C=84-73  D=72-60  F=59 & Below

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Honors Code: “As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.” See AOP 12.07 at http://www.msstate.edu/dept/audit/1207A.html for additional information.

Attendance: Each student will be allowed three unexcused absences from class. Additional absences will result in 2 points being deducted for each absence with a maximum of 10% deduction from the final grade. Students are expected to attend all regularly scheduled class sessions, including field trips, presentations, and work assignments. Unexcused absences from class are not accepted on assignment dates, scheduled tests, or scheduled presentations. All excuses are subject to verification. The only accepted excuses are: a death in the family, field trip for another class with prior notification from the instructor, or sickness with a doctor's excuse. Three tardiness will equal one unexcused absence.

If you are not present, you are responsible for getting the handouts, notes, etc from another student. It is your responsibility to make up and to learn material that was covered during your absence.

Super Audit (Career Drop) policy is not longer in effect. Students may: (1) add through 5th class day; (2) drop through 10th class day; (3) withdraw 11th to 30th class day and receive "W" on transcript. There will be no withdrawals from individual courses after 30th class day of semester.

Cellular Phones & Pagers. Cellular phones and pagers are to be turned off during class periods.

Missed Examinations: If you miss an examination, you must contact the professor prior to the examination. Make-up examinations will be given only in extreme situations, the veracity of which have been documented and verified.

Students with Special Needs: It is the responsibility of any student who has special needs (Section 504 of the Rehabilitation Act and the Americans with Disabilities Act) (ADA) to inform the instructor of this class as soon as possible so reasonable accommodations may be provided. The student must self-identify concerning disability documentation that is as recent as within the last three (3) years and a request necessary accommodation. Students should be registered with Support Services and have a letter verifying disability that has been documented.

METHOD OF INSTRUCTION:
Method of instruction will include lecture, discussion, demonstrations, and field trips.

TEXTBOOK:

REFERENCES:
<table>
<thead>
<tr>
<th>ID 3673 Environments for Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AUGUST</strong></td>
</tr>
<tr>
<td>18 T Syllabus &amp; Overview of Course</td>
</tr>
<tr>
<td>20 TH Demographics /Types of Disabilities</td>
</tr>
<tr>
<td>25 T Physical Aging/ADA</td>
</tr>
<tr>
<td>27 TH Long-Term Care/Alzheimer's/Terminology</td>
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<tr>
<td><strong>SEPTEMBER</strong></td>
</tr>
<tr>
<td>1 T Field Trip on Wednesday Sept. 2 – T.K. Martin Center @ 9:00</td>
</tr>
<tr>
<td>3 TH Vehicular Transportation &amp; Parking</td>
</tr>
<tr>
<td>8 T Experiential Learning Assignment/Assign Partner</td>
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<tr>
<td>10 TH Test 1</td>
</tr>
<tr>
<td>15 T Out-of-Class /On-Site Evaluation for Experiential Learning Assignment</td>
</tr>
<tr>
<td>17 TH Baths/Universal Design/Human Factors</td>
</tr>
<tr>
<td>22 T Out-of-Class /On-Site Evaluation for Experiential Learning Assignment</td>
</tr>
<tr>
<td>24 TH Experiential Learning Due by 4:30</td>
</tr>
<tr>
<td>29 T Experiential Presentations</td>
</tr>
<tr>
<td><strong>OCTOBER</strong></td>
</tr>
<tr>
<td>1 TH Windows/Bedrooms/Doors/ Doorways</td>
</tr>
<tr>
<td>6 T FALL BREAK</td>
</tr>
<tr>
<td>8 TH Video – Christopher Reeves</td>
</tr>
<tr>
<td>13 T Storage/Kitchen</td>
</tr>
<tr>
<td>15 TH Design Assignment for Baths/Kitchens</td>
</tr>
<tr>
<td>20 T Extra Help on Baths/Kitchens</td>
</tr>
<tr>
<td>22 TH Test 2</td>
</tr>
<tr>
<td>27 T Video – Extreme Make-Over</td>
</tr>
<tr>
<td>29 TH Assign Partner for Design Project / Design Assignment for Baths/Kitchens Due</td>
</tr>
<tr>
<td><strong>NOVEMBER</strong></td>
</tr>
<tr>
<td>3 T Approval of Design Project Topic</td>
</tr>
<tr>
<td>5 TH Design Project Work</td>
</tr>
<tr>
<td>10 T Design Project Work</td>
</tr>
<tr>
<td>12 TH All Design Projects Due (by end of class time)</td>
</tr>
<tr>
<td>17 T Design Project Presentations</td>
</tr>
<tr>
<td>19 TH Design Project Presentations</td>
</tr>
<tr>
<td>24 T Design Project Presentations</td>
</tr>
<tr>
<td>26 TH THANKSGIVING HOLIDAY</td>
</tr>
<tr>
<td><strong>DECEMBER</strong></td>
</tr>
<tr>
<td>1 T Test 3</td>
</tr>
</tbody>
</table>
NOTE: This form is a cover sheet that must accompany the course 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
Contact Person: James C. Giesen
Nature of Change: AOCE Approval

Department: History
Phone: 5-3604  E-mail: jcg245@msstate.edu
Date Initiated: 9/16/10  Effective Date: Jan., 2011

Current Listing in Catalog:
Symbol  Number  Title  Credit Hours
HI  4193  U.S. Environmental History  (3)

Current Catalog Description:
HI 4193/6193. U.S. Environmental History. (3) (Prerequisite: Completion of any 1000-level history course). A survey of the impact of the environment in shaping the American culture, literature, politics, and economy from European colonization to the present.

New or Modified Listing for Catalog:
Symbol  Number  Title  Credit Hours
HI  4193  U.S. Environmental History  (3)

New or Modified Catalog Description:
HI 4193/6193. U.S. Environmental History. (3) (Prerequisite: Completion of any 1000-level history course). A survey of the impact of the environment in shaping the American culture, literature, politics, and economy from European colonization to the present.

Approved:  
Department Head  
Wayne Grant
Chair, College or School Curriculum Committee

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Date:  10/12/10

January 23rd, 2011
Dear UCCC Members,

I am writing on behalf of the undergraduate committee of the History Department in support of adding an AGCE version of HI 4403: US Environmental History. This will complement our already existing AGCE offerings. Please let me know if I can answer any questions or provide further information.

Sincerely,

Anne E. Marshall

Anne E. Marshall
Assistant Professor
Undergraduate Coordinator
PROPOSAL FOR COURSE CHANGE  
(HI 4193: U.S. Environmental History)

1. Catalog Description

HI 4193. U.S. Environmental History. (3) (Prerequisite: Completion of any 1000-level history course). A survey of the impact of the environment in shaping the American culture, literature, politics, and economy from European colonization to the present.

2. Justification for AOCE Offering

The History Department wishes to extend its catalog of available courses to students who cannot or choose not to take traditional classes on campus. U.S. Environmental History is not only part of an important and growing academic sub-field of history, it is a subject that falls within one of the department's three nodes of excellence. The department has expert faculty in this area and it believes that the course materials are well suited to the online format. This class in particular has been growing in popularity each semester since its inception and the department believes that many AOCE students will choose to take this class in the online format.

3. Learning Outcomes

In this class students will:

- Increase their understanding of the interplay of environmental factors and the human experience.
- Demonstrate understanding of complex historical issues
- Analyze historical arguments, evaluate evidence, and synthesize information
- Articulate their own thoughts in a cogent, detailed, and interpretative written form
- Identify key milestones, figures, and ideas in environmental history

4. Detailed Course Outline of Campus 1

See attached syllabus.

5. Detailed Course Outline of Campus 5

1. Course Introduction and Orientation to Online Environment (3 contact hours)
2. Environmental History and the American Continent (3 contact hours)
3. New World Exploration (3 contact hours)
4. The Colonial Natural World (3 contact hours)
5. Environmental Commodities on the Move (3 contact hours)
6. The Southern Climate and Regional Distinctiveness (3 contact hours)
7. Food: The Agro-Environment in the northern states (3 contact hours)
8. Fiber: The Agro-Environment in the southern states (3 contact hours)
9. The “Unforgiving” West (3 contact hours)
10. The Evolution of the Conservationist Ethos (3 contact hours)
11. The Urban Disconnect: The Environment of Booming Cities (3 contact hours)
12. Keep on Truckin’: Moving Food in a Post-War World (3 contact hours)
13. The Green Moment: Political Environmentalism Reborn (3 contact hours)
14. Environmentalism in the Corporate Decades (3 contact hours)
15. The Throwaway Society (3 contact hours)
Total: 45 Hours

See attached syllabus for more detail.

6. Method of Evaluation

Fourteen (14) Weekly Reading Quizzes at 10 points each: 140 points
Three (3) Exams
   (Exam #1 at 100 points, Exams #2 and #3 at 150 points): 400 points
Two (2) Book Reviews at 100 points each 200 points
Participation in thirteen (13) web-based discussions at 20 points: 260 points

Total 1000 points

For a full description of each of these assignments, please see the attached syllabi.

Grading Scale:
1000 Point Scale
A: 900-1000
B: 800-890
C: 700-790
D: 600-690
7. Method of Instruction
C Lecture

8. Method of Delivery
O Online, Internet, Web-Based
This course will be offered through Mississippi State’s MyCourses website.

9. Delivery Statement

This AOCE course is designed to ensure that students will not violate the Honor Code or any other of the Provost’s policies on Campus 5 offerings.

- The materials, testing, and assignments in this class have been designed to curtail academic dishonesty. This includes:
  - Changing tests every semester that the course is offered.
  - Offering time sensitive tests. The instructor will make the tests available for a twenty-four hour period.
  - Employing a short answer and essay format for all tests. This makes student regurgitation of “the right answer” impossible. Students will be allowed to consult sources for the period of the exam, but they will have to cite the sources they examine. Also, the essay questions will be thematic and broad, which demands that students understand materials from across lectures and readings. Students won’t be able to simply “move” information from one source to the test. They will have to digest the material, reconfigure it, and write thoughtfully in order to pass the tests.
  - The book review assignments will be submitted through Turnitin.com, which analyzes each paper for plagiarism.

- The target audience for this course is students at universities and colleges where the course is not offered or not offered online. MSU students who wish to take the course through distance learning will also be welcomed.

- Campus 1 students should never find that their only option is to take a required course or a core curriculum course through AOCE (campus 5). The only exception could be if the normally offered campus 1 sections are full. However, departments are not allowed to reduce the number of seats/sections of a main campus course in order to offer an AOCE section.
• Distance education courses (campus 5) should never be offered in an on-campus, face-to-face, classroom setting except on weekends or in periods when the regular semesters, including summer, are not in session.

• In general, students pay extra tuition for distance education courses and so they should receive extra value. In this case, if students opt to take a course while sitting in his/her home or residence hall using a laptop, this represents extra value.

10. Support

The History Department has the appropriate staff to develop and teach this course. Mississippi State University has the appropriate equipment and technical staff to help implement this course. This course can be adequately supported with existing staff and library resources. No additional funding will be necessary to set up or continue this course.

Enrolled students will need to have access to a computer that will able to run MyCourses.

B. Special Notes

1. Cross-Listing

N/A

2. Effective Date

Fall 2010

3. Effect On Other Courses

This course should have no effect on other courses.

4. Contact Person

James C. Giesen (325-3604, JGiesen@history.msstate.edu)

5. Master Schedule

N/A
ATTACHMENT 1: Campus 1 syllabus

History 4193
U.S. Environmental History
Mondays, 5:30 p.m. to 8:20 p.m.
Allen 18

Dr. Jim Giesen
276 Allen Hall
Phone: 325-7079
E-mail: jgiesen@history.msstate.edu
Office Hours: Wednesdays, 12-3 p.m.

Required Books:

Scope of the Course and Required Work:
This course will hopefully do three things. First, it will expose students to a sampling of the history of the environment of the United States. Second, and more importantly, this class will teach students about the methodology and historiography of environmental history. In other words, we'll talk a lot about why people study the American environment, how this study has changed over time, and how these debates have been generated and resolved. Finally, you'll come up with your own research question about the history of the American environment and answer it in a formal paper. We'll spend a good deal of class time talking about how to formulate a research question, perform research, organize, and write a history paper.

Assorted Class Policies:
• Assignments are due on the days listed on the syllabus. Items that are turned in late will be docked 20% per day except in extreme cases.
• Please pay close attention to the way that items are to be turned in.
• Attendance is mandatory. Students who miss more than one class without a University-approved excuse will lose 5% of their overall grade for each absence.
• Your participation grade will be based on your contributions to class discussions. Please note that this grade does not include you final presentation. The key to making a meaningful contribution to class discussions is preparation. Do the readings ahead of time and come up with interesting insights or questions about the material.
• Students are reminded that work in this class is subject to the Honor Code, which states: As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I
accept the actions of those who do. Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students are required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information please visit: http://www.students.msstate.edu/honorcode/

- The professor reserves the right to change the syllabus and the schedule if we get off track for any reason.

### Grading Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
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<tr>
<td>Final Paper Topics (9/22)</td>
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</tr>
<tr>
<td>Research Question (9/29)</td>
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</tr>
<tr>
<td>Bibliography (9/29)</td>
<td>2%</td>
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<tr>
<td>Exam (10/13)</td>
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<tr>
<td>Thesis and Outline (10/27)</td>
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<tr>
<td>First Draft (11/10)</td>
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<tr>
<td>Final Paper (12/1)</td>
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<td>Presentation (12/1)</td>
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<td>Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Final Exam (12/8)</td>
<td>15%</td>
</tr>
</tbody>
</table>

### Course Schedule

Readings are due on the day listed.

**August 18:** Introduction, Biological Exchange

**Assignment:**

**September 8:** *Changes in the Land*

**Assignment:** *Changes in the Land*

**Due:** *Changes in the Land* paper

**September 15:** The Industrial Revolution, Writing a Research Paper, Sources

**Assignment:** *Flight Maps*, Chapters 1-2;

**September 22:** The Civil War and its Aftermath; Citing, Plagiarism

**Due:** Paper Topics


**September 29:** Where does agriculture fit in? Thinking about the New South.
Due: Research Question & Bibliography

October 13: **Mid-Term Exam:** Jazz Age Environmentalisms
October 20: New Deals, Dust Bowls

October 27: War and Nature

Due: Outline and Thesis Statement

November 3: The Birth of Environmentalism and Consumerism

November 10: The 1970s, energy policy
   Due: paper draft

November 17: No Class. Mandatory meetings with Dr. Giesen this week.

November 24: Planet Green.
   Assignment: Price, chapter 5; Additional assignment TBA.

December 1: Presentations
   Due: Final paper

December 8: Final Exam
ATTACHMENT 2: Campus 5 Syllabus

HI 4193 (AOCE)
U.S. Environmental History
Spring 2011

Dr. Jim Giesen
276 Allen Hall
Office Hours: M, W, 9 a.m. to noon
JGiesen@history.msstate.edu
http://www.msstate.edu/dept/history/jgiesen.htm

Scope of the Course and Required Work:
Environmental history is the study of the interplay of nature and humans in
the past. This course will concentrate on the role that the natural world has
played in the formation and growth of American culture, economy, and
politics. We'll try to understand this history in three ways. First, this class
will expose students to a sampling of the history of the environment of the
United States from the fifteenth century to the present. Second, and more
importantly, this class will teach students about the methodology and
historiography of environmental history. In other words, we'll talk a lot
about why people study the American environment, how this study has
changed over time, and how these debates have been generated and resolved.
Finally, you'll have the chance to bring a critical eye to the writings of
environmental historians through two analytical book reviews.

Assignments:
Fourteen (14) Weekly Reading Quizzes at 10 points each: 140 points
Exam #1 100 points
Exam #2 150 points
Exam #3 150 points
Two (2) Book Reviews at 100 points each 200 points
Participation in thirteen (13) web discussions at 20 points ea.: 260 points
Total 1000 points

Grading Scale:
A: 900-1000
B: 800-890
C: 700-790
D: 600-690
F: Below 600

Assorted Class Policies:
• MyCourses is the central hub of this class. All exams, quizzes and
discussions will take place there. You will turn in your papers to
Turnitin.com through MyCourses. The professor will post announcements on MyCourses as needed. The first requirement of this class is that you acquaint yourself with how MyCourses is set-up, how it works, and how to use it. If you have questions, please ask the professor via phone or email immediately.

- Students will read from the required textbook every week and also listen to, watch, or read the additional material available on MyCourses. A full schedule of readings and assignments is below.

- Each weekly reading quiz will be available for twenty-four hours beginning on 12:01 a.m. Friday of each week. These quizzes will test your understanding of the week’s assigned readings through short answer and/or identification questions. The reading schedule is below.

- The first exam will cover the material since the beginning of the course; the subsequent exams will only test material since the previous exam. The exams will consist of three identifications and two essay questions. Students will have twenty-four hours to take the exams. The exam will be posted at 12:01 a.m. on the day listed on the schedule.

- Students will write two critical book reviews. The professor will provide the list of possible books to review from which each student will choose. The papers will be 4-5 pages. The professor will post to MyCourses a more in-depth explanation of this assignment in the coming weeks. He will also post a sample book review paper. The due dates are below on the schedule.

- Students will participate in weekly discussions on MyCourses. These discussions will be based on open-ended questions supplied by the professor. The professor will grade student participation based on the originality, thoughtfulness, and clarity and of their comments. Writing more doesn’t always mean a better grade, but writing very little all but ensures a low grade on these assignments. Students shouldn’t post only answers to these debates—there may not be “answers” to some of these issues—but rather raise related questions, offer corollaries to the issues, and generally provide insight based on the week’s materials.

- Students are reminded that work in this class is subject to the Honor Code, which states: As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do. Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students are required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the
processes of the Honor Code. For additional information please visit: http://www.students.msstate.edu/honorcode/

- The professor reserves the right to change the syllabus and the schedule if we get off track for any reason.

Required Materials:
Assorted articles available on MyCourses

Course Schedule
Week 1: Course Introduction and Orientation to Online Environment (3 contact hours)
Assignment: Steinberg, preface, prologue; Mart A. Stewart, “Environmental History: Profile of a Developing Field,” *The History Teacher* 31, no. 3 (May, 1998): 351-361. (MyCourses); listen to week 1 lecture (MyCourses).

Week 2: Environmental History and the American Continent (3 contact hours)
Assignment: Steinberg, chapter 1; Carolin Merchant, *American Environmental History*, pp. 1-18 (MyCourses)

Week 3: New World Exploration (3 contact hours)
Assignment: Steinberg, chapter 2; listen to week 3 lecture (MyCourses)

Week 4: The Colonial Natural World (3 contact hours)
Assignment: Steinberg, chapter 3; introduction to William Cronon, *Changes in the Land* (MyCourses); listen to week 4 lecture (MyCourses).

Week 5: Environmental Commodities on the Move (3 contact hours)
Assignment: Steinberg, chapter 4; William Cronon, “Prologue” and “Epilogue” from *Nature’s Metropolis: Chicago and the Great West* (Norton, 1991) (MyCourses)

Exam #1 on Friday of Week 5

Week 6: The Southern Climate and Regional Distinctiveness (3 contact hours)
Assignment: Steinberg, chapter 5; Steven Hahn, “Hunting, Fishing, and Foraging: Common Rights and Class Relations in the Postbellum South,” *Radical History Review* 26 (October 1982) (MyCourses); Lisa M. Brady, “The Wilderness of War: Nature and Strategy in the
American Civil War,” Environmental History 10 (July 2005) (MyCourses); listen to week 6 lecture (MyCourses)

Week 7: Food: The Agro-Environment in the northern states (3 contact hours)
Assignment: Steinberg, chapter 6; listen to lecture #5 (MyCourses).
Due: Book Review #1.

Week 8: Fiber: The Agro-Environment in the southern states (3 contact hours)
Assignment: Steinberg, chapter 7; James C. Giesen, "The Truth about the Boll Weevil: The Nature of Planter Power in the Mississippi Delta," Environmental History 14, no. 4 (October 2009): 683-704 (MyCourses); listen to week 8 lecture.

Week 9: The “Unforgiving” West (3 contact hours)
Assignment: Steinberg, chapter 8; Andrew Issenberg, “Introduction” to The Destruction of the Bison (MyCourses); Donald Worster, “Introduction” from Dust Bowl: The Southern Plains in the 1930s (Oxford, 1979). (MyCourses).

Week 10: The Evolution of the Conservationist Ethos (3 contact hours)

Exam #2 on Friday of Week 10

Week 11: The Urban Disconnect: The Environment of Booming Cities (3 contact hours)
Assignment: Steinberg, chapter 10; intro to Adam Rome, Bulldozers in the Countryside (MyCourses); intro to Kenneth Jackson, Crabgrass Frontier.

Week 12: Keep on Truckin’: Moving Food in a Post-War World (3 contact hours)
Assignment: Steinberg, chapter 11; intro to Shane Hamilton, Trucking Country (MyCourses); listen to week 12 lecture (MyCourses)
Due: Book Review #2

Week 13: The Green Moment: Political Environmentalism Reborn (3 contact hours)
Assignment: Steinberg, chapter 12; read chapter 17, “The Other Road,” of Rachel Carson, Silent Spring; Maril Hazlett, “Woman vs. Man vs.

Week 14: Environmentalism in the Corporate Decades (3 contact hours)  
Assignment: Steinberg, chapter 13; listen to week 14 lecture (MyCourses)

Week 15: The Throwaway Society (3 contact hours)  
Assignment: Steinberg, chapter 14; chapters 3 & 4 from Jennifer Price, *Flight Maps*.

Week 16: Final Exam. Posted date TBA.
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: College of Education  Department: Curriculum, Instruction, & Special Ed
Contact Person: Johnetta Morrison  Mail Stop: 9705 E-mail: jmorrison@colled.msstate.edu
Nature of Change: Modifications  Date Initiated: Nov. 2010 Effective Date: upon approval

Current Degree Program Name: Bachelor’s degree in Elementary Education
Major: Elementary Education  Concentration: Early Childhood Education
Major: Concentration:

Summary of Proposed Changes: Approval for online degree

Approved:  Date:

Department Head  11-30-10

Chair, College or School Curriculum Committee

Dean of College or School  1-5-11

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)  January 28th, 2011

Chair, Deans Council

IHL Action Required  SACS Letter Sent

Elementary Education
AOCE Degree Program Proposal

1. CATALOG DESCRIPTION

The Elementary Education program is designed to prepare teacher candidates and encourage
the professional development of teachers and other school personnel. The undergraduate program prepares graduates for certification in Elementary Education through coursework and experiences that focus on subject matter knowledge, foundations of education, pedagogy and practice, and field experiences in pre-K through 8th grade classrooms. Students must choose a middle school or early childhood concentration. The junior year includes two mini-blocks of courses: one that emphasizes teaching of early childhood (pre-K – 3rd grade), and one that emphasizes teaching at the middle levels (grades 4-8). The senior year includes the senior methods block – four co-requisite courses with extensive field experiences that prepare graduates for the teaching of subject matter. The Elementary Education curriculum culminates in the teaching internship, a semester-long field experience in public schools. Persons interested in an Elementary Education degree are advised to obtain a copy of the advising worksheet, available in 310 Allen Hall or from any elementary education advisor. Students will be charged an additional $48.00 per credit hour distance fee for each course in the program that is offered through Campus 5.

2. CURRICULUM OUTLINE

See attached. Additional information:

The online degree program in elementary education offers students a great deal of flexibility. Students can choose to complete the entire degree program online through Mississippi State University. Depending on the electives chosen by students in the elementary education degree program, university core courses and all concentration electives are available online at Mississippi State University. Students may also choose to take up to 61 hours of the degree from a community college (including either face-to-face or online coursework). No student will be allowed to apply more than one half of the hours required for the degree from community college.

The academic admission criteria for the Elementary Education Distance Learning Program are the same as that for the on-campus degree program. Distance learners are required to fill out a Distance Learning (Campus 5) Admission form, which includes the same content as the on-campus, undergraduate admission form. The form distinguishes the applicant and the application as distance.

In the last 3 years, the Elementary Education Program Faculty sought and obtained approval to offer AOCE versions of several courses included in the degree program of study. The following chart lists the courses that have already received approval and the course proposals that are accompanying the degree proposal:
AOCE Courses Already Approved As Of 2010

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<tr>
<td>EDE 4113</td>
<td>Teaching Elem/Mid Science</td>
</tr>
<tr>
<td>EDE 4123</td>
<td>Teaching Elem/Mid Mathematics</td>
</tr>
<tr>
<td>EDE 4133</td>
<td>Integ LA in Content Areas</td>
</tr>
<tr>
<td>EDE 4143</td>
<td>Teaching Elem/Mid Social Studies</td>
</tr>
<tr>
<td>EDE 3443</td>
<td>Creative Arts</td>
</tr>
<tr>
<td>EDE 4883</td>
<td>Classroom Management</td>
</tr>
<tr>
<td>EDE 4886/4896</td>
<td>Teaching Internship</td>
</tr>
<tr>
<td>EDX 4113</td>
<td>Diag-Pres Methods for Early Childhood Handicapped</td>
</tr>
<tr>
<td>HS 2813</td>
<td>Child Development</td>
</tr>
<tr>
<td>HS 2803</td>
<td>Prenatal and Infant Development</td>
</tr>
<tr>
<td>HS Child Care Procedures</td>
<td></td>
</tr>
<tr>
<td>HS 4803 Parenting</td>
<td></td>
</tr>
</tbody>
</table>

| Course Proposals Accompanying This Proposal |

3. JUSTIFICATION FOR AOCE OFFERING

The target audience for this degree program is any student who is interested in obtaining an elementary education degree from Mississippi State University. The elementary education degree program at MSU is unique in several ways when compared to other elementary education degree programs in the state of Mississippi. Elementary education students at MSU take 3 more hours in mathematics than are required by the Mississippi Department of Education, and MSU offers the only elementary education degree that requires two courses on the methods of teaching mathematics. In addition, the MSU elementary education degree is the only degree program that requires six hours of methods of teaching literacy in the middle grades and a content area literacy course. These literacy requirements make the degree unique. MSU has a high percentage of courses taught by tenure-track faculty members, and a well-designed sequence of field experiences in early and middle grades classrooms. Many students will be interested in the degree for these reasons.

In addition, the online program is likely to appeal to a variety of students who elect an online degree program. This includes both teacher assistants who work full time during the day in a
K-8 classroom, community college transfer students who are not able to leave their communities to attend a four-year institution, and others who would like to earn an elementary education degree but do not live in close proximity of Mississippi State University.

The online version of the degree has the exact same course requirements and the exact same field placement requirements as the face-to-face version of the degree. Teacher candidates will take part in 30-hour field experiences during the first two semesters of the degree program, and a 120-hour field placement during the senior methods block. Participating teachers and school administrators will provide verification of field attendance through a signed form that is faxed weekly and through the same written assignments and reflections that are required of both face-to-face and online students. The degree program culminates in a 15-week internship (student teaching) field experience. Teacher candidates will be placed by the Office of Field Based and Clinical Instruction in public school classrooms for the internship, and teacher candidates will be supervised and assessed by evaluators hired and trained by Mississippi State University.

### Instructors of required professional education courses during 2010 and/or Spring 2011

<table>
<thead>
<tr>
<th>Course</th>
<th>Face-to-Face Instructors</th>
<th>Online Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 3123 Early Childhood Edue</td>
<td>Dr. Johnetta Morrison</td>
<td>Dr. Johnetta Morrison</td>
</tr>
<tr>
<td>EDE 3223 Middle Grades Educ</td>
<td>Dr. Nicole Thompson</td>
<td>Dr. Nicole Thompson</td>
</tr>
<tr>
<td>EDF 3333 Social Foundations</td>
<td>Erica Inge</td>
<td>Erica Inge</td>
</tr>
<tr>
<td>EDF 3423 Exploring Diversity</td>
<td>Dr. James Codling</td>
<td>Dr. James Codling</td>
</tr>
<tr>
<td>RDG 3113 Early Literacy I</td>
<td>Angela Mulkana</td>
<td>Angela Mulkana and Carol Henley</td>
</tr>
<tr>
<td>RDG 3123 Early Literacy II</td>
<td>Angela Mulkana</td>
<td>Angela Mulkana and Carol Henley</td>
</tr>
<tr>
<td>RDG 3413 Mid Level Lit I</td>
<td>Angela Mulkana</td>
<td>Angela Mulkana</td>
</tr>
<tr>
<td>RDG 3423 Mid Level Lit I II</td>
<td>Angela Mulkana</td>
<td>Angela Mulkana</td>
</tr>
<tr>
<td>EDX 3213 Exceptional Child</td>
<td>Kim Mattox</td>
<td>Dr. Kent Coffey</td>
</tr>
<tr>
<td>EDE 3523 Foundations Elem/Mid Math</td>
<td>Dr. Rebecca Robichaux</td>
<td>Dr. Rebecca Robichaux</td>
</tr>
<tr>
<td>EDE 4113 Teaching Elem/Mid Science</td>
<td>Dr. Margaret Pope</td>
<td>Dr. Margaret Pope</td>
</tr>
<tr>
<td>EDE 4123 Teaching Elem/Mid Mathematics</td>
<td>Dr. Rebecca Robichaux</td>
<td>Dr. Rebecca Robichaux</td>
</tr>
</tbody>
</table>
The professional education courses required in the online elementary education degree are the exact same courses as required in the face to face degree. The online faculty include both professors of record for each course and instructors and lecturers who also teach the courses face-to-face on the MSU campus. The professors of record will not change.

The Elementary Education Distance Learning Program required no university start-up costs for implementation. All courses offered in the degree program of study are administered through the Office of Academic Outreach in which 48% of the tuition revenue is invested back into the program for faculty overhead, travel, marketing materials, and recruitment orientation seminars. In addition, the program received a BellSouth Foundation grant in the amount of $50,000.00 for initial development. As a pilot program, the Elementary Education Degree Program offered through AOCE currently has 35 enrolled students and is expected to grow over the next two years to double that number. Because of the perceived potential for growth, this past year, the program was one of several degree programs selected university-wide by the Office of the President to receive funds to hire an instructor to teach courses online and to grow its online offerings.

4. LEARNING OUTCOMES

- Students will demonstrate a high level of competency in the content areas as defined by the National Council for Accreditation of Teacher Education (NCATE).
- Students will apply principles and methods from knowledge gained from professional courses to plan, implement, and assess units and lessons for elementary/middle level students.
- Students will know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous social, emotional, and physical development of each elementary/middle level student.

Additional learning outcomes specified in the College of Education Conceptual Framework include:

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance.

5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction and active engagement of critical thinking, problem-solving, and performance skills.

6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. The teacher is reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well being.

5. PROPOSAL SUBMISSION

Declaration of intent on file at UCCC

6. EFFECTIVE DATE

Upon Approval

7. CONTACT PERSON

Susie Burroughs 325-3747
ELEMENTARY EDUCATION (ELED)

Bold indicates AOCE courses. Non-major courses may be taken either as online courses from MSU or transferred from a community college. Students may not transfer more than 61 hours from community college toward the degree.

University 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

Mathematics (9 hours)
- MA 1413 Structure of Real Number System
- MA 1423 Problem Solving & Real Numbers
- MA 1433 Informal Geometry & Measurement

Science (12 hours)
- See General Education Courses

Humanities (6 hours)
- HI 1063 Early US History
- HI 1073 Modern US History

Fine Arts (3 hours)
- 3 hours See University CORE

Social/Behavioral Sciences (6 hours)
- GR 1123 Intro to World Geography
- PS 1113 American Government or
- SOC 1003 Intro to Sociology
- SOC 1203 Marriage and the Family

Additional Core
English Grammar Elective
English Literature Elective or
EN course above comp II

Major Core#
- RDG 3113 Early Literacy I *
- RDG 3123 Early Literacy II *
- EDE 3123 Early Childhood Edu *
- EDX 3213 Psych and Education of Except Child & Youth
- EDF 3223 Exploring Diversity through Writing *
- RDG 3413 Middle Level Literacy I *
- RDG 3423 Middle Level Literacy II *
- EDE 3223 Middle Level Education *
- EDF 3333 Social Foundations of Ed
- EDE 3523 Found Of Elem & Mid Level Math Edu
- EDE 3443 Creative Arts at the Elementary and Middle Levels
- EDE 4113 Teaching Elementary and Middle Level Science *
- EDE 4123 Teaching Elementary and Middle Level Mathematics *
- RDG 4133 Integrating Language Arts Instruction in the Content Areas *
- EDE 4143 Teaching Elementary and Middle Level Social Studies *
- EDE 4883 Managing the Elementary and Middle Level Classroom *
- EDE 4886/4896 Elementary/Middle Level Teaching Internship (12 credits) *

K-6/7-8 General Elementary Certification
12 or more hours of Concentration Electives**

N-1/K-3/6 Elementary & Early Childhood Certification—18 hours Early Childhood Specialization***

Total hours needed for major: 123

# Many courses have corequisites. See Catalog or advisor.
* requires admission to Teacher Education
** Two subject matter concentrations of 21 hours are required. See advisor.
*** See advisor and elementary education advising worksheet for N-1 (Early Childhood) requirements
NOTE: This form is a cover sheet that must accompany the course 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, Mall Stop 9699 (325-8831).

Department: Curriculum, Instruction & Special Ed
Phone: 5-9489  E-mail: kar234@msstate.edu
Date Initiated: 11/2010  Effective Date: Fall 2011

College or School: Education
Contact Person: Kara Rosenblatt
Nature of Change: AOCE Approval

Current Listing in Catalog:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDX</td>
<td>4113</td>
<td>Diagnostic-Prescriptive Methods and Materials for Early</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Current Catalog Description:

Admission to Teacher Education required. Three hours of lecture and laboratory work including assessment and individualized programming utilizing methods and materials for EMR and LD preschool and primary level children.

New or Modified Listing for Catalog:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
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<td>EDX</td>
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<td>(3)</td>
</tr>
</tbody>
</table>

New or Modified Catalog Description:

Admission to Teacher Education required. Three hours of lecture and laboratory work including assessment and individualized programming utilizing methods and materials for EMR and LD preschool and primary level children.

Approved:

1. Charlotte Bishop
   Department Head
2. Janice Venable
   Chair, College or School Curriculum Committee
3. Alphonso W. McElroy
   Dean of College or School
4. John N. Coats
   Chair, University Committee on Courses and Curricula
5. Bill L. Ryan
   Chair, Graduate Council (if applicable)
6. L. Dean Scott
   Chair, Faculty Council

Date: 11-8-10
11-30-10
11/3/10

January 23rd, 2011
COURSE APPROVAL FOR CAMPUS 5 – EARLY CHILDHOOD EDUCATION
(AOCE APPROVAL)

1. CATALOG DESCRIPTION
EDX 4113/6113, Diagnostic-Prescriptive Methods and Materials for Early Childhood
Disabled. (3) Admission to Teacher Education required. Three hours of lecture and
laboratory work including assessment and individualized programming utilizing
methods and materials for EMR and LD preschool and primary level children.

2. JUSTIFICATION FOR AOCE OFFERING
Mississippi State University’s mission includes “providing access and opportunities to
students from all sectors of the state’s diverse population,... and to offer excellent
programs in teaching research and service...for the benefit of Mississippi’s citizens.”
Offering EDX 4113/6113 as an online class helps further the University’s mission. This
online class will provide students the flexibility to complete degree program requirements
in a timely manner and extend the Early Childhood concentration of the Elementary
Education degree to populations that the University was previously unable to serve.
Course objectives will be met through the students’ use of technology, such as the
Internet and tools and resources available through MyCourses. Many of the students
likely to enroll in a distance-learning program juggle a variety of roles including work,
family and study and therefore face time management challenges and higher attrition
rates. Through the use of online synchronous and asynchronous discussions, small group
projects, MyMedia videos, Camtasia, digital pictures, and the use of grading rubrics to
discern quality of participation in discussions and group work, will ensure course
structure, interaction between the faculty and students and among students will be of the
highest caliber.

3. LEARNING OUTCOMES
The learning outcomes of EDX 4113/6113 include:
1. Identify authorities in the area of early childhood education and cite the
   contributions of each. [INTASC 1; CFPO 3]
2. Outline the basic factors which may prove to be determinant factors in disabling
   conditions for preschoolers [INTASC 4; CFPO 2]
3. Demonstrate the knowledge of litigation and legislation applicable to early
   childhood education [INTASC 1; CFPO 3]
4. Describe the basic characteristics and needs of the child with disabilities at the
   levels of early childhood [INTASC 3; CFPO 2]
5. Demonstrate the influence of the cultural background in the child’s performance
   [INTASC 3; CFPO 8]
6. Demonstrate a knowledge of the comprehensive services available for the early age
   child with disabilities nationally, statewide, and locally. [INTASC 1; CFPO 7]
7. Demonstrate knowledge of the organization and structure of various preschool
   programs. [INTASC 6; CFPO 7]
8. Demonstrate knowledge of the educational programming needs of the early age child with disabilities. [INTASC 6; CFPO 5]

9. Demonstrate the ability to utilize the referral to placement process, to develop an IFSP/IEP, and to plan for instruction for the different levels of early childhood education. [INTASC 1, 4; CFPO 7]

10. Demonstrate a knowledge of the curriculum content for the levels of early childhood education. [INTASC 6; CFPO 3]

11. Demonstrate the knowledge of assessment procedures and uses of data results for different levels of early childhood. [INTASC 4; CFPO 4]

12. Demonstrate a comprehensive list of teaching strategies relevant to implementing early childhood special education programs. [INTASC 8; CFPO 5]

13. Demonstrate knowledge of available resources that may be utilized to enhance educational program for early aged children with disabilities. [INTASC 6; CFPO 9]

14. Demonstrate the knowledge of working with parents of children with disabilities in the different levels of early childhood. [INTASC 10; CFPO 5, 9]

15. Continue the process of self-actualization as a professional teacher of early age children with disabilities by developing proficiency in the competencies on INTASC and CEC standards that relate to effective learner and instructional evaluation (ob18). [INTASC 9, CFPO 1]

16. Demonstrate knowledge of different kinds of commercial teaching materials available for teaching early age children with disabilities in the basic school subjects. [INTASC 4; CFPO 5, 9]

17. Demonstrate ability to analyze their own and others’ teaching methods and materials. [INTASC 9; CFPO 1]

18. Demonstrate knowledge of various aspects of professional development including professional organizations, professional workshops, etc. (SECA, MECA, DEC, etc.). [INTASC 9; CFPO 1]

19. Demonstrate the use of facilitative skills with appropriate early learning skills such as attending behaviors, active listening, and responding. [INTASC 6; CFPO 3,5]

20. Utilize the computer for managing the early childhood classroom and appropriate student instruction. [INTASC 7; CFPO 10]

21. Demonstrate ability to work as a member of a collaborative team for serving early age children with disabilities. [INTASC 10; CFPO 1, 3]

4. DETAILED COURSE OUTLINE OF CAMPUS 1
See attached Campus 1 Syllabus

5. DETAILED COURSE OUTLINE OF CAMPUS 5
See attached Campus 5 Syllabus; The main difference between the Campus 5 version of the course syllabus and the Campus 1 version of the syllabus is that for the Campus 5 course, all instruction is provided electronically and all assignments are submitted electronically. Instruction will be delivered via Camtasia audio-enhanced PowerPoint presentations, supplementary web-based lecture notes and commentary, assigned course readings, on-line MyMedia videos, on-line synchronous and asynchronous class discussions, email correspondence, and computer laboratory work.
The content of the course and method of delivery for both the Campus 1 and Campus 5 versions of the course are detailed below.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Face-to-Face</th>
<th>Online, Internet, Web-based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Historical Development of Early Childhood Special Needs</td>
<td>7 Hours (lecture, quizzes, feedback,</td>
<td>7 Hours (Video lectures, Camtasia audio-enhanced</td>
</tr>
<tr>
<td>Services, including history, theories, litigation, and rationale for</td>
<td>discussions)</td>
<td>PowerPoint lectures, quizzes, discussion board</td>
</tr>
<tr>
<td>early services for children with disabilities</td>
<td></td>
<td>discussions, email feedback)</td>
</tr>
<tr>
<td>Module 2: Determinants of Disabling Conditions in Early-Aged Children</td>
<td>3 Hours (lecture, quizzes, feedback,</td>
<td>3 Hours (Video lectures, Camtasia audio-enhanced</td>
</tr>
<tr>
<td>Requiring Special Education and Characteristics of the Early-Age Children</td>
<td>discussions)</td>
<td>PowerPoint lectures, quizzes, discussion board</td>
</tr>
<tr>
<td>with Disabilities</td>
<td></td>
<td>discussions, email feedback)</td>
</tr>
<tr>
<td>Module 3: Service Delivery Models/Model Programs for Providing Educational</td>
<td>3 Hours (lecture, discussion)</td>
<td>3 Hours (Camtasia audio-enhanced PowerPoint lecture, discussion</td>
</tr>
<tr>
<td>Programming for Early Age Children with Disabilities</td>
<td></td>
<td>board discussions)</td>
</tr>
<tr>
<td>Module 4: The Referral to Placement Process for Children up to 6 Years of</td>
<td>7 Hours (lecture, quizzes, feedback,</td>
<td>7 Hours (Video lectures, Camtasia audio-enhanced</td>
</tr>
<tr>
<td>Age, including: regulations, identification of disabilities, and steps in the</td>
<td>discussions)</td>
<td>PowerPoint lectures, quizzes, discussion board</td>
</tr>
<tr>
<td>referral process.</td>
<td></td>
<td>discussions, email feedback)</td>
</tr>
<tr>
<td>Module 5: Individualized Education Program Design and Implementation</td>
<td>25 Hours (lectures, quizzes, feedback,</td>
<td>25 Hours (Video lectures, Camtasia audio-enhanced</td>
</tr>
<tr>
<td>a. I.E.P. Overview and Development</td>
<td>discussions)</td>
<td>PowerPoint lectures, quizzes, discussion board</td>
</tr>
<tr>
<td>b. Assessment and evaluation of ongoing progress</td>
<td></td>
<td>discussions, email feedback)</td>
</tr>
<tr>
<td>c. Determining curriculum content for early childhood, preschool, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>primary aged students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Classroom organization and management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Working with parents and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
paraprofessionals
f. Transition to an elementary program
g. Using technology
h. Professional development and professional organizations for early childhood special education

6. METHOD OF EVALUATION
For EDX 4113, student grades will be determined on the basis of:

- Class projects (units, etc) 5%
- Demonstrations/Modeling 5%
- IEP’s and lesson plans 5%
- Teacher-made materials 5%
- Sectional tests (5 tests based on chapters and materials covered in the course) 25%
- Comprehensive final 15%
- Performance in the field-based experience 40%
- Participation 5%

For EDX 6113, student grades will be determined on the basis of:

- Class projects (units, etc) 5%
- Demonstrations/Modeling 5%
- IEP’s and lesson plans 5%
- Teacher-made materials 5%
- Sectional tests (5 tests based on chapters and materials covered in the course) 25%
- Comprehensive final 10%
- Performance in the field-based experience 20%
- Participation 5%
- Graduate students will prepare and demonstrate information and materials on three (3) assigned topics. 20%

All methods of evaluation listed above are the same for the Campus 1 version of the course.

ACADEMIC MISCONDUCT
Academic misconduct will be monitored by (1) having teacher candidates sign and fax a form indicating that they have read and understand the terms of the course syllabus and MSU Honor Code; (2) having field experience mentor teachers verify teacher candidate attendance and participation in field experience assignments through a signed form that is faxed weekly; and through (3) time sensitive tests and exams with randomly ordered questions.
TARGET AUDIENCE
The target audiences for this course are teacher assistants, community college transfer students who are not able to leave their communities to attend a four-year institution, and others who would like to earn an elementary education degree with an early childhood education but do not live in close proximity to Mississippi State University.

7. METHOD OF INSTRUCTION
B – Lecture/Lab

8. METHOD OF DELIVERY
O = Online, Internet, Web-based

9. DELIVERY STATEMENT
This AOE course will not violate the Provost’s policies on Campus 5 offerings. This course will be available to Campus 5 students, in an online, Internet, web-based format, which provides extra value to those enrolling in this format of the course since they can complete the course requirements from their homes using computers with Internet access. The Face-to-Face version of this class is offered to Campus 1 students in the spring semester.

B. SPECIAL NOTES
1. CROSS-LISTING
Not applicable

2. EFFECTIVE DATE
Fall, 2011

3. EFFECT ON OTHER COURSES
This course will not affect any other courses in the special education curriculum or in the early childhood concentration of the elementary education program of study.

4. CONTACT PERSON
Kara Rosenblatt, 325-9489

5. MASTER SCHEDULE
It is anticipated that EDX 4113/6133 will be offered on-line through AOE in fall 2011.
COURSE SYLLABUS

(face-to-face)

EDX 4113/6113 Diagnostic-Prescriptive Methods and Materials for Early Childhood Disabilities

Catalog Description:

EDX 4113/6113, Diagnostic-Prescriptive Methods and Materials for Early Childhood Disabled. (3) Admission to Teacher Education required. Three hours of lecture and laboratory work including assessment and individualized programming utilizing methods and materials for EMR and LD preschool and primary level children.

Conceptual Framework: The course incorporates primarily specialty area studies (i.e. studies of early childhood intervention for children with disabilities) but includes components of professional studies (i.e. e-service teachers collaborating with other professionals, etc.) as well as world of practice as found in the field-based practicum.

Objectives:

LEARNING OUTCOMES

The learning outcomes of EDX 4113/6113

1. Identify authorities in the area of early childhood education and cite the contributions of each. [INTASC 1; CFPO 3]
2. Outline the basic factors which may prove to be determinant factors in disabling conditions for preschoolers [INTASC 4; CFPO 2]
3. Demonstrate the knowledge of litigation and legislation applicable to early childhood education [INTASC 1; CFPO 3]
4. Describe the basic characteristics and needs of the child with disabilities at the levels of early childhood [INTASC 3; CFPO 2]
5. Demonstrate the influence of the cultural background in the child’s performance [INTASC 3; CFPO 8]
6. Demonstrate a knowledge of the comprehensive services available for the early age child with disabilities nationally, statewide, and locally. [INTASC 1; CFPO 7]
7. Demonstrate knowledge of the organization and structure of various preschool programs. [INTASC 6; CFPO 7]
8. Demonstrate knowledge of the educational programming needs of the early age child with disabilities. [INTASC 6; CFPO 5]
9. Demonstrate the ability to utilize the referral to placement process, to develop an IFSP/IFP, and to plan for instruction for the different levels of early childhood education. [INTASC 1, 4; CFPO 7]
10. Demonstrate a knowledge of the curriculum content for the levels of early childhood education. [INTASC 6; CFPO 3]
11. Demonstrate the knowledge of assessment procedures and uses of data results for different levels of early childhood. [INTASC 4; CFPO 4]
12. Demonstrate a comprehensive list of teaching strategies relevant to implementing early childhood special education programs. [INTASC 8; CFPO 5]
13. Demonstrate knowledge of available resources that may be utilized to enhance educational program for early aged children with disabilities. [INTASC 6; CFPO 9]

14. Demonstrate the knowledge of working with parents of children with disabilities in the different levels of early childhood. [INTASC 10; CFPO 5, 9]

15. Continue the process of self-actualization as a professional teacher of early age children with disabilities by developing proficiency in the competencies on INTASC and CEC standards that relate to effective learner and instructional evaluation (ob18). [INTASC 9, CFPO 1]

16. Demonstrate knowledge of different kinds of commercial teaching materials available for teaching early age children with disabilities in the basic school subjects. [INTASC 4; CFPO 5, 9]

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19. Demonstrate the use of facilitative skills with appropriate early learning skills such as attending behaviors, active listening, and responding. [INTASC 6; CFPO 3,5]

20. Utilize the computer for managing the early childhood classroom and appropriate student instruction. [INTASC 7; CFPO 10]

21. Demonstrate ability to work as a member of a collaborative team for serving early age children with disabilities. [INTASC 10; CFPO 1, 3]

Text:


Mississippi Department of Education Website: [http://www.mde.k12.ms.us/](http://www.mde.k12.ms.us/)

**Topics to be Covered:**

<table>
<thead>
<tr>
<th>Time allotted</th>
<th>Topic to be covered</th>
<th>CFPO</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 hours</td>
<td>1. Historical development of early childhood special needs services including history, theories, litigation, and rationale for early services for children with disabilities.</td>
<td>CFPO 3</td>
</tr>
<tr>
<td>3 hours</td>
<td>2. Determinants of disabling conditions of early-aged children requiring special education (Chapter 4 – Cook, Tessier, &amp; Klein, 2004) and Characteristics of the early-age children with disabilities (Davis, Kilgo, &amp; Gamel-McCormick, 1998)</td>
<td>CFPO 2</td>
</tr>
<tr>
<td>3 hour</td>
<td>3. Service delivery models/model programs for providing educational programming for early age children with disabilities (Chapter 2 – Cook, Tessier, &amp; Klein, 2004)</td>
<td>CFPO 7</td>
</tr>
<tr>
<td>7 hours</td>
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- Classroom organization and management  
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- Transition to an elementary program  
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**Suggested Student Activities/Methods of Instruction:**

1. **Lecture/class discussion**- Professor will lead discussion of various topics to be covered. Students will participate in discussion of topic.

2. **Computer activities**- students will develop teaching materials; compile data, and other classroom activities on the computer, using a variety of digital media.

3. **Demonstrations**- demonstrations will be provided by the professor or via student assignments of “how-to” perform such tasks as computer assisted instruction, multimedia presentations, etc.

4. **Videos**- videos will be used to present such concepts as discipline in the classroom, working with seizure prone students, etc.

5. **Laboratory experience**- students will complete 4 hours per week of field-based experience at a local elementary or pre-school.

6. **Simulation experiences/problem based learning**- pre-service teachers are provided with case studies for which they must design appropriate intervention plans.
Evaluation of Student Progress:

For EDX 4113, student grades will be determined on the basis of:

- Class projects (units, etc) 5%
- Demonstrations/Modeling 5%
- IEP’s and lesson plans 5%
- Teacher-made materials 5%
- Sectional tests (5 tests based on chapters and materials covered in the course) 25%
- Comprehensive final 15%
- Performance in the field-based experience 40%
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Dispositions Instrument

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Disability Statement

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Bibliography:

COURSE SYLLABUS

online

EDX 4113/6113 Diagnostic-Prescriptive Methods and Materials for Early Childhood Disabilities

Catalog Description:

EDX 4113/6113, Diagnostic-Prescriptive Methods and Materials for Early Childhood Disabled. (3) Admission to Teacher Education required. Three hours of lecture and laboratory work including assessment and individualized programming utilizing methods and materials for EMR and LD preschool and primary level children.

Conceptual Framework: The course incorporates primarily specialty area studies (i.e. studies of early childhood intervention for children with disabilities) but includes components of professional studies (i.e. e-service teachers collaborating with other professionals, etc.) as well as world of practice as found in the field-based practicum.

Objectives:

LEARNING OUTCOMES

The learning outcomes of EDX 4113/6113

1. Identify authorities in the area of early childhood education and cite the contributions of each. [INTASC 1; CFPO 3]
2. Outline the basic factors which may prove to be determinant factors in disabling conditions for preschoolers [INTASC 4; CFPO 2]
3. Demonstrate the knowledge of litigation and legislation applicable to early childhood education [INTASC 1; CFPO 3]
4. Describe the basic characteristics and needs of the child with disabilities at the levels of early childhood [INTASC 3; CFPO 2]
5. Demonstrate the influence of the cultural background in the child’s performance [INTASC 3; CFPO 8]
6. Demonstrate a knowledge of the comprehensive services available for the early age child with disabilities nationally, statewide, and locally. [INTASC 1; CFPO 7]
7. Demonstrate knowledge of the organization and structure of various preschool programs. [INTASC 6; CFPO 7]
8. Demonstrate knowledge of the educational programming needs of the early age child with disabilities. [INTASC 6; CFPO 5]
9. Demonstrate the ability to utilize the referral to placement process, to develop an IFSP/IEP, and to plan for instruction for the different levels of early childhood education. [INTASC 1, 4; CFPO 7]
10. Demonstrate a knowledge of the curriculum content for the levels of early childhood education. [INTASC 6; CFPO 3]
11. Demonstrate the knowledge of assessment procedures and uses of data results for different levels of early childhood. [INTASC 4; CFPO 4]
12. Demonstrate a comprehensive list of teaching strategies relevant to implementing early childhood special education programs. [INTASC 8; CFPO 5]
13. Demonstrate knowledge of available resources that may be utilized to enhance educational program for early aged children with disabilities. [INTASC 6; CFPO 9]
14. Demonstrate the knowledge of working with parents of children with disabilities in the different levels of early childhood. [INTASC 10; CFPO 5, 9]
15. Continue the process of self-actualization as a professional teacher of early age children with disabilities by developing proficiency in the competencies on INTASC and CEC standards that relate to effective learner and instructional evaluation (ob18). [INTASC 9, CFPO 1]
16. Demonstrate knowledge of different kinds of commercial teaching materials available for teaching early age children with disabilities in the basic school subjects. [INTASC 4; CFPO 5, 9]
17. Demonstrate ability to analyze their own and others’ teaching methods and materials. [INTASC 9; CFPO 1]
18. Demonstrate knowledge of various aspects of professional development including professional organizations, professional workshops, etc. (SECA, MECA, DEC, etc.). [INTASC 9; CFPO 1]
19. Demonstrate the use of facilitative skills with appropriate early learning skills such as attending behaviors, active listening, and responding. [INTASC 6; CFPO 3, 5]
20. Utilize the computer for managing the early childhood classroom and appropriate student instruction. [INTASC 7; CFPO 10]
21. Demonstrate ability to work as a member of a collaborative team for serving early age children with disabilities. [INTASC 10; CFPO 1, 3]

Text:

Mississippi Department of Education Website: [http://www.mde.k12.ms.us/](http://www.mde.k12.ms.us/)

**Topics to be Covered:**

<table>
<thead>
<tr>
<th>Time allotted</th>
<th>Topic to be covered</th>
<th>CFPO</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 hours</td>
<td>1. Historical development of early childhood special needs services including history, theories, litigation, and rationale for early services for children with disabilities.</td>
<td>CFPO 3</td>
</tr>
<tr>
<td>3 hours</td>
<td>2. Determinants of disabling conditions of early-aged children requiring special education (Chapter 4 – Cook, Tessier, &amp; Klein, 2004) and Characteristics of the early-age children with disabilities (Davis, Kilgo, &amp; Gamel-McCormick, 1998)</td>
<td>CFPO 2</td>
</tr>
<tr>
<td>3 hour</td>
<td>3. Service delivery models/model programs for providing educational programming for early age children with disabilities (Chapter 2 – Cook, Tessier, &amp; Klein, 2004)</td>
<td>CFPO 7</td>
</tr>
<tr>
<td>7 hours</td>
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5. **Laboratory experience**- Students will complete 4 hours per week of field-based experience at a local elementary or pre-school. Videos and digital pictures will be submitted to the professor to exhibit student ability to comprehend and apply knowledge when working with early childhood students with disabilities.

6. **Simulation experiences/problem based learning**- Pre-service teachers are provided with case studies for which they must design appropriate intervention plans. Case studies and student/professor discussion will be conducted through the use of MyCourses Discussion Board.
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**Bibliography:**


To: Box Council and UCCC Committee Members

From: Devon Brenner, Elementary Education Undergraduate Coordinator

RE: Support for Elementary Undergraduate Program Modification

Date: November 18, 2010

This letter of support is offered by the faculty in the program area of Special Education in the Department of Curriculum, Instruction, and Special Education for the following:
  • Support of an online version of EDX 4113, Diagnostic-Prescriptive Methods and Materials for Early Childhood Disabled

Special Education Program Area faculty include: Kent Coffey, Sandy Devlin, Kimberly Mattox, and Kara Rosenblatt.

Thank you,

Sandy Devlin
To: Box Council and UCCC Committee Members

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Thank you,

[Signature]

Kent Coffey
To: Box Council and UCCC Committee Members

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Date: November 10, 2010

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Thank you,

(Signature)

Program Area Faculty

Date