



# Mississippi State UNIVERSITY

UNIVERSITY COMMITTEE  
ON COURSES & CURRICULA  
Lloyd-Ricks Annex — North End  
Mailstop 9699  
662-325-0831 TELEPHONE  
662-325-0832 FAX

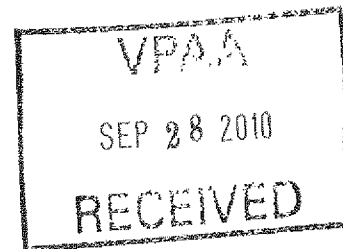
## MEMORANDUM

September 28, 2010

**TO:** Academic Deans Council

**FROM:** Dr. Angi E. Bourgeois *ABB*  
UCCC Chair

**RE:** Change Notice 1



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 October 15, 2010 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.

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*UCCC*

uccc@ra.msstate.edu E-mail

## 1. COURSE PROPOSALS

### AGRICULTURE & LIFE SCIENCES

Modify From:	ADS 3213	<b>Performance Analysis of Meat Animals. (3).</b> One hour lecture. Four hours laboratory. Productive evaluation of livestock as meat animals directly related to carcass value and economics of production.
To:	ADS 3213	<b>Livestock Growth, Development and Evaluation. (3).</b> (Prerequisite: ADS 1114). Two hours lecture. Two hours laboratory. Growth and development of livestock animals from embryo to harvest. The evaluation of meat animals related to the livestock industry and the value of production.  METHOD OF INSTRUCTION: C DELIVERY: F C.I.P. 01.0302 24-CHAR: Growth Development Eval  Effective: Spring 2011
Modify From:	ADS 3312	<b>Livestock Management Practices. (2).</b> (Prerequisite: ADS 1114). Four hours laboratory. Modern techniques used in proper vocational management of beef cattle, sheep, seine and horses.
To:	ADS 3312	<b>Livestock Management Practices. (2).</b> (Prerequisite: ADS 1114 and junior standing or consent of instructor). Four hours laboratory. Modern techniques used in proper vocational management of beef cattle, sheep, seine and horses.  Effective: Spring 2011

UCCC Change Notice 1  
September 28, 2010

Modify From: ADS 4113/6113	<b>Swine Science. (3).</b> (Prerequisite: ADS 1114). Three hours lecture. Feeding, management, breeding, production, and marketing of swine.
To: ADS 4113	Swine Science. (3). (Prerequisite: ADS 1114). Three hours lecture. Feeding, management, breeding, production, and marketing of swine.  Effective : Spring 2011
Modify From: PSS 3443	<b>Advanced Floral Design II. (3).</b> (prerequisite: PSS 2343). One hour lecture. Four hours laboratory. Application of design theory and principles to non-perishable dried and preserved floral products.
To: PSS 3443	<b>Permanent Botanical Floral Design. (3).</b> (prerequisite: PSS 2343). One hour lecture. Four hours laboratory. Application of design theory and principles to non-perishable dried and preserved floral products.  METHOD OF INSTRUCTION: C DELIVERY: F C.I.P. 01.0608 24-CHAR: Permanent Floral Design  Effective: Spring 2011

## EDUCATION

ADD EDE 8733	<b>Teaching Physical, Life and Earth Science in the Elementary and Middle School Classroom. (3).</b> Three hours lecture. Theory, applied methods, and techniques for teaching K-8 physical, life, and earth science. Content knowledge, inquiry, discovery learning, and technology of teaching.  METHOD OF INSTRUCTION: C DELIVERY: F C.I.P. 13.1316 24-CHAR: Tchg Science in Emem/Mid  Effective: Spring 2011
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Add	EDE 8763	<p><b>Elementary and Middle Level Mathematics Education.</b> (3). Three hours lecture. Methods and materials and the preparation and use of instructional and assessment tools to be used in providing research-based mathematical experiences for K-8 students.</p> <p>METHOD OF INSTRUCTION: C DELIVERY: F C.I.P. 13.11 24-CHAR: Elem/Mid Math Educ</p> <p>Effective: Spring 2011</p>
Modify From:	RDG 8653	<p><b>Teaching Reading in the Secondary Schools.</b> (3). Three hours lecture. A study of reading problems of junior- and senior-high school students. A study of machines, materials, and techniques used in developmental reading for high school youth (taught every summer).</p>
To:	RDG 8653	<p><b>Teaching Reading in the Secondary Schools.</b> (3). Three hours lecture. A study of reading problems of middle and upper level students. A study of technology, materials, and methods used in developmental reading for secondary students.</p> <p>Effective: Spring 2011</p>
Delete	RDG 8413	<p><b>Reading in the Public Schools.</b> (3). Three hours lecture. Materials and methods employed in individual and group procedures for the teaching of reading in public schools.</p> <p>Effective: Spring 2011</p>
Delete	RDG 8573	<p><b>Diagnosis of Reading Problems.</b> (3). Three hours lecture. The selection, utilization and interpretation of instruments used to diagnose disability and outline remedial procedures (taught every fall).</p> <p>Effective: Spring 2011</p>

### **FOREST RESOURCES**

Add	FP 8121	<p><b>Research Seminar II.</b> (1). One hour seminar. Review of current research work in wood science and technology; the scientific method; philosophy of research. This course focuses on oral communication skills.</p> <p>METHOD OF INSTRUCTION: S DELIVERY: F C.I.P. 03.0509 24-CHAR: Research Seminar II Effective: Spring 2011</p>
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### **VETERINARY MEDICINE**

Add	CVM 8061	<p><b>Small Animal Surgery Literature Seminar.</b> (1). One hour seminar. Weekly seminar focusing on current literature pertaining to small animal surgery.</p> <p>METHOD OF INSTRUCTION: S DELIVERY: F C.I.P. 51.2401 24-CHAR: Small Anim Surg Lit Sem Effective: Spring 2011</p>
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## **2. DEGREE PROPOSALS**

### **ARCHITECTURE, ART, & DESIGN**

Technical Change: Suspend Enrollment Degree: Master of Science Major: Architecture	Suspend enrollment in the MS in Architecture.  Effective: Fall 2010
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### **ARTS & SCIENCES**

Delete Degree: Bachelor of Science Major: Foreign Languages	Delete the BS in Foreign Languages.  Effective: Upon IHL approval
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### **BUSINESS**

Technical Change: Suspend Enrollment Degree: Bachelor of Business Administration Major: Management Concentration: Construction and Land Development	Suspend enrollment in the Construction and Land Development concentration of the BBA in Management.  Effective: Fall 2010
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UCCC Change Notice 1  
September 28, 2010

Technical Change: Suspend Enrollment Degree: Bachelor of Business Administration Major: Management Concentration: Furniture Management	Suspend enrollment in the Furniture Management concentration of the BBA in Management.  Effective: Fall 2010
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**EDUCATION**

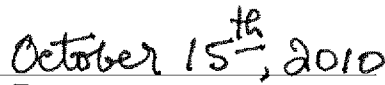
Modify Degree: Bachelor of Science Major: Secondary Education Concentration: English	Remove CO 1403 and CO 1223 as requirements. Change CO 1503 to a Fine Arts requirement, and add EN 2434 as a degree requirement.  Effective: Spring 2010
Technical Change FROM: Degree: Master of Science Major: Kinesiology Emphasis: Exercise Science, Sport Administration, and Teaching and Coaching  TO: Degree: Master of Science Major: Kinesiology Concentrations: Sport Pedagogy, Sport Administration, and Exercise Physiology	Change current emphasis areas to concentrations.          Effective: Fall 2010

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

Proposals\*\*

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

  
\_\_\_\_\_  
Date

ORIGINAL

APPROVAL FORM FOR  
**COURSES**  
 MISSISSIPPI STATE UNIVERSITY

**RECEIVED**  
 8/26/10

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: Ag & Life Sciences

Department: Animal and Dairy Sciences

Contact Person: Ann Marie Leed

Phone: 5-5208

E-mail: amleed@ads.msstate.edu

Nature of Change: Modify

Date Initiated: 9/2009

Effective Date: 1/2011

Current Listing in Catalog:

Symbol	Number	Title
ADS	3213	Performance Analysis of Meat Animals

Credit Hours  
(3)

**Current Catalog Description:**

Fall Semester. One hour lecture. Four hours laboratory. Productive evaluation of livestock as meat animals directly related to carcass value and economics of production.

**New or Modified Listing for Catalog:**

Symbol	Number	Title
ADS	3213	Livestock Growth, Development and Evaluation

Credit Hours  
(3)

**New or Modified Catalog Description:**

Two hours lecture. Two hours laboratory. (Prerequisite ADS 1114.) Growth and development of livestock animals from embryo to harvest. The evaluation of meat animals related to the livestock industry and the value of production.

Approved:

*Tony E. Kiser*

Department Head

Date:

8-23-10

*[Signature]*  
 Chair, College or School Curriculum Committee

8-23-10

*[Signature]*  
 Dean of College or School

8/26/10

*[Signature]*  
 Chair, University Committee on Courses and Curricula

9/27/10

Chair, Graduate Council (if applicable)

*[Signature]*  
 Chair, Deans Council

October 15<sup>th</sup>, 2010

## COURSE MODIFICATION

### *Department of Animal and Dairy Sciences*

#### 1. CATALOG DESCRIPTION

**Current Course:** ADS 3213: Fall Semester. One hour lecture. Four hours laboratory. Productive evaluation of livestock as meat animals directly related to carcass value and economics of production.

**New Course:** ADS 3213: Two hours lecture. Two hours laboratory. (Prerequisite ADS 1114.) Growth and development of livestock animals from embryo to harvest. The evaluation of meat animals related to the livestock industry and the value of production.

#### 2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

- a. The course title change reflects the current livestock industry language.
- b. The course description change mirrors the livestock industry standards.
- c. The change from one lecture hour, four hours laboratory to two hours lecture, two hours laboratory will allow more time to be spent providing the students background information on laboratory topics.
- d. A prerequisite is being added to this class.

#### 3. JUSTIFICATION AND LEARNING OUTCOMES

##### Justification:

The modification of this course title and description is necessary to more accurately convey the subject matter presented to students in ADS 3213 and reflects current industry terminology. The prerequisite of ADS 1114 is necessary due to the terminology used in ADS 3213. It is necessary for students enrolled in ADS 3213 to have the basic background knowledge associated with cattle, sheep and swine production which students are exposed to in ADS 1114. Modification of method/hours of instruction, will allow more time to be spent preparing students in a lecture setting for laboratory activities. For example after several semesters of instructing this course, it has been realized that students lack the basic understanding of muscle development, muscle contraction and growth; which severely hinders their ability to gain knowledge under the current set-up. By increasing the amount of time spent in lecture, students will have greater exposure to these processes which will allow them to be more successful during laboratories. Additionally, the modification from a four hour laboratory to a two hour laboratory will be beneficial as under the current set-up many of the labs are repeated because of a lack of livestock. This change will allow the instructors to create more meaningful laboratories and allow for better use of available livestock.

##### Learning Outcomes:

- a. Understand the history of cattle, sheep and swine in the United States and how that history relates to the livestock industry today.



- b. Gain knowledge on muscle structure, adipose tissue and growth technology and how it affects livestock.
- c. Understand the impact stress has on meat quality.
- d. Gain hands-on skills implanting cattle and yield and quality grading cattle and lambs.
- e. Develop the ability to price livestock carcasses.

#### **4. ADDITIONAL INFORMATION**

- a. COURSE SYMBOL: Course symbols are not being modified.
- b. COURSE NUMBER:
  - i. First Digit: There will be no change to the first digit (3).
  - ii. Second and Third Digit: There will be no change to the second (2) and third digit (1).
  - iii. Fourth Digit: There will be no change to the fourth digit (3).
- c. COURSE TITLE: The course title will be changed to Livestock Growth, Development and Evaluation.
- d. CREDIT HOURS: The credit hours for this class will remain unchanged.
- e. PREREQUISITE: The prerequisite for this class will be modified to ADS 1114.
  - i. ADS 1114 is an introductory course in Animal and Dairy Science. ADS 1114 presents the basic terminology and practices related to production and marketing of cattle, sheep and swine.
- f. METHOD/HOURS OF INSTRUCTION: The class will change from one hour lecture, four hours laboratory to two hours lecture, two hours laboratory.
- g. METHOD OF DELIVERY: There will be no modification to the method of delivery.
- h. COURSE DESCRIPTION: The course description for this course will be changed to more accurately reflect the current livestock industry language. The description will provide a clearer understanding of the material addressed in the course.
  - i. Current description: Fall Semester. One hour lecture. Four hours laboratory. Productive evaluation of livestock as meat animals directly related to carcass value and economics of production.
  - ii. Modified description: Two hours lecture. Two hours laboratory. (Prerequisite ADS 1114.) Growth and development of livestock animals from embryo to harvest. The evaluation of meat animals related to the livestock industry and the value of production.
- i. COURSE CONTENT: The course content will not be modified.

#### **5. GRADUATE STUDENT REQUIREMENTS**

None

## 6. METHOD OF EVALUATION

- Exams 600 points (40%)
  - 3 exams worth 200 points/exam
- Final exam 400 points (26.7%)
- Project 300 points (20%)
- Laboratory reports 100 points (6.7%)
- Homework assignments 50 points (3.3%)
- Attendance 50 points (3.3%)
- TOTAL POINTS: 1500 points (100%)

### *Grading:*

<u>Total points</u>	<u>Letter Grade</u>
1500-1350	A
1349-1200	B
1199-1050	C
1049-900	D
899 – Lower	F

## 7. OUT OF CLASS WORK

- a. Project: Students will select a topic from an approved list of growth and development topics. A five page written scientific paper will be turned in along with a 20 minute presentation.
- b. Laboratory reports: Assigned after certain laboratories and are due the following class period.
- c. Homework assignments: Assigned during lecture and are due the following class period.

## 8. SUPPORT

Adequate resources are currently available to support this course.

## 9. EFFECTIVE DATE

01/2011

## 10. PLANNED FREQUENCY

This course will be offered every fall semester.

## 11. PROPOSED 24 CHARACTER ABBREVIATION

Growth Development Eval

## 12. PROPOSED SEMESTER EFFECTIVE

Fall 2011

## 13. PROPOSAL CONTACT PERSON

Ann Marie Leed

Department of Animal and Dairy Sciences

[amleed@ads.msstate.edu](mailto:amleed@ads.msstate.edu)

662-325-5208

## **CURRENT**

### **Performance Analysis of Meat Animals Syllabus and Schedule ADS 3213**

**Class Time:** Monday 1:00-2:50pm and Thursday 12:30-3:20pm

**Location:** Ballew 119 (but please refer to instructors' directions concerning class location)

<b>Instructors:</b>	Dr. Ty Schmidt	Ann Leed
	4016 Wise Center	4029 Wise Center
	662-325-2934	662-325-5208
	<a href="mailto:TSchmidt@ads.msstate.edu">TSchmidt@ads.msstate.edu</a>	<a href="mailto:amleed@ads.msstate.edu">amleed@ads.msstate.edu</a>

**Office Hours:** Monday-Friday: Open door policy (door open come in: Dr. Schmidt)  
Monday 10:30-12:30 and Wednesday 1:00-3:00 (Ann Leed)

**Supplies need for class:** Each student will need a clip board and a calculator for each class period.

**Appropriate Dress for class:** Students will need to dress appropriately for labs at the meat lab. Students cannot wear open toed shoes in the meat lab. Students may not wear shorts or skirts to lab when in the meat lab; this is a food safety issue and a USDA rule. All visible jewelry must be removed prior to lab. If the jewelry cannot be removed it must then be covered with tape. Students attending lab with inappropriate clothing or shoes will have to leave lab and can only return when they are properly dressed. For lectures and labs held outside there is no dress code, however students are cautioned to wear clothes that are comfortable depending on the weather.

**Course Catalog Description:** Productive evaluation of livestock as meat animals directly related to carcass value and economics of production.

**Attendance:** Students are expected to attend all lectures and labs. For exams, the only excused absences are 1) illness (requires note from doctor) 2) death in the family or 3) official university functions (requires official note given to instructors prior to absence).

**Lab Reports and Homework:** Lab reports and homework assignments allow students to demonstrate their understanding of the material. With certain laboratories and lectures, the students will be given an assignment. These assignments will be due at the start of the following class period.

**Late Assignments:** All assignments are due at the start of class and are worth 10% of final grade. Assignments that are turned in after class has started will be docked 10%. Assignments turned in one day late will be docked 20% of the assignment grade, two days late will be docked 40% of assignment grade, and three days late will dock 100% of assignment grade. This applies to all assignments.

**Exams:** There will be three exams. Each exam will be worth 200 points.

**Final Exam:** This exam will be a comprehensive exam (cover all lectures and labs) and is worth 400 points.

**Research Project:** Students will select a topic from an approved list of topics related to the course. A five page written scientific article will be turned in along with a 20 minute presentation. The project is worth 300 points.

#### **Points Distribution:**

- Exams 600 points (40%)
  - 3 exams worth 200 points/exam
- Final exam 400 points (26.7%)
- Project 300 points (20%)
- Laboratory reports 100 points (6.7%)

- Homework assignments 50 points (3.3%)
- Attendance 50 points (3.3%)
- TOTAL POINTS: 1500 points (100%)

### **Grading:**

<u>Total points</u>	<u>Letter Grade</u>
1500-1350	A
1349-1200	B
1199-1050	C
1049-900	D
899 – Lower	F

### **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." Academic Operating Policy and Procedure 12.07

<http://www.msstate.edu/dept/audit/1207A.html>

### **Cell Phone and Electronic Policy**

In accordance with Academic Operating Policy 10.08 and in order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices, and other electronic devices is prohibited. In this class students are required to put cell phones on the silent mode and stow in backpacks while attending class; this includes Bluetooth headsets. On quizzes and exams cell phones may not be used as calculators or clocks. A copy of AOP 10.08 is available online at <http://www.msstate.edu/dept/audit/1008.html>. All iPods, MP3 players, and other electronic devices must be turned off and stowed in backpacks while in class.

### **Lab Schedule:**

Lab #1	Introduction to Course
Lab #2	Orientation to the Meat Lab (Carcass)
Lab #3	Orientation to MSU South Farm (Live)
Lab #4	Evaluation of fat cattle for muscle (Live)
Lab #5	Evaluation of fat cattle for fat deposition (Live)
Lab #6	Beef Quality and Yield Grades (Carcass)
Lab #7	Evaluation of cull cows (Carcass)
Lab #8	Ultrasounding cattle (Live)
Lab #9	Ultrasounding cattle (Live)
Lab #10	Processing beef carcasses (Carcass)
Lab #11	Break down of muscle of beef carcasses (Carcass)
Lab #12	Stockyard tour
Lab #13	Beef cattle pricing game
Lab #14	Beef cooking
Lab #15	Midterm Exam
Lab #16	Evaluation lambs (Live)
Lab #17	Evaluation lambs (Live)
Lab #18	Evaluation lambs (Carcass)
Lab #19	Pricing lamb carcasses
Lab #20	Swine evaluation (Live)
Lab #21	Swine evaluation (Carcass)
Lab #22	Evaluation swine (Carcass)
Lab #23	Fabrication of swine carcasses
Lab #24	Swine pricing game

### **Lecture Schedule:**

Lecture #1	Overview of Meat Lab
Lecture #2	Muscle and fat evaluation in fat cattle

Lecture #3	Beef Quality and Yield Grades
Lecture #4	Ultrasound technology in cattle
Lecture #5	Processing beef carcasses
	Exam #1
Lecture #6	Stockyard tour
Lecture #7	Beef cattle pricing
Lecture #8	Overview of live evaluation of lambs
Lecture #9	Overview of carcass evaluation of lambs
Lecture #10	Overview of live swine evaluation
	Exam #2
Lecture #11	Overview of carcass swine evaluation
Lecture #12	Pricing swine carcasses
Lecture #13	Muscle structure
	Exam #3
Lecture #14	Adipose development

## **PROPOSED**

### **Livestock Growth, Development and Evaluation Syllabus and Class Schedule ADS 3213**

**Class Time:** Monday 1:00-1:50pm – Lecture  
Wednesday: 1:00 – 1:50 – Lecture  
Thursday 1:00-3:20pm - Laboratory

**Location:** Ballew 119

<b>Instructors:</b>	Dr. Ty Schmidt	Ann Leed
	4030 Wise Center	4029 Wise Center
	662-325-2934	662-325-5208
	TSchmidt@ads.msstate.edu	amleed@ads.msstate.edu

**Office Hours:** Monday-Friday: Open door policy (door open come in: Dr. Schmidt)

**\*\*Please do not come in before 7:00 AM\*\***

Monday - Thursday 8:00 am – 10:00am (Ann Leed)

**Textbook:**

There is no required textbook.

**Course Catalog Description:**

Two hours lecture. Two hours laboratory. (Prerequisite ADS 1114.) Growth and development of livestock animals from embryo to harvest. The evaluation of meat animals related to the livestock industry and the value of production.

**Supplies Required for Class:**

Each student will need a calculator for each laboratory class period along with a clipboard.

**Appropriate Dress for class:**

Students will need to dress appropriately for labs at the meat lab. Students cannot wear open toed shoes in the meat lab. Students may not wear shorts or skirts to lab when in the meat lab; this is a food safety issue and a USDA regulation. All visible jewelry must be removed prior to lab. If the jewelry cannot be removed it must then be covered with tape. Students attending lab with inappropriate clothing or shoes will have to leave lab and can only return when they are properly dressed. For lectures and labs held outside there is no dress code, however students are cautioned to wear clothing that are comfortable depending on the weather.

**Attendance:** Students are expected to attend all lectures and labs. For exams, the only excused absences are 1) illness (requires note from doctor) 2) death in the family or 3) official university functions (requires official note given to instructors prior to absence).

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**Exams:** There will be three exams. Each exam will be worth 200 points.

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**Research Project:** Students will select a topic from an approved list of topics related to the course. A five page

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**Honor Code:**

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Any student caught cheating on an exam, stealing, or plagiarizing on group projects will automatically be referred to the Honor Code Council.

**Lecture Schedule:**

Lecture 1	Introduction
Lecture 2	Growth and Development of Livestock
Lecture 3	Muscle Structure
Lecture 4	Muscle Structure / Contraction
Lecture 5	Muscle Contraction
Lecture 6	Adipose Deposition
Lecture 7	Adipose Deposition
Lecture 8	Growth Enhancement Technology
Lecture 9	Growth Enhancement Technology
Lecture 10	Growth Enhancement Technology
Lecture 11	US Beef Industry
Lecture 12	US Beef Industry
Lecture 13	Beef Quality Grading
Lecture 14	Beef Yield Grade
Lecture 15	Value Based Pricing
Lecture 16	Value Based Pricing
Lecture 17	TSE - BSE
Lecture 18	TSE - BSE
Lecture 19	US Pork Industry
Lecture 20	Pork Grading and Percent Lean Grids
Lecture 21	US Lamb Industry
Lecture 22	Lamb Quality and Yield Grade
Lecture 23	Impact of Stress on Meat Quality

Lecture 24	Impact of Stress on Meat Quality
Lecture 25	Muscle Color
Lecture 26	Muscle Color
Lecture 27	Palatability of Meat Products
Lecture 28	Safety of Meat Products
Lecture 29	Safety of Meat Products
Lecture 30	Final Exam Review

### ***Lab Schedule***

Lab 1	Introduction to Lab and Research Project
Lab 2	Skeletal Anatomy – Adipose Anatomy
Lab 3	Muscle Anatomy
Lab 4	Muscle Anatomy
Lab 5	Exam #1
Lab 6	Implant Lab
Lab 7	Live Evaluation of Beef Cattle
Lab 8	Temperament and Animal Handling
Lab 9	Exam #2
Lab 10	Live Swine Evaluation
Lab 11	Value Based Pricing of Beef
Lab 12	Swine Fabrication and Pricing, Live Lamb Evaluation
Lab 13	Exam #3
Lab 14	Lamb Carcass Evaluation and Pricing



APPROVAL FORM FOR  
**COURSES**  
MISSISSIPPI STATE UNIVERSITY

**RECEIVED**  
8/20/10

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 Ag and Life Sciences

Department: Animal and Dairy Sciences

Contact Person: Ann Marie Leed

E-mail: amleed@ads.msstate.edu

Nature of Change: Course Modification

Date Initiated: 7/2010

Effective Date: 1/2011

Current Listing in Catalog:

Symbol	Number	Title
ADS	3312	Livestock Management Practices

Credit Hours  
( 2 )

Current Catalog Description:

(Prerequisites: ADS 1114). Four hours laboratory. Modern techniques used in proper vocational management of beef cattle, sheep, swine and horses.

New or Modified Listing for Catalog:

Symbol	Number	Title
ADS	3312	Livestock Management Practices

Credit Hours  
( 2 )

New or Modified Catalog Description:

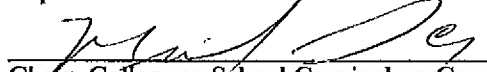
(Prerequisites: ADS 1114 and junior standing or consent of instructor). Four hours laboratory. Modern techniques used in proper vocational management of beef cattle, dairy cattle, sheep, swine and horses.

Approved:

Date:

Terry E. Kiser  
Department Head


8-9-10

  
Chair, College or School Curriculum Committee

8/13/10

Walter Taylor for George M. Poyser  
Dean of College or School

8/19/10

  
Chair, University Committee on Courses and Curricula

9/27/10

Chair, Graduate Council (if applicable)

Peter R. Ryan  
Chair, Deans Council

October 15<sup>th</sup>, 2010

## **COURSE MODIFICATION**

### ***Department of Animal and Dairy Sciences***

#### **1. CATALOG DESCRIPTION**

**Current Course:** ADS 3312: (Prerequisites: ADS 1114). Four hours laboratory. Modern techniques used in proper vocational management of beef cattle, sheep, swine and horses.

**New Course:** ADS 3312: (Prerequisites: ADS 1114 and junior standing or consent of instructor). Four hours laboratory. Modern techniques used in proper vocational management of beef cattle, dairy cattle, sheep, swine and horses.

#### **2. ITEMIZED LIST AND DESCRIPTION OF CHANGES**

- a. Changing the prerequisite from ADS 1114 to prerequisite of ADS 1114 and junior standing or consent of instructor.
- b. Adding dairy cattle to the catalog description.

#### **3. JUSTIFICATION AND LEARNING OUTCOMES**

ADS 3312 Livestock Management Practices is an upper level Animal and Dairy Science course in which students participate in various hands-on activities and develop skills that are essential when working with or raising livestock. The material presented in this course is intended to lay the foundation management skills for those interested in dairy and beef cattle, swine, sheep and horses. This course includes but is not limited to an overview of castration, identification, handling, diseases, facility design and vaccinations. The current course prerequisite requires completion of ADS 1114, which is needed to understand the topics presented in class. However by adding junior standing to the prerequisite students will be more successful in the class. By the time Animal and Dairy Science students are juniors most have completed one or more of the production classes and/or various other animal and dairy sciences' courses so they have additional livestock knowledge allowing the students to gain more skills in ADS 3312. Additionally, juniors and seniors have increased their oral and written communication skills, which will benefit the students as there is a large portion of written and oral communication in the course. By limiting enrollment to junior and seniors, students will be more prepared to understand the topics and master the required skills.

Furthermore, dairy cattle need to be added to the course description as dairy cattle are a vital part of the livestock industry. Due to the ease of access to the university's dairy farm for the past several semesters the instructor has instructed dairy cattle management laboratories.

#### **4. ADDITIONAL INFORMATION**

- a. COURSE SYMBOL: The course symbol is not being modified
- b. COURSE NUMBER:
  - i. First Digit (3312): There will be no change in the first digit (3) of the course number.
  - ii. Second and Third Digit (3312): There will be no change to the second digit (3) and third digit (1).

iii. Fourth Digit (3312): There will be no change to the fourth digit (2).

c. COURSE TITLE: The course title will not be modified.

d. CREDIT HOURS: The number of credit hours will not be modified.

e. PRE-REQUISITE/CO-REQUISITE: The prerequisite for this course will change as in addition to requiring completion of ADS 1114 students will have to be classified as juniors or seniors. Animal and dairy science junior and senior students have greater livestock knowledge as they have completed more major core courses. This will allow the students to have a greater understanding of the topics presented in the course along with being able to demonstrate the required skills. Also, in ADS 3312 there is a significant amount of written and oral communication, juniors and seniors are more advanced in their oral and written communication skills allowing them to be more successful on the assignments than underclassmen.

f. METHOD/HOURS OF INSTRUCTION: The method of instruction and the hours of instruction will not be modified.

g. METHOD OF DELIVERY: The method of delivery will not be modified.

h. COURSE DESCRIPTION: The course description will be modified to include dairy cattle. Dairy cattle represent a large section of the livestock industry, thus it is necessary for dairy management to be addressed as part of the course. During the past several semesters the instructor has included dairy cattle management in the course. Also, with the university having a large dairy herd several laboratories are held there throughout the semester.

i. COURSE CONTENT: The course content will not be modified.

## 5. GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)

This course is not a split-level course.

## 6. METHOD OF EVALUATION

- BQA certification: 10 points (1%)
- Quizzes 320 points (32%)
  - 5 scheduled quizzes, 60 points/quiz (300 points)
  - 1 pop quiz (20 points)
- Assignments 150 points (15%)
- Management project 245 points (24.5%)
  - Topic (5 points)
  - Outline and 2 references (15 points)
  - Written Report (135 points)
  - Oral Presentation (80 points)
  - Submission of possible test questions from presentation(10 points)
- Final Exam 250 points (25%)
- Participation/attendance 25 points (2.5%)

### Grading Scale

<u>Total Points</u>	<u>Letter Grade</u>
---------------------	---------------------

1000-900	A
899-800	B
799-700	C
699-600	D
599-0	F

## **7. OUT OF CLASS WORK**

Several out of class assignments are required in this course. The students are expected to complete BQA (beef quality assurance) certification using the on-line program. Students are required to visit the website <http://msucare.com/livestock/beef/bqa/index.html> and watch the video based training modules. Students must then print off the exam and answer the 15 multiple choice questions over the video modules.

Additionally, there are three homework assignments worth 50 points each. These assignments vary from semester to semester, but always require the students to write approximately one typed page per assignment. Finally students are required to complete a management project. The students are allowed to select a topic that interests them, with instructor consent. Students must then write a five page research paper following the Journal of Animal Science format. The students present a ten minute PowerPoint presentation on their topic. Students also submit five questions from the information presented during the PowerPoint, these questions may appear on the final exam.

## **8. SUPPORT**

Adequate resources are currently available to support these changes.

## **9. EFFECTIVE DATE**

01/2011

## **10. PLANNED FREQUENCY**

This course will be offered fall, spring and during the 1<sup>st</sup> summer term.

## **11. PROPOSED 24 CHARACTER ABBREVIATION**

Livestock Management

## **12. PROPOSED SEMESTER EFFECTIVE**

Spring 2011

## **13. PROPOSAL CONTACT PERSON**

Ann Marie Leed

Department of Animal and Dairy Sciences

[amleed@ads.msstate.edu](mailto:amleed@ads.msstate.edu)

662-325-5208

# *Livestock Management Practices Syllabus*

## *ADS 3312*

**Class Time:** Tuesday 12:30-4:20

**Location:** Scales 104 -- Please park in the lower parking lot

**Instructor:** Ann Leed

4029 Wise Center

662-325-5208 (office)

[amleed@ads.msstate.edu](mailto:amleed@ads.msstate.edu)

**Office Hours:** Monday and Thursday 8:00-10:00 AM, open door policy

**Catalog Description:** (Prerequisites: ADS 1114 and junior standing or consent of the instructor). Four hour laboratory. Modern techniques used in proper vocational management of beef cattle, dairy cattle, sheep, swine and horses.

**Course Purpose:** The purpose of this class is to lay the foundation of management skills for those interested in cattle, swine, sheep, and horses. This course will include an overview of castration, identification, nutrition, handling, diseases and facility design. At the conclusion of the semester students will have accumulated information to have a better understanding of the livestock industry, be prepared to enter a management employment role and have improved their oral and written communication skills.

### **Course Objectives:**

- Demonstrate skills necessary to castrate, identify and dehorn animals
- Recommend course of action for certain diseases
- Propose management plans
- Acquire information on gestation and birthing

**Class Attire:** As we will be spending a large portion of this class on the farm and handling animals it is important to wear appropriate clothes and shoes.

**Course Schedule:** Every effort will be made to follow the course schedule, but as we are dealing with live animals changes may occur throughout the semester. However, the due dates of assignments and quizzes will remain the same.

**Attendance and Participation:** Students are expected to attend all class meetings, as it will be difficult to make up some of the hands-on activities. Should conflicts arise with attending class, please see the instructor as soon as possible. Participation in the form of answering questions, group discussions and handling livestock is required to meet the overall course objectives. Participation will be worth 25 points.

**Class Note Handouts:** Each lecture has a note taking guide, which will be available to print via MyCourses. These note taking guides will not be provided in class.

**BQA Certification:** Students will be required to complete BQA certification using the on-line program. Students are required to print off the exam and turn it in to the instructor. The website address is <http://msucare.com/livestock/beef/bqa/index.html>. The

video-based training consists of an introduction, three core modules (between 15 and 25 minutes each), and a conclusion.

- 1) Download the MS-BQA Reference Manual, certification questions, and personal information sheet. (Link on BQA page or through MyCourses).
- 2) Watch each online training module.
- 3) Complete the certification questions and personal contact information and print them. DO NOT take the online certification test and hit submit, the test goes to cyberspace and you will not receive credit.

**Assignments:** Assignments will allow students to demonstrate their understanding of the course material. There are three homework assignments worth 50 points each. Assignments will be handed out and explained in class and are due the following week at the beginning of class. Though many of the activities in class are done in groups all homework assignments are to be done individually.

**Late Assignments:** All assignments are due at the start of class. Assignments that are turned in after class has started will be docked 10%. Assignments turned in 24 hours late will be docked 20% of the assignment grade, 48 hours late will be docked 40% of assignment grade, and 72 hours late will be docked 80% of assignment grade and anything later than 96 hours late will be docked 100% of the assignment grade. This is on all assignments.

**Quizzes:** There will be five scheduled quizzes worth 60 points each given at the beginning of the class period. There will also be one surprise quiz given in class.

**Make-up Quizzes:** Make-up exams and quizzes will only be given for pre-approved excuses or extremely extenuating circumstances (ie death of a family member, sickness). Arrangements to take a make-up exam or quiz must be made in advance. Students who miss an exam or quiz because of illness need a doctors' statement for verification of illness. Other unavoidable absences from the campus (field trips, intercollegiate events etc.) must be documented and cleared with the instructor in advance.

**Final Exam:** The final will consist of questions on all the material covered in class including class presentations.

**Management Project:** Every student will be required to select a topic pertaining to livestock management. Topics must be approved by the instructor and should two students select the same topic the second person with that topic will have to pick a different topic. Based on the topic students will write a 5 page research paper along with presenting an oral presentation on the topic and submitting 5 questions that may appear on the final exam.

▪ **Technical Paper Information**

- The paper must be a minimum of 5 pages in length; this excludes the title page and reference page.
- The paper is to be typed, double spaced, 1 inch margins, numbered pages, 11 point font. The assignment must have a title page bearing the title of the paper, author's name, date and the MSU honor code.
- A minimum of 4 references for this paper should be journal articles, scientific magazines (ie National Hog Farmer). Websites should be used with extreme caution. For example the USDA.gov would be an approved source while Sally's Dehorning methods would not be an approved reference. All references must be cited properly following the Journal of Animal Science or significant points will be lost. Instructions for the Journal of Animal Science are available at [http://jas.fass.org/misc/JAS\\_2009\\_Instructions\\_for\\_Authors\\_UPDATED.pdf](http://jas.fass.org/misc/JAS_2009_Instructions_for_Authors_UPDATED.pdf) or on the class MyCourse page. Pay particular attention to how references are to be cited. If you have any questions or doubts about the source you are using, contact your instructor.

▪ **Technical Presentation Information**

- Students will present a 10 minute presentation on their topic. The day that the student presents will be assigned randomly.
- This presentation must be a PowerPoint presentation.
- Grades will be based on the information that is presented, the ability to answer questions, presentation style and slide layout.

- The students are expected to wear business casual attire and points will be lost for not following the dress code.
- Question Submission
  - On the assigned date of the oral presentations 5 questions that may appear on the final exam must be submitted at the beginning of class.
  - These questions must be written in fill in the blank or short answer style.
  - Students should be able to answer these questions after listening to your presentation

### ***Points Distribution:***

- BQA certification: 10 points (1%)
- Quizzes 320 points (32%)
  - Announced quizzes (5 X 60pts)
  - Pop quizzes (1 X 20pts)
- Assignments 150 points (15%)
- Management project 245 points (24.5%)
  - Topic (5 points)
  - Outline and 2 references (15 points)
  - Written Report (135 points)
  - Oral Presentation (80points)
  - Questions (10pts)
- Final Exam 250 points (25%)
- Participation 25 points (2.5%)

### ***Grading:***

<u>Total Points</u>	<u>Letter Grade</u>
1000-900	A
899-800	B
799-700	C
699-600	D
599-0	F

***MyCourses:*** Handouts, lecture notes, and assignments will be posted on the class MyCourses page, along with students' grades. However, class lectures will not be on the page. Thus, if you miss class, you must get lecture material from a classmate.

***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." Academic Operating Policy and Procedure 12.07  
<http://www.msstate.edu/dept/audit/1207A.html>. The honor code will be strongly enforced in this class, following the course of action outlined by the MSU Honor Code council.

***Cell Phone Policy:*** In accordance with Academic Operating Policy 10.08 and in order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices, and other electronic devices is prohibited. In this class students are required to put cell phones on the silent mode and stow in backpacks while attending class. On quizzes and exams cell phones **may not** be used as calculators or clocks. A copy of AOP 10.08 is available online at <http://www.msstate.edu/dept/audit/1008.html>. This means cell phones and other electronic devices **may not be used in class no matter the location.**

## LIVESTOCK MANAGEMENT PRACTICES SCHEDULE

<u>Lab #</u>	<u>ACTIVITY</u>
1	Introduction to the course, SWINE-farrowing, processing, health procedures
2	SWINE- Identification methods, stress, handling
3	CATTLE - feeder calves
4	CATTLE-Identification techniques
5	CATTLE – body condition scoring and cow health
6	SHEEP-handling, health procedures, identification methods
7	CATTLE - dairy vaccinations
8	EQUINE-herd health and vaccinations
9	CATTLE - dairy castrations, dehorning techniques
10	EQUINE - dental health
11	Cattle – handling and hoof trimming
12	CATTLE - dairy activity
13	Oral Presentations
14	Oral Presentations





# MISSISSIPPI STATE UNIVERSITY™

Department of Animal and Dairy Sciences  
Box 9815  
Mississippi State, Mississippi 39762  
Phone (662) 325-2802  
Fax (662) 325-8873

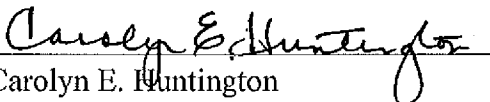
July 14, 2010

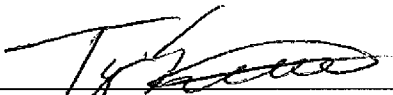
To the College of Agriculture and Life Sciences Curriculum Committee,

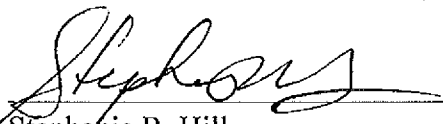
A modification of ADS 3312 Livestock Management Practices to require junior standing or consent of the instructor has the full support of the Animal and Dairy Sciences department. Please consider the supporting proposal for consideration.

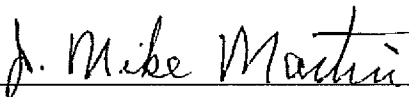
Thanks,

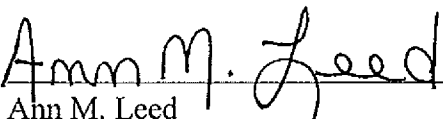
Carolyn E. Huntington, Ph.D.  
Undergraduate Coordinator & Instructor  
4017 Wise Center  
Animal and Dairy Sciences  
Mississippi State, MS 39762  
Office: (662) 325-2936  
Fax: (662) 325-8873

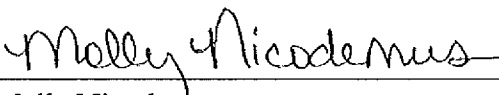
  
Carolyn E. Huntington

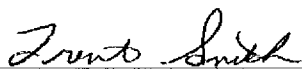
  
Ty B. Schmidt

  
Stephanie R. Hill

  
J. Mike Martin

  
Ann M. Leed

  
Molly Nicodemus

  
Trent Smith

ORIGINAL

APPROVAL FORM FOR  
**COURSES**  
MISSISSIPPI STATE UNIVERSITY

RECEIVED

8/20/10

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 Ag and Life Sciences  
Sciences

Department: Animal and Dairy

Contact Person: Ann Marie Leed

E-mail: amleed@ads.msstate.edu

Nature of Change: Course Modification

Date Initiated: 7/2010

Effective Date: 1/2011

Current Listing in Catalog:

Symbol Number Title  
ADS 4113/6113

Swine Science

Credit Hours  
( 3 )

Current Catalog Description:

(Prerequisite: ADS 1114). Three hours lecture. Feeding, management, breeding, production, and marketing of swine.

New or Modified Listing for Catalog:

Symbol Number Title  
ADS 4113 Swine ScienceCredit Hours  
( 3 )

New or Modified Catalog Description:

(Prerequisite: ADS 1114). Three hours lecture. Feeding, management, breeding, production, and marketing of swine.

Approved:

Terry E. Kiser

Department Head

Kim Day

Chair, College or School Curriculum Committee

Walter Taylor for George M. Pepper

Dean of College or School

Angie B. Bunch

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Peter L. Ryan

Chair, Deans Council

Date:

8-9-10

8/13/10

8/19/10

9/27/10

October 15<sup>th</sup>, 2010

## **COURSE MODIFICATION**

### ***Department of Animal and Dairy Sciences***

#### **1. CATALOG DESCRIPTION**

**Current Course:** ADS 4113/6113. (Prerequisite: ADS 1114). Three hours lecture. Feeding, management, breeding, production, and marketing of swine.

**New Course:** ADS 4113. (Prerequisite: ADS 1114). Three hours lecture. Feeding, management, breeding, production, and marketing of swine.

#### **2. ITEMIZED LIST AND DESCRIPTION OF CHANGES**

a. Removal of split level undergraduate/graduate student course (ADS 4113/6113) to only an undergraduate course (ADS 4113).

#### **3. JUSTIFICATION AND LEARNING OUTCOMES**

ADS 4113 provides an introduction to swine production, breeding, management and the pork industry. It is an introductory course to the swine industry and the management practices that occur in that industry. The material presented in class and the skills the students should develop are taught at the undergraduate level, not at a graduate level. This allows the majority of the students enrolled in the course, which are undergraduate students to fully understand and comprehend the components of the swine industry.

#### **4. ADDITIONAL INFORMATION**

a. COURSE SYMBOL: The course symbol is not being modified.

b. COURSE NUMBER:

i. First Digit (4113): There will be no change in the first digit (4) of the course number.

ii. Second and Third Digit (4113): There will be no change to the second digit (1) and third digit (1).

iii. Fourth Digit (4113): There will be no change to the fourth digit (3).

iv. First Digit (6113): Removal of the first digit (6) will be removed as this course will no longer be a split-level undergraduate/graduate class.

v. Second and Third Digit (6113): Removal of both the second digit (1) and the third digit (1).

vi. Fourth Digit (6113): Removal of the fourth digit (3).

c. COURSE TITLE: The course title will not be modified.

d. CREDIT HOURS: The number of credit hours will not be modified for ADS 4113, but will change to zero for ADS 6113 as the course will no longer exist.

e. PRE-REQUISITE/CO-REQUISITE: The pre-requisite for this course will remain the same, ADS 1114.

f. METHOD/HOURS OF INSTRUCTION: The method of instruction and the hours of instruction will not be modified.

g. METHOD OF DELIVERY: The method of delivery will not be modified.

h. COURSE DESCRIPTION: The course description will not be modified.

i. COURSE CONTENT: The course content will not be modified.

## **5. GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)**

This course will no longer be taught as a split-level course.

## **6. METHOD OF EVALUATION**

- Exams 600 points (37.5%)
  - 4 exams worth 150 points each
- Quizzes 440 points (27.5%)
  - 11 quizzes worth 40 points each
- Final exam 300 points (18.75%)
- Problem solving assignment #1 110 points (6.875%)
- Problem solving assignment #2 110 points (6.875%)
- Budget homework assignment 40 points (2.5%)
- TOTAL POINTS: 1600 points (100%)

Grading Scale

<u>Total Points</u>	<u>Letter Grade</u>
1600-1440	A
1439-1280	B
1279-1120	C
1119-960	D
959-0	F

### OUT OF CLASS WORK

Three out of class assignments are assigned in this course. A budget homework assignment worth 40 points which focuses on financial management of swine operations. The budget homework assignment is completed individually by the students. Also, students are assigned two problem solving assignments related to current issues facing the swine industry. These problem solving assignments are completed with a partner and each assignment is four pages in length. The problem solving assignments are worth a total of 220 points. Out of class work makes up 16.25% of the final grade.

## **7. SUPPORT**

Adequate resources are currently available to support these changes.

## **8. EFFECTIVE DATE**

January 2011

## **9. PLANNED FREQUENCY**

This course will be offered during the spring semester every year

**10. PROPOSED 24 CHARACTER ABBREVIATION**

Swine Science

**11. PROPOSED SEMESTER EFFECTIVE**

Spring 2011

**12. PROPOSAL CONTACT PERSON**

Ann Marie Leed

Department of Animal and Dairy Sciences

[amleed@ads.msstate.edu](mailto:amleed@ads.msstate.edu)

662-325-5208

**13. SPECIAL NOTES**

**1. CROSS-LISTING**

None

**2. EFFECTIVE DATE**

The effective date of this modification will be adequate

**3. GENERAL EDUCATION COURSE DESIGNATION**

This course is not a general education course

**4. EFFECT ON OTHER COURSES**

This course will not affect any other course as it is not a pre-requisite for any other course.

## Swine Science Syllabus ADS 4113

**Class Time:** Tuesday & Thursday 11:00-12:15

**Instructor:** Ann Leed  
4029 Wise Center  
662-325-5208 (office)  
amleed@ads.msstate.edu

**Office Hours:** Mondays 8:00-10:00, Thursdays 8:00-10:00, open door

**Catalog Description:** (Prerequisites: ADS 1114). Three hours lecture. Feeding, management, breeding, production, and marketing of swine.

**Course Content:** The basic principles of swine management including breeding, genetics, reproduction, nutrition, health, diseases, growth and efficiency, carcass composition and quality. A complete overview of the swine industry, production systems and business analysis, as well as the societal issues related to manure management and environmental considerations.

### **Course Objectives:**

- Develop an appreciation for the complexity and technological advances in the global, U.S. and Mississippi swine industries.
- Discuss proper management practices employed in swine operations and their impact on profitable pork production.
- Develop skills for evaluating and solving management problems of a swine operation.
- Balance management decisions with science based principles.

**Attendance and Participation:** Students are expected to attend all class meetings. By attending lecture students will be exposed to the greatest amount of information and experiences related to swine science.

**Class Note Handouts:** Each lecture has a note taking guide, which will be available for students to print off via MyCourses. Besides the first day of class, these note taking guides will not be provided in class.

**Assignments:** Three assignments will be given during the semester. Assignments are due at the start of class on their assigned due dates. Assignments will be passed out in class and also be available electronically via the class MyCourses page. The budget assignment is too completed individually and is worth 40 points. The two problem solving assignments are to be done with a partner and are worth 110 points each. Working with a partner you will design an answer or answers to the assigned problem.

#### Technical Information for Problem Solving Assignment:

The assignment is to be typed, double spaced, 1 inch margins, numbered pages, 11 point font. The assignment must have a title page bearing the name of the problem, both group members' names, date, and the MSU honor code. Each assignment must be a minimum of 4 pages in length (excluding title pages and reference page). The assignments will be written in the Journal of Animal Science format (this means both layout and citations). Instructions for the Journal of Animal Science format are available at [http://jas.fass.org/misc/JAS\\_2009\\_Instructions\\_for\\_Authors\\_UPDATED.pdf](http://jas.fass.org/misc/JAS_2009_Instructions_for_Authors_UPDATED.pdf) or on the class MyCourses page. References for these assignments should be journal articles, scientific magazines (ie National Hog Farmer). Websites should be used with extreme caution. For example the National Pork Board website would be an approved source while Kingbird Organic Hog Farm would not be an approved source. If you have any questions or doubts about the source you are using contact the instructor.

**Late Assignments:** All assignments are due at the start of class. Assignments that are turned in after class has started will be docked 10% of assignment grade. Assignments turned in 24 hours late will be docked 20% of the assignment grade, 48 hours late will be docked 40% of assignment grade, and 72 hours late will docked 80% of assignment grade and anything later than 96 hours late will be docked 100% of the assignment grade. This is on all assignments.

**Quizzes:** There will be 11 scheduled quizzes given at the beginning of the class period worth 40 points each. Once the first quiz is turned in, no more quizzes will be passed out, meaning if you come to class after the first quiz has been turned in you will not take the quiz.

**Exams:** There will be 4 exams given in class worth 150 points each. Once the first exam is turned in, no more exams will be passed out, meaning if you come to class after the first exam has been turned in you will not take the exam.

**Make-up Exams and Quizzes:** Make-up exams and quizzes will only be given for pre-approved excuses or extremely extenuating circumstances (ie death of a family member, sickness). Arrangements to take a make-up exam or quizzes must be made in advance. Students who miss an exam because of illness need a doctors' statement for verification of illness. Other unavoidable absences from the campus (field trips, intercollegiate events etc.) must be documented and cleared with the instructor **in advance**.

**Final Exam:** A cumulative final exam worth 300 points.

**Points Distribution:**

- Exams 600 points (37.5%)
- Quizzes 440 points (27.5%)
- Final exam 300 points (18.75%)
- Problem solving assignments 220 points (13.75%)
- Budget homework assignment 40 points (2.5%)

**Grading Breakdown:**

Total Points	Letter Grade
1600-1440	A
1439-1280	B
1279-1120	C
1119-960	D
959-0	F

**MyCourses:** Handouts, lecture notes, and assignments will be posted on the class MyCourses page, along with students' grades. However, class lectures will **not** be on the page. Thus, if you miss class, you must get lecture material from a classmate.

**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." Academic Operating Policy and Procedure 12.07 <http://www.msstate.edu/dept/audit/1207A.html>. The honor code will be strongly enforced in this class, following the course of action outlined by the MSU Honor Code council.

**Cell Phone Policy:** In accordance with Academic Operating Policy 10.08 and in order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices, and other electronic devices is prohibited. In this class students are required to put cell phones on the silent mode and stow them in their backpacks, purses, or pockets (as long as it is out of sight) while attending class. On quizzes and exams cell phones **may not** be used as calculators or clocks. A copy of AOP 10.08 is available online at <http://www.msstate.edu/dept/audit/1008.html>. All iPods, MP3 players, and other electronic devices must be turned off and stowed in backpacks while in class.

**Swine Science Schedule**

<u>Class #</u>	<u>Title of Lecture</u>	<u>Quiz</u>	<u>Assignments</u>
1	Course Overview and Pork Facts		
2	Swine Industry History and Breeds	Quiz 1	
3	Production Systems-confinement and stages		
4	Production Systems-housing and alternatives	Quiz 2	
5	Production Systems-alternatives		

6	<b>Exam #1</b>		
7	Biosecurity		
8	Breeding-traits and sources	Quiz 3	
9	Breeding-programs and development		
10	Reproduction-anatomy, estrus, ovulation, breeding	Quiz 4	
11	Reproduction-breeding		
12	Reproduction-gestation and mistakes	Quiz 5	
13	<b>Exam #2</b>		
14	Prewaning Care		Problem Solving #1 Due
15	Weaning Systems		
16	Sow Culling and Mortality	Quiz 6	
17	Nutrition-basic		
18	Nutrition-sows and boars	Quiz 7	
19	Nutrition-nursery and grow-finish		
20	<b>Exam #3</b>	Quiz 8	
21	Production Figures		
22	Production Figures	Quiz 9	
23	Herd Health and Diseases		
24	Herd Health and Diseases	Quiz 10	
25	Herd Health and Diseases		Budget Assignment Due
26	<b>Exam #4</b>		
27	Manure and Odor		
28	Pork Quality		
29	Legislation	Quiz 11	Problem Solving #2 Due





# MISSISSIPPI STATE UNIVERSITY<sup>TM</sup>

Department of Animal and Dairy Sciences  
Box 9815  
Mississippi State, Mississippi 39762  
Phone (662) 325-2802  
Fax (662) 325-8873

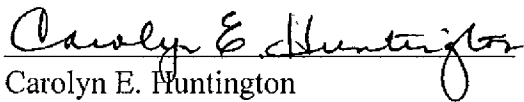
July 14, 2010

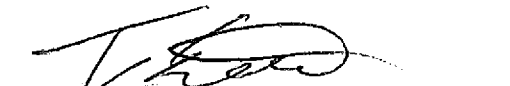
To the College of Agriculture and Life Sciences Curriculum Committee,

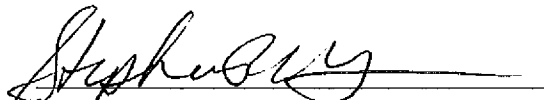
A modification of ADS 4113/6113 Swine Science (dropping the graduate designation) has the full support of the Animal and Dairy Sciences department. Please consider the supporting proposal for consideration.

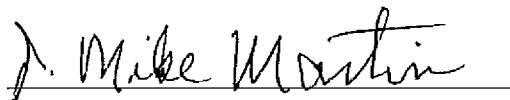
Thanks,

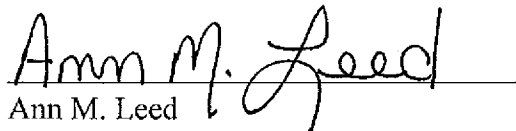
Carolyn E. Huntington, Ph.D.  
Undergraduate Coordinator & Instructor  
4017 Wise Center  
Animal and Dairy Sciences  
Mississippi State, MS 39762  
Office: (662) 325-2936  
Fax: (662) 325-8873

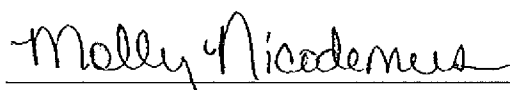
  
Carolyn E. Huntington


  
Ty B. Schmidt

  
Stephanie R. Hill

  
J. Mike Martin

  
Ann M. Leed

  
Molly Nicodemus

  
Trent Smith

APPROVAL FORM FOR

## COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED

8/25/10

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 &amp; Life Sciences

Department: Plant and Soil Sciences

Contact Person: Jim DelPrince

Mail Stop: 9522

E-mail: jdelprince@pss.msstate.edu

Nature of Change: Modify

Date Initiated: 5/5/10

Effective Date: 1/2011

## Current Listing in Catalog:

Symbol	Number	Title
PSS	3443	Advanced Floral Design II

Credit Hours  
( 3 )

## Current Catalog Description:

(Prerequisite: PSS 2343) One hour lecture. Four hours laboratory. Application of design theory and principles to non-perishable, dried and preserved floral products.

## New or Modified Listing for Catalog:

Symbol	Number	Title
PSS	3443	Permanent Botanical Floral Design

Credit Hours  
( 3 )

## New or Modified Catalog Description:

No Change

Approved:

Daniel B. Reynolds

Department Head

Date:

5-14-10

Chair, College or School Curriculum Committee

John O'G

8/18/10

Chair of College or School

Walter Taylor for Stephen M. Hopper

8/19/10

Chair, University Committee on Courses and Curricula

A. B. B.

9/27/10

Chair, Graduate Council (if applicable)

Peter L. Ryan

October 15<sup>th</sup>, 2010

Chair, Deans Council



MISSISSIPPI STATE  
UNIVERSITY

May 13, 2010

Department of Plant and Soil Sciences  
117 Dorman Hall  
Box 9555  
Mississippi State, MS 39762  
Phone: 662-325-2311  
Fax: 662-325-8742

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

CALS CCC:

The PSS CCC voted unanimously to support the proposed course title and description modification for PSS 3443 Permanent Botanical Floral Design. The change in course title from Advanced Floral Design II to Permanent Botanical Floral Design is representative of the current course content. This course's content does not represent a duplication of course content by other courses offered at Mississippi State University.

Sincerely,

A handwritten signature in cursive script, likely belonging to Richard L. Harkess.

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

PSS CCCCommittee:  
Brian Baldwin  
Michael Cox  
William Kingery  
David Lang  
Lynette McDougald  
Gregg Munshaw

c: Dan Reynolds, interim head PSS  
Jim DelPrince

#### IV. COURSE MODIFICATION

##### 1. CATALOG DESCRIPTION

Current:

PSS 3443. Advanced Floral Design II. (3). (Prerequisite: PSS 2343). One hour lecture. Four hours laboratory. Application of design theory and principles to non-perishable, dried, and preserved floral products.

Proposed:

PSS 3443. Permanent Botanical Floral Design. (3). (Prerequisite: PSS 2343). One hour lecture. Four hours laboratory. Application of design theory and principles to non-perishable, dried, and preserved floral products.

##### 2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

The only requested change is the title. The new title of this course clearly reflects the teaching content as established. The previous title was serviceable, but due to a name AND content change for the Advanced Floral Design I course, it is necessary to change the name of Advanced Floral Design II for parallelism.

Content- Content of this course will remain the same.

##### 3. JUSTIFICATION AND LEARNING OUTCOMES

Upon successful completion of PSS 2343 Floral Design, students may enroll in this course. The title change may encourage students interested in the interior enhancement of permanent floral design to pursue an additional semester of study. The term "permanent botanicals" has been used in the floral industry for about 15 years to identify artificial flowers. Permanent flowers are important for displays in commercial and residential interiors, visual merchandising and as well as for memorials.

Learning outcomes from this course focus on theoretical synthesis and design ability, a blending of design principle knowledge and studio practice. Students will learn approved techniques for construction of various permanent floral design styles including radial, parallel and formalinear patterns. They will become familiar with various mechanics used as the basis of permanent floral designs. They will also learn about preservation techniques used in the floral industry.

Students will learn about a specified design period or body of information within the decorative arts (for example, nineteenth century dining styles). This knowledge will culminate in a major project synthesizing historical information with modern materials.

Practice with permanent botanicals will aid students who successfully complete the course to have a broader approach to design in areas such as floristry, interior design, product development or other entrepreneurial pursuits.

##### 4. ADDITIONAL INFORMATION

###### 4a. COURSE SYMBOL

No change.

4b. COURSE NUMBER

No change.

4c. COURSE TITLE

The new title of the course better defines the course content which is based upon the development, manufacturing, and design with permanent flowers. Live plant material which has been commercially preserved is often mixed with permanent flowers to create more lifelike, and therefore commercially viable, floral designs for commercial and residential interiors.

Suggested abbreviation: Permanent Floral Design

4d. CREDIT HOURS

No change.

4e. PRE-REQUISITE/CO-REQUISITE

No change.

4f. METHOD/HOURS OF INSTRUCTION

No change.

4g. METHOD OF DELIVERY

No change.

4h. COURSE DESCRIPTION

No change.

4i. COURSE CONTENT

No change.

5. GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)

No change.

6. METHOD OF EVALUATION

No change.

7. SUPPORT

PSS Curriculum Committee

B. SPECIAL NOTES

1. CROSS LISTING

No change. Course is not cross-listed.

2. EFFECTIVE DATE

8/10

3. GENERAL EDUCATION COURSE

N/A

4. EFFECTS ON OTHER COURSES

No effects on other courses.

5. MASTER SCHEDULE

This course will be offered during the fall semesters beginning with the effective date.

New Syllabus

## PSS 3443 Permanent Botanical Floral Design

Application of design theory and principles to non-perishable, dried, and preserved floral products.

Prerequisite: PS 2343 Floral Design

Time: Wednesdays, 12:00-2:00 and 3:00-5:00 PM

Requirements: tools\*digital camera, appropriate dress\*\*

\*MSU Floral Management Tool Kit, available at The University Florist, consisting of

- tool box or tool bag
- sharp scissors, 9 inches long
- wire cutters, 7 inches long
- floral knife
- glue pan (optional)
- additional items as needed.

\*\*Arrive to class dressed for design work. Wear comfortable shoes, no open-toes, with non-skid soles. No flip-flops. Avoid clothes that would be ruined by paints, dyes or other. Do not wear footwear or articles of clothing that will compromise the safety of you and your classmates. If you are not appropriately dressed, you will be asked to go home to change for your own sake.

Tools and supplies may **NOT** be borrowed from The University Florist.

### Instructor Contact Information

Dr. Jim DelPrince, AIFD, PFCI

(662) 549-0521 cell

[jdelprince@pss.msstate.edu](mailto:jdelprince@pss.msstate.edu)

Office: Floral Design Studio

Office Hours: By appointment or by chance

Please email or contact me before or after class to set an appointment.

### Course Description and Information

The major components of this course are:

- Design and manufacture of permanent botanical flowers
- Exploration and practice of important permanent botanical design styles for interiors
- In-depth exploration of design movement or period

### Course Goals and Objectives

The goal of the course is to develop knowledge and skills in the design and development of permanent botanical floral designs. Students will learn and gain an appreciation for the design and installation of permanent botanical floral designs as decorative art enhancements in commercial and residential interiors.

### Assignments

#### Studio Publication (100)

The object of this assignment is to illustrate a cross-section of your design repertoire along with factual information related to permanent botanical floral design.

This assignment is different from the basic floral design course portfolio. You are now writing, designing and organizing a book. Every design made in this course should be included. Outside works such as competition designs, show work, professional shop work, and others are to be included. You should also cover information about plant material preservation, permanent botanical design and the relation of such designs to interiors.

The assignment must be submitted in a compact disc format with appropriate art and label on the CD and the CD cover. Photoshop and InDesign software will be used for this project and is available for free use in the library. We will have a special workshop using this software.

This submission must be the most professional work possible in regard to presentation and should consist of the following, in order:

1. Well-designed CD cover art using InDesign
2. Updated resume. Keep to one page.
3. 200-300 word personal design philosophy. Tell the reader what you think is important regarding permanent floral design.
4. Photo images of your work from this semester only, with brief captions explaining unusual techniques or other data that cannot be seen or explained by the image itself.
5. Provide a list of your professional goals for three, five and 10 years.
6. Preservation article
7. Decorative arts article
8. Demonstration article
9. Save the entire portfolio as a PDF file.

*Late projects will have 10% of the total grade value deducted for each day beyond the due date. No assignments accepted after three days. Spelling errors will result in point deductions. Work shown must be 100% your own.*

### Floral Design Demonstration (Outline 20, 100, 150)

Present an informative, entertaining, 20-minute demonstration program on a chosen topic within permanent floral design. The program must include the activity of designing in front of the audience while speaking about the subject. The same program, improved upon, will be presented as the final exam. See attached grading sheet.

### Studio Window Assignment (100) See Posted Schedule

Assigned dates will be given for the construction and dismantling of a studio window display. Information and creative instructions will be given in class. This is an individualized project.

Remember, you are responsible for the set-up *and dismantling* of the window-merchandising project. Please be sure to note who proceeds and follows you so that you can install at mutually-agreed upon dates and times. The window must be kept clean inside and out for the duration of the display. ***All objects used in the display must be put back in their proper place when the display is torn down or the grade will be reduced by 20%.***

### Design Movement Project (150)

Each student will complete a term paper on the Art Deco design movement. The project consists of the following actions:

1. Write report on assigned topic within the design movement.
  - a. Twelve point font, (-20)
  - b. Times New Roman, (-20)
  - c. 1" margins, (-20)
  - d. Illustrations required, do not count in length, must be placed at end of paper, (-20)
  - e. five to seven pages in length; do not count illustrations in length, (-50)
  - f. cite author and page(s) within paper; author, title, date, website (if appl.), in bibliography (-40)
  - g. Use Word 2007. If I cannot open and manipulate your paper, it will be sent back to you with a grade of 0 until it is remedied. (75)
2. Create a floral design appropriate to the period, whether historically accurate or inspired by your research. Create an impressive result. (53)
3. Compile your report with edited reports from each student in the class using InDesign software to create a finished book on the subject Art Deco Decorative Arts. (23)

Ten percent grade deduction per each late day.



## Columbus Historic Foundation Decorative Arts Forum attendance (100)

Each student will attend all lectures for the 2010 Decorative Arts Forum on Saturday, November 6, 2010 at the Trotter Convention Center, Market Street, Columbus, Mississippi. Please block this time in your calendar from 8:00 AM until 2:00 PM on that day.

## Studio Design Work

Each student will create original floral designs based upon the assigned design style of the week. There is no lab fee for the course. In order to cover costs, floral designs made by class members may be kept for sale by The University Florist. During this semester, students will be allowed to keep two designs.

Additional graded assignments/quizzes may be given throughout the semester.

Academic Misconduct is unacceptable at Mississippi State University and enrolled students are bound to the Mississippi State 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."**

Course Grading Scale is based on percentages

A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

### Schedule (subject to change)

#### August

Course Introduction

Technical workshop with Stephanie Heflin, IMC, Mitchell Memorial Library, Studio

#### September

Styrofoam Work/Window Props Studio

Studio

Studio

Studio

#### October

TBA; Midcentury Style Article Draft Due

Speech Topic Outline due; Midcentury Style Article Due

TBA.

Magazine Progress Check w/ photos, captions, philosophy, resume, goals.

#### November

Studio

Columbus Historic Foundation Decorative Arts Forum

Speech I

Speech II

Studio Work Night

#### December

Final Exam

PSS 3443 Speech Grading Sheet (100, 150)

NAME: \_\_\_\_\_

Introduction (20%)

Leads listeners into the topic  
Provides proper information

Body (60%)

Appropriate language  
Clear demonstrations  
Clear explanations of materials.  
Highlights the qualities of the materials

Conclusion (20%)

Reiterates the positive points about the theory and practice  
Urges action  
Provides a form of thanks to the audience.

Under Time/Over Time (-10%)

Uses Notes (- 5-20%)

- Arrives ahead of time to organize and compose
- Uses appropriate topic/language/visuals for audience
- Provides adequate preparation
- Provides ancillary materials.
- Does not apologize for inadequacies
- Does not end the program with "Any questions?"
- Delivers appropriate length, about 20 minutes, with 5 minute differential
- Uses entire space rather than being anchored to design bench
- Suggests display ideas of finished products
- Gives surprise moments at appropriate times

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Midcentury Style, 1945-1970

1. \_\_\_\_\_ Expositions
2. \_\_\_\_\_ Architecture
3. \_\_\_\_\_ Fashion
4. \_\_\_\_\_ Film
5. \_\_\_\_\_ Floriculture and Floral Industry
6. \_\_\_\_\_ Food and Entertaining
7. \_\_\_\_\_ Glass
8. \_\_\_\_\_ House and Garden
9. \_\_\_\_\_ Interior Design
10. \_\_\_\_\_ Music
11. \_\_\_\_\_ Jewelry
12. \_\_\_\_\_ Pottery
13. \_\_\_\_\_ Silver
14. \_\_\_\_\_ Textiles: Needlework, Upholstery, Wall coverings, Window coverings

Studio Windows

Install/Tear Down between 8:00 AM and 5:00 PM

Window A near door

Window B near Bakery

8/28 \_\_\_\_\_

9/4

\_\_\_\_\_

9/11 \_\_\_\_\_

10/2

\_\_\_\_\_

10/9 \_\_\_\_\_

10/23

\_\_\_\_\_

10/30 \_\_\_\_\_

11/6

\_\_\_\_\_

11/13 \_\_\_\_\_

## 3443 Magazine Grade Sheet

### Updated Resume (5%)

Spelling

Parallel topics

Professionalism

### Personal Design Philosophy (20%)

Spelling

Thought

Clarity

### Design Images (50%)

1

2

3

4

5

6

7

8

9

10

11

12

Spelling

Clarity

### Professional Goals for 3, 5 and 10 years (10%)

Spelling

Thought

Clarity

### Articles (15%)

Content

Clarity

Professionalism

## PSS 3443 Advanced Floral Design II

Application of design theory and principles to non-perishable, dried, and preserved floral products.

Course Instructor: Dr. Jim DelPrince, AIFD, PFCI  
(662) 549-0521 cell  
[jdelprince@pss.msstate.edu](mailto:jdelprince@pss.msstate.edu)

Time: Wednesdays, 2:00-4:00 and 5:00-7:00 PM

Required Tools: tool box or tool bag; sharp scissors; 7" long wire cutters for silk flowers; knife; glue pan (optional); digital camera, additional items as needed. Tools and supplies may not be borrowed from The University Florist.

### Assignments

#### Studio Portfolio (100)

The object of this assignment is to illustrate a cross-section of your design repertoire.

The portfolio is different from that assigned in the basic floral design course. It should be an organized sample of your design knowledge and ability for use in a job interview. Every design made in this course should be included. Outside works such as competition designs, show work, professional shop work, and others are to be included.

The portfolio must be submitted in a compact disc format with appropriate art and label on the CD and the CD cover. Photoshop and InDesign software will be used for this project and is available for free use in the library. We will have a special workshop using this software.

This submission must be the most professional work possible in regard to presentation and should consist of the following, in order:

1. Well-designed CD cover art using InDesign
2. Same design applied to CD itself
3. Updated resume. Keep to one page.
4. 50-100 word personal design philosophy. Tell the reader what you think is important regarding permanent floral design.
5. Photo images of your work from this semester only, 5" x 7" format, one design per image with brief captions explaining unusual techniques or other data that cannot be seen or explained by the image itself.
6. Provide a list of your professional goals for three, five and 10 years.
7. Save the entire portfolio as a PDF file.

*Late portfolios will have 10% of the total grade value deducted for each day beyond the due date. Spelling errors will result in point deductions. Work shown must be 100% your own.*

### Floral Design Demonstration (Outline 20, 100, 150)

Present an informative, entertaining, 20-minute demonstration program on a chosen topic within permanent floral design. The program must include the activity of designing in front of the audience while speaking about the subject. The same program, improved upon, will be presented as the final exam. See attached grading sheet.

### Studio Window Assignment (100) See Posted Schedule

Assigned dates will be given for the construction and dismantling of a studio window display. Information and creative instructions will be given in class. This is an individualized project.

Remember, you are responsible for the set-up *and dismantling* of the window-merchandising project. Please be sure to note who proceeds and follows you so that you can install at mutually-agreed upon dates and times. The window must be kept clean inside and out for the duration of the display. *All objects used in the display must be put back in their proper place when the display is torn down or the grade will be reduced by 20%.*

### Design Movement Project (150)

Each student will complete a term paper on the Art Deco design movement. The project consists of the following actions:

1. Write report on assigned topic within the design movement.
  - a. Twelve point font, (-20)
  - b. Times New Roman, (-20)
  - c. 1" margins, (-20)
  - d. Illustrations required, do not count in length, must be placed at end of paper, (-20)
  - e. five to seven pages in length; do not count illustrations in length, (-50)
  - f. cite author and page(s) within paper; author, title, date, website (if appl.), in bibliography (-40)
  - g. Use Word 2007. If I cannot open and manipulate your paper, it will be sent back to you with a grade of 0 until it is remedied. (75)
2. Create a floral design appropriate to the period, whether historically accurate or inspired by your research. Create an impressive result. (53)
3. Compile your report with edited reports from each student in the class using InDesign software to create a finished book on the subject Art Deco Decorative Arts. (23)

Ten percent grade deduction per each late day.

### Columbus Historic Foundation Decorative Arts Forum attendance (100)

Each student will attend all lectures for the 2008 Decorative Arts Forum on Saturday, November 8, 2008 at the Trotter Convention Center, Market Street, Columbus, Mississippi. Please block this time in your calendar from 8:00 AM until 2:00 PM on that day.

## Studio Design Work

Each student will create original floral designs based upon the assigned design style of the week. There is no lab fee for the course. In order to cover costs, floral designs made by class members may be kept for sale by The University Florist. During this semester, students will be allowed to keep two designs.

Additional graded assignments/quizzes may be given throughout the semester.

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Course Grading Scale is based on percentages

A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

### Schedule (subject to change)

#### August

- 20 Course Introduction
- 27 Technical workshop with Stephanie Heflin, IMC, Mitchell Memorial Library, Studio

#### September

- 3 Styrofoam Work/Window Props Studio
- 10 Studio
- 17 Studio
- 24 Studio

#### October

- 1 TBA; Art Deco Report Draft Due
- 8 Speech Topic Outline due; Art Deco Report Due

- 15 TBA.
- 22 Portfolio Progress Check w/ photos, captions, philosophy, resume, goals.
- 29

November

- 5 Studio
- 8 Columbus Historic Foundation Decorative Arts Forum
- 12 Speech I
- 19 Speech II
- 26 Studio Work Night

December

- 3 Final Exam



ORIGINAL

APPROVAL FORM FOR  
**COURSES**  
MISSISSIPPI STATE UNIVERSITY

**RECEIVED**

9/1/10

**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:** Margaret Pope

**E-mail:** mpope@colled.msstate.edu

**Nature of Change:** Add

**Date Initiated:** Aug. 01, 09

**Effective Date:** Upon Approval

**Current Listing in Catalog:** N/A  
**Symbol      Number      Title**

**Credit Hours**  
( 3 )

**Current Catalog Description:**

**New or Modified Listing for Catalog:**  
**Symbol      Number      Title**

**Credit Hours**

EDE    8733    Teaching Physical, Life and Earth Science in the Elementary/Middle School Classroom ( 3 )

**New or Modified Catalog Description:**

Three hours lecture. Theory, applied methods, and techniques for teaching K-8 physical, life, and earth science. Content knowledge, inquiry, discovery learning, and technology for teaching.

**Approved:**

**Date:**

\_\_\_\_\_  
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

6/10/10

6/24/10

9/27/10

October 15<sup>th</sup>, 2010

**COURSE ADDITION – EDE 8733 Teaching Physical, Life, and Earth Science in the Elementary/Middle School Classroom**

1. CATALOGUE DESCRIPTION –  
EDE 8733. Three hours lecture. Theory, applied methods, and techniques for teaching K-8 physical, life, and earth science. Content knowledge, inquiry, discovery learning, and technology for teaching.
2. DETAILED COURSE OUTLINE  
See syllabus.
3. METHOD OF EVALUATION  
See syllabus.
4. JUSTIFICATION & LEARNING OUTCOME – This course will provide graduate students the opportunity to take a course that specifically addresses a content area that is the focus of state and national attention. At this time, a course is not offered that specifically focuses on all areas of science that elementary (K-8) teachers are responsible for teaching. This course will specifically target the needs for graduate students completing the elementary education master's program. Many graduate students have requested additional courses that focus on core content that is being tested statewide. This course will cover the teaching of content in the life, physical and earth/space science disciplines. Teachers will become more knowledgeable in methods using inquiry and discovery-based strategies to teach the new state curriculum and updated national standards. The course will be one of the courses offered as an elective. There is an expected enrollment of 10 – 15 graduate students. The Learning Outcomes for the course are consistent with 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 letter from elementary education program area faculty attached. No additional resources are needed at this time.
5. INSTRUCTOR OF RECORD – Dr. Margaret Pope
6. GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES) – N/A
7. PLANNED FREQUENCY – Summer
8. EXPLANATION OF ANY DUPLICATION – The content of this course is not duplicated in any other graduate course offered in our program or at the university. The course focuses on elementary science pedagogy, and does not explicitly teach science content. No other elementary science pedagogy course is offered at MSU.

9. METHOD OF INSTRUCTION CODE – C = Lecture; METHOD OF DELIVERY – F = Face-to-face
10. PROPOSED C.I.P. NUMBER: 13.1316
11. PROPOSED 24-CHARACTER ABBREVIATION – Tchg Science in Elem/Mid
12. PROPOSED SEMESTER EFFECTIVE – Upon Approval
13. OTHER APPROPRIATE INFORMATION – see syllabus
14. PROPOSAL CONTACT PERSON – Margaret Pope – 662.325.7106

**Syllabus: EDE 8733 Teaching Physical, Life and Earth Science in the Elementary/Middle School Classroom**

**CATALOGUE DESCRIPTION:** 3 hours lecture. Theory, applied methods, and techniques for teaching K-8 physical, life, and earth science. Content knowledge, inquiry, discovery learning, and technology for teaching.

**COURSE OBJECTIVES:**

Upon completion of this course, the graduate student will be able to:

1. The learner will identify and understand the physical, psychosocial, and cognitive development of elementary/middle school students in understanding physical, life and earth science content. (CFPO 2, 3)
2. The learner will know, understand, and be able to apply the Mississippi Science Framework for elementary/middle grades. (CFPO 3)
3. The learner will know, understand, and be able to apply the National Science Education Standards (NSES) in developing science lessons for the elementary/middle school classroom. (CFPO 3)
4. The learner will identify the goals for developing a science program for the elementary/middle school science classroom (CFPO 8)
5. The learner will demonstrate an understanding of basic assessment principles and tools for assessing the science curriculum. (CFPO 4)
6. The learner will use the discovery method to plan, execute and report experiments for physical, life and earth science. (CFPO 5, 7)
7. The learner will understand and apply the science process skills in relation to problem-solving/decision-making using the science, technology, and society (STS) approach. (CFPO 1)
8. The learner will critique science programs and curriculum, including technology, marketed for the elementary/middle school classroom. (CFPO 7, 9)
9. The learner will reflect on teaching practice. (CFPO 1)
10. The learner will provide staff development on discovery learning science lessons with peers in the educational community (elementary/middle school). (CFPO 2, 3, 8)

Course Content

This course will cover the application of content in the Life, Physical and earth/space science disciplines. A constructivist approach to learning through Inquiry/Discovery-based learning and Problem-based learning will be used. The application of understanding and knowledge will be assessed as learners complete assignments through readings, multimedia instruction, class discussions, and hands-on projects that address the NSES and MS K – 8 Science Curriculum.

## **TOPICS TO BE COVERED:**

1. National and state science standards (3 hours)
2. Science content appropriate for the K-8 classroom (6 hours)
  - a. Why discovery and inquiry-based science should be taught to elementary/middle level students
  - b. How discovery and inquiry-based science should be taught to elementary/middle level students
3. Discovery and inquiry-based learning in the science classroom (3 hours)
  - a. How elementary/middle level students construct an understanding of science
  - b. How elementary/middle level students apply discovery and inquiry-based learning to science concepts
4. Methods/strategies for teaching science in the elementary classroom for all students (6 hours)
  - a. Methods using inquiry to promote science concepts and discovery learning
  - b. Instructional strategies used to support student inquiry.
5. Lesson planning and assessment for the science classroom (6 hours)
  - a. Developing collaboration in the science classroom
  - b. Assessing students in science using formal and informal assessments
  - c. Understanding how students are assessed before, during and after science lessons
6. Scientific investigations (6 hours)
  - a. Designing and completing scientific investigations
  - b. Making sense of scientific data
  - c. Writing conclusions and reporting scientific data
7. Technology integration in the science classroom (3 hours)
  - a. Examining reasons to use technology in the science classroom
  - b. Examining what the state and national standards reveal
  - c. Learning technologies to support student inquiry – Emerging Technologies/Assistive Technologies/Technology Tools
8. Project-based learning approach in the science classroom (9 hours)
  - a. Establishing relevance to students' lives
  - b. Managing the project-based science classroom
  - c. Planning for a project-based classroom
9. Children's literature for the science classroom (3 hours)

## **REQUIRED TEXTS:**

- *National Science Education Standards K - 8*
- *Mississippi Department of Education Science Framework K-8*
- *National Board for Professional Teaching Standards - Early Adolescence Science*
- Krajcik, J. & Czerniak. (2007). *Teaching Science in Elementary and Middle School 3<sup>rd</sup> ed.: A Project-Based Approach*. New York: Routledge.

Additional course readings may be drawn from current issues of *Journal of Research in Science Teaching*, *Science and Children*, *The Science Teacher* and other prominent science journals for class research projects.

#### **METHODS OF INSTRUCTION:**

Methods of instruction will include large group discussions (utilizing multi-media approaches, invited speakers, shared problem solving), small group assignments, and individual student assignments.

#### **SUGGESTED STUDENT ACTIVITIES:**

1. Learners will read, prepare and present a critical analysis of a research article on Discovery Learning in the science classroom. (Obj. 1, 2, 8, 9)
2. Learners will prepare a Science Discovery Resource Kit. (Obj. 2, 3, 4, 6)
3. Learners will plan, prepare, deliver, and reflect upon the success of a staff development session for peers in the class and for a group of teachers from a K-8 grade range on Discovery Learning in the Science Classroom. (Obj. 2, 3, 5, 9, 10)
4. Learners will complete a Problem-based Learning Project critiquing theories and research on the teaching of science in K-8 classrooms. (Obj. 1, 5, 7, 8)
5. Learners will prepare a research-based final paper. (Obj. 1, 3, 4, 8, 9)

#### **EVALUATION OF STUDENT PROGRESS:**

This course uses a grading scale of 1000 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. Assignments turned in late will have a 10% deduction per day from the final grade.

##### **Grading Scale**

1000 – 930 =	A
929 – 860 =	B
859 – 790 =	C
789 – 700 =	D
699 & Below =	F

##### **Assignments**

Science Education Article Critical Analysis Summary	100 pts.
Article KWL	50 pts.
Summary Presentation	50 pts.
Science Resource Kit	200 pts.
Presentation of Discovery Learning Staff Dev. for peers	100 pts.
Presentation of Discovery Learning Staff Dev. For K-8 teachers	150 pts.
Pre/Post Survey Analysis	50 pts.
Project-Based Learning Project	200 pts.
Final Paper/Theories/practices/strategies and philosophy	100 pts.
<b>Total Points</b>	<b>1000 pts</b>

**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.

**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.”**

***Assignments Due Dates Policy***

Assignments are due on the scheduled dates/times on the course calendar **or** by instructor announcement. Assignments submitted late will have a 10% per day penalty deducted from the total assignment score. Weekend days are included in this policy.

***Dispositions***

Student dispositions will be evaluated using the College of Education Dispositions Instrument. Students should aspire to conduct themselves in a manner that is consistent with the highest degree of integrity and professionalism.

**Use of cell phones including text messaging** are prohibited during class times. Please inform the instructor before class if an emergency situation exists. Class points may be deducted by instructor's discretion for failure to adhere to this policy in class.

***Attendance***

Each class date is important for your growth as a professional. Others in the class may be dependent on you to complete shared assignments or sharing of information during class discussions, therefore your absence from class could negatively affect the learning of others. As such, being absent from class except in extreme circumstances is unacceptable. Students should

contact the professor in advance (prior to the start of class that day) if a quiz/test will be missed. A make-up quiz/test will only be approved in emergency situations or under extreme circumstances.

## **BIBLIOGRAPHY:**

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Order: [www.abacon.com/professional](http://www.abacon.com/professional) or Amazon, Barnes & Noble.
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- Kahle, J. B. (1993). Images of Scientists: Gender issues in science education. In B. J. Fraser (Ed.) *Research Implications for Science and Mathematics Teachers* Vol. 1. pp. 20-25. Perth, Australia: Curtin University Key Centre Monograph Number 5.



- Lee, S. (2003). Achieving gender equity in middle school science classrooms. *Science Scope*, 25, pp. 42-43.
- Mackay, P. (2003). Building and using WebQuests. *Technology and Learning*, 23, pp. 32-33.
- McDuffie, T.E. (2001). Scientists- geeks and nerds. *Science and children*, 38, pp. 16-19.
- National Research Council (1996). *National science education standards*. Washington, DC: National Academy Press.
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- Tolman, M.H. & Hardy, G.R. (2000). *Discovering elementary science*. Boston: Allyn and Bacon.
- Victor, E. & Kellough, R.E. (1997). *Science for the elementary school*. New York: Macmillan.
- Waffler, E. S. (2001). Inspired inquiry. *Science and Children*, 38, pp. 28-31.

April 1, 2010

We, the faculty in elementary education, support three proposals

- delete RDG 8413 REading in the Public Schools, RDG 8523 REading Comprehension Processes and Instruction, and RDG 8573 Diagnosis of Reading Problems
- Add EDE 8763 Elementary and Middle Level Mathematics Education
- Add EDE 8733 Teaching Physical, Life, and Earth Science in the Elementary/Middle School Classroom.

There are eight faculty members in elementary education.

Signed:

Devon Bennett

Shutta Mena

Michelle Thompson

Rebecca Rolicany

Margaret R. R. R.

Shirley Schaefer

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Signed:

Sallie Harper  
Kimberly Miplett  
Janet J. McLean

Q

APPROVAL FORM FOR  
**COURSES**

MISSISSIPPI STATE UNIVERSITY

**RECEIVED**

9/1/10

**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:** Rebecca Robichaux

**E-mail:** rrr102@msstate.edu

**Nature of Change:** Add

**Date Initiated:** Aug. 20, 09 **Effective Date:** Upon Approval

**Current Listing in Catalog:** N/A

**Symbol      Number      Title**

**Credit Hours**

(      )

**Current Catalog Description:**

**New or Modified Listing for Catalog:**

**Symbol      Number      Title**

EDE      8763      Elementary & Middle Level Mathematics Education

**Credit Hours**

( 3 )

**New or Modified Catalog Description:**

Methods and materials and the preparation and use of instructional and assessment tools to be used in providing research-based mathematical experiences for K- 8 students.

**Approved:**

**Date:**

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

3-16-10

6/10/10

6/24/10

9/27/10

October 15<sup>th</sup>, 2010

## **COURSE ADDITION – EDE 8763 Elementary & Middle Level Mathematics Education**

1. CATALOG DESCRIPTION –  
EDE 8763. Elementary & Middle Level Mathematics Education. (3) Three hours lecture. Methods and materials and the preparation and use of instructional and assessment tools to be used in providing research-based mathematical experiences for K- 8 students.
2. DETAILED COURSE OUTLINE – See syllabus
3. METHOD OF EVALUATION – See syllabus
4. JUSTIFICATION & LEARNING OUTCOME – Currently, the only graduate level mathematics education course focuses on early childhood mathematical experiences. The Master's degree in Elementary Education prepares students for AA licensure in elementary teachers in grades K through 8. Thus, this course will focus on topics across grades levels from Kindergarten through 8<sup>th</sup> grade, rather than having an exclusive early childhood focus. The course will strengthen candidates' pedagogical content knowledge for teaching mathematics and provide them with a foundation of elementary mathematics education research findings. This course will benefit Master's students, who are all practicing teachers in elementary education, by strengthening their ability to teach mathematics in grades K-8. Mathematics is an area in which Mississippi students continue to struggle, and providing additional expertise in math pedagogy will have an important impact on children's learning. Expected enrollment for this course is between 10 and 15 students each time it is offered, based on current enrollment in other elementary education graduate electives. The Learning Outcomes for the course are consistent with 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 letter from elementary education program area faculty attached. No additional resources are needed at this time.
6. INSTRUCTOR OF RECORD – Dr. Rebecca Robichaux
7. GRADUATE STUDENT REQUIREMENTS – N/A
8. PLANNED FREQUENCY – Summer
9. EXPLANATION OF ANY DUPLICATION – The content of this course is not duplicated in any other course since there is no other graduate level mathematics education course that focuses on research-based pedagogy for grades K-8. While there is some slight overlap with EDE 8543 Mathematics Experiences in Early Childhood Education, this course is substantially different because of its focus on all grades, K-8. The strategies, research, and pedagogy covered in this course are quite different than those in EDE 8543.

10. METHOD OF INSTRUCTION CODE – C = Lecture; METHOD OF DELIVERY – F = Face-to-Face

11. PROPOSED C.I.P. NUMBER: 13.1311

12. PROPOSED 24-CHARACTER ABBREVIATION –Elem/Mid Math Educ

13. PROPOSED SEMESTER EFFECTIVE – Upon approval

14. OTHER APPROPRIATE INFORMATION – see syllabus

15. PROPOSAL CONTACT PERSON – Rebecca Robichaux, 325-7108

## **SYLLABUS: EDE 8763 Elementary & Middle Level Mathematics Education**

**CATALOGUE DESCRIPTION:** EDE 8763 Elementary & Middle Level Mathematics Education. (3). Three hours lecture. Methods and materials and the preparation and use of instructional and assessment tools to be used in providing research-based mathematical experiences for K-8 students.

### **COURSE OBJECTIVES:**

Upon completion of this course, the candidate will be able to:

1. Describe the most current research findings in the teaching of elementary and middle level school mathematics. **CFPO 1, 2, 3, 4, 12**
2. Describe how K-8 students learn various mathematics topics. **CFPO 1, 2, 4, 6, 10**
3. Prescribe appropriate teaching strategies for developing K-8 students' conceptual and procedural mathematics understanding. **CFPO 1, 2, 3, 4, 7, 10**
4. Explain the Mississippi Mathematics Curriculum Framework for K-8 students. **CFPO 1, 3, 5, 6**
5. Prescribe appropriate teaching strategies for promoting K-8 students' use of the 5 NCTM Process Standards. **CFPO 1, 2, 3, 4, 10**
6. Discuss the NCTM Professional Teaching Standards. **CFPO 1, 2, 3, 4, 5, 6, 7, 8**
7. Design standards-based mathematics lessons that address the ten NCTM Standards and the Mississippi Mathematics Curriculum Framework. **CFPO 1, 2, 3, 4, 5, 7, 10, 12**
8. Integrate appropriate technology into standards-based mathematics teaching for grades K-8. **CFPO 2, 7, 12**
9. Integrate manipulatives appropriately into standards-based mathematics teaching for grades K-8. **CFPO 1, 2, 3, 4, 6, 7, 12**

### **TOPICS TO BE COVERED:**

1. NCTM's Professional Standards for the Teaching of Mathematics (2 Hours)
2. NCTM's Principals & Standards for School Mathematics (8 Hours)
  - a. 6 Principals: Teaching, Learning, Equity, Assessment, Technology, Curriculum (2 hours)
  - b. 5 Process Standards: Problem Solving, Reasoning & Proof, Communication, Connections, & Representation (5 hours)
  - c. Overview of 5 Content Standards (1 hour)
3. The Mississippi Mathematics Framework (4 Hours)
  - a. Norman Webb's Depth of Knowledge Construct (1 hour)
  - b. Procedural Knowledge Within the Framework (1.5 hours)
  - c. Conceptual Knowledge Within the Framework (1.5 hours)
4. Manipulative Models (4 Hours)
  - a. Physical Manipulatives (2 hours)
  - b. Virtual Manipulatives (2 Hours)
5. Diagnosis and Evaluation of Mathematical Understanding (7 Hours)
  - a. Conducting Diagnostic Interviews (2 Hours)
  - b. Piagetian-Task Interviews (1 hour)
  - c. Standardized Diagnostic Tests (1 hours)

- d. Teacher Constructed Diagnostic Tests (3 Hours)
- 6. The Number & Operations Standard (4 Hours)
  - a. Early Number Concepts (1 Hour)
  - b. Basic Operations on Whole Numbers (1 Hour)
  - c. Fraction & Decimal Concepts (1 Hour)
  - d. Operations on Fractions & Decimals (1 Hour)
- 7. The Algebra Standard (4 Hours)
  - a. Repeating Patterns (1 Hour)
  - b. Growing Patterns & Functions (2 Hours)
  - c. Variables (.5 Hour)
  - d. Solving Equations (.5 Hour)
- 8. The Geometry Standard (4 Hours)
  - a. The Van Hiele Levels of Geometric Thinking: Shapes, Symmetry, Transformations (3 Hours)
  - b. Developing Spatial Visualization (1 Hour)
- 9. The Measurement Standard (4 Hours)
  - a. Informal vs. Formal Units of Measure (1 Hour)
  - b. Attributes of Measurement: Length, Area, Volume, Capacity, Mass, Time, Angle Measure (3 Hours)
- 10. The Data Analysis & Probability Standard (4 Hours)
  - a. Gathering Data (1 Hour)
  - b. Types of Graphs (1 Hour)
  - c. Basic Statistics (1 Hour)
  - d. Experimental & Theoretical Probability (1 Hour)

#### **REQUIRED TEXTS AND MATERIALS:**

- o National Council of Teachers of Mathematics (2004). *Classics in Mathematics Education Research*. Carpenter, T. C., Dossey, J. A., & Koehler, J. L. (eds). Reston, VA: Author
- o Mississippi Dept. of Education (2007). *Mississippi Mathematics Framework – Revised*. MDE. (download & print from [www.mde.k12.ms.us](http://www.mde.k12.ms.us) then put into a ½ or 1 inch binder; To locate this document on the MDE website, click on “K-12 Curriculum” near the bottom of the page in the center, then click on “Mathematics” and then click on “Mathematics Framework Revised” under 2007 Mathematics.

#### **METHODS OF INSTRUCTION:**

A variety of methods of instruction will be employed. This course is designed to enhance candidates' knowledge of mathematics content knowledge and pedagogical content knowledge as it relates to the K-8 classroom; therefore, the professor will model instructional techniques appropriate for the elementary/middle level mathematics classroom. Additionally, lecture, class discussion, computer laboratory work, and candidate presentations will be employed.



### SUGGESTED STUDENT ACTIVITIES:

- **Mathematics Autobiography:** Write an autobiography about your life as a mathematics teacher (minimum 3 double-spaced typed pages; maximum 5 double-spaced typed pages). (Obj. 2, 9)
- **Course Readings & Reflections:** After reading each assigned article, you are to write a two to three double-spaced typed page summary reflection of each article. (Obj. 1, 3, 5)
- **Standards-Based Activity Lesson:** Based on your assigned Content Standard, you are to locate a research-based activity in an NCTM journal and write a lesson plan based on that activity, appropriate for an elementary/middle level mathematics classroom. This activity must also include at least two of the 5 Process Standards. On the day that your Content Standard is being discussed, you will implement an abbreviated version of your lesson plan to the class, engaging them in your activity. (Obj 2, 4, 5, 7)
- **Diagnostic Assessment Project:** You are to create a diagnostic assessment for an elementary/middle level student based on one or two related Mississippi Mathematics Framework Objectives, one of which must be at DOK 2 or DOK 3. You are to email this assessment to your instructor and all of your classmates. You are to then give feedback to all other classmates on their diagnostic assessments via email. Based on all of the feedback you receive from your classmates, you are to revise your diagnostic assessment. Then you are to submit 1) a copy of your original diagnostic assessment; 2) a copy of the revised assessment based on peer feedback; 3) a copy of the scoring key for the revised assessment; and 4) a reflective paper which documents your understanding of the creating and use of diagnostic assessments. (Obj. 5, 7, 9)
- **Research Project:** Based on your assigned NCTM Content or Process Standard, you are to retrieve **three** journal articles that describe studies that have been conducted with respect to your topic. These articles must come from research journals. You are also to retrieve **two** standards-based “how-to” articles from NCTM journals that describe how to promote your topic in an elementary/middle level mathematics classroom. After reading your five articles, you are to write a research paper describing each article in detail and synthesizing all five articles. (Obj. 5, 6, 8)
- **Take-Home Final:** The final evaluation for this course will be a “take-home” final examination. Answers to questions on this exam should be supported by relevant research and should reflect the cumulative knowledge gained in the course. (Obj 1-9)

### 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>

### **TECHNOLOGY:**

Technology will be used in both the delivery of the course content and through course requirements completed by teacher candidates. Delivery of the course content will utilize Power Point Presentations, and instructional demonstrations using calculators, Web-based lessons, and virtual manipulatives. All course assignments will be completed using appropriate software tools. One assignment will require the use of appropriate technological tools in enhancing mathematics instruction.

### **DIVERSITY:**

Diversity will be discussed as part of the Equity Principal and in terms of appropriate mathematics instructional and assessment strategies for each of the Content Standards to meet the needs of diverse learners. It will also be discussed when the textbook chapter on Ethnomathematics is discussed.

### **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.

### **EVALUATION OF STUDENT PROGRESS:**

This course uses a grading scale of 1000 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 candidate. A "B" represents quality, acceptable work. 10% per day will be deducted from the assignment grade for late work submission.

Grading Scale:

1000 – 930 = A

929 – 860 = B

859 – 790 = C

789 – 700 = D

699 & BELOW = F

### **Assignments**

Mathematics Autobiography	50 pts (5%)
Reflections on Course Readings	140 pts (14%)
Activity Presentation	110 pts (11%)
Diagnostic Assessment Project	300 pts (30%)
Research Project	250 pts (25%)
Written Final Exam Test	100 pts (10%)

Dispositions	25 pts (2.5%)
Participation	25 pts (2.5%)
Total Points	1000 pts

### **Attendance Policy**

All candidates should attend all classes, be on time, and not leave early. Candidates are granted one absence for personal illnesses and other emergencies. Each additional absence will result in a 20-point deduction from the candidate's overall point total for the course. No unexcused absences are allowed. Tardiness beyond 30 minutes or leaving early also constitutes an absence. Each unexcused absence will result in one letter grade lower for the overall grade in the course. If you are absent, you are expected to obtain any missed information and materials on your own.

### **BIBLIOGRAPHY:**

Artz, A. F., & Newman, C. M. (1990). *How to use cooperative learning in the mathematics class*. Reston, VA: NCTM.

Behr, M. J., Lesh, R., Post, T. R., & Silver, E. A. (1983). Rational number concepts. In R. Lesh & M. Laudau (Eds.), *Acquisition of mathematics concepts and processes*. New York: Academic Press.

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- National Council of Teachers of Mathematics. (1989). *New directions for elementary school mathematics*. Reston, VA: Author.
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APPROVAL FORM FOR  
**COURSES**

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MISSISSIPPI STATE UNIVERSITY

9/1/10

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: Upon Approval

Current Listing in Catalog:

Symbol      Number      Title

Multiple Courses

Credit Hours

(      )

Current Catalog Description:

RDG 8413 Reading in the Public Schools  
RDG 8523 Reading Comprehension Processes and Instruction  
RDG 8573 Diagnosis of Reading Problems

New or Modified Listing for Catalog:

Symbol      Number      Title

Credit Hours

(      )

New or Modified Catalog Description:

Approved:

Charlotte Byrnes  
Department Head

David S. Smith  
Chair, College or School Curriculum Committee

D. Smith  
Dean of College or School

Angie Emery  
Chair, University Committee on Courses and Curricula

\_\_\_\_\_  
Chair, Graduate Council (if applicable)

Peter L. Ryan  
Chair, Deans Council

Date:

3-16-10

6/10/10

6/24/10

9/27/10

October 15<sup>th</sup>, 2010

**DELETE**  
**Multiple Courses in Elementary Education**

**1. Catalog Descriptions**

RDG 8413 Reading in the Public Schools: Three hours lecture. Materials and methods employed in individual and group procedures for the teaching of reading in public schools.

RDG 8523 Reading Comprehension Processes and Instruction: Three hours lecture. Understanding the reading comprehension process. Research-based methods for teaching comprehension. Field-based application .

RDG 8573 Diagnosis of Reading Problems: The selection, utilization and interpretation of instruments used to diagnose disability and outline remedial procedures (taught every fall).

**2. JUSTIFICATIONS**

RDG 8413 Reading in the Public Schools—This course will no longer be taught. The other reading courses, including RDG 8153 Psychology of Reading, RDG 8453 Research in Reading, and RDG 8593 Issues and Innovations in Reading, are sufficient offerings in the area of reading.

RDG 8523 Reading Comprehension Processes and Instruction—This course will no longer be taught. Comprehension processes are taught in RDG 8713 Teaching Struggling Readers and Writers and EDE 8623 Content Area Literacy Instruction.

RDG 8573 Diagnosis of Reading Problems—This course will no longer be taught. It has been replaced by RDG 8713 Teaching Struggling Readers and Writers.

These deletions do not affect any degree program or any other courses. RDG 8413 and RDG 8573 are elective elementary education courses and have not been offered for several years. RDG 8523 is being deleted as a degree program requirement. None of these courses are prerequisites for any other courses.

ORIGINAL

APPROVAL FORM FOR  
**COURSES**  
 MISSISSIPPI STATE UNIVERSITY

**RECEIVED**

8/20/10

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: Education

Department: CISE

Contact Person:

Mail Stop: 9705

E-mail: pfh7@msstate.edu

Nature of Change: Modify

Date Initiated: 12-15-09 Effective Date: 8-1-10

## Current Listing in Catalog:

Symbol Number Title

RDG

8653

Teaching Reading in the Secondary Schools

Credit Hours

( 3 )

## Current Catalog Description:

A study of reading problems of junior- and senior-high school students. A study of machines, materials, and techniques used in developmental reading for high school youth (taught every summer).

## New or Modified Listing for Catalog:

Symbol Number Title

Credit Hours

( 3 )

## New or Modified Catalog Description:

A study of reading problems of middle and upper level students. A study of technology, materials, and methods used in developmental reading for secondary students.

Approved:

Department Head

Date:

Feb. 4, 2010

Chair, College or School Curriculum Committee

Feb. 2, 2010

Dean of College or School

5/12/10

Chair, University Committee on Courses and Curricula

9/27/10

Chair, Graduate Council (if applicable)

October 15<sup>th</sup>, 2010

Chair, Deans Council





# Mississippi State UNIVERSITY

Department of Curriculum and Instruction

Box 9705

Mississippi State, MS 39762

(662) 325-3747

(662) 325-7857 Fax

To: Box Council and UCCC  
From: Peggy F. Hopper  
Date: 1-19-10  
Subject: Support of Course Modification Proposals

I support the attached changes:

Dr. Dana Franz

Dana Franz

Date

1/19/10

Dr. Burnette Hamil

Burnette Hamil

Date

1-19-2010

Dr. Lindon Ratliff

Lindon Ratliff

Date

1-22-2010

**Rationale for requested changes:**

The catalog description for RDG 8653 uses outdated language. The proposed change uses more current language to reflect current descriptions. The old catalog description also states that the class is “(taught every summer)” which is incorrect. The class is more usually taught spring semester and occasionally during the summer.

No changes are proposed to the course itself.

**Course Syllabus**  
**RDG 8653**  
**Teaching Reading in the Secondary Schools**

**Professor:**

**Office:**

**Phone:**

**E-mail:**

**Office hours:**

**\*other hours by appointment only**

**Catalog Description:**

(3) A study of reading problems of middle and upper level students. A study of technology, materials, and methods used in developmental reading for secondary students.

**Required Text:**

Ruddell, M.R. (2005). Teaching content reading & writing. (5th Ed.) New York: John Wiley & Sons, Inc.

**Objectives:**

Learners in the course will:

1. Identify reading/learning theories that directly affect the secondary school curriculum in American schools. CFPO #1, #4, #5; INTASC #1, #2
2. Use and interpret results of formal and informal reading diagnostic evaluation procedures as they relate to secondary school subject matter areas. CFPO #2; INTASC #5
3. Examine and reflect upon their beliefs and assumptions about reading in the content areas at the secondary level. CFPO #1, #3; INTASC #1, #5
4. Possess a variety of vocabulary, comprehension, and study skills teaching strategies that help secondary students read with greater understanding of printed instructional materials. CFPO #1, #2; INTASC #7, #8, #9
5. Translate new ideas into classroom practice through staff development programs. CFPO #4, #5; INTASC #6, #9, #10
6. Analyze the various organizational approaches to teaching reading in the secondary school. CFPO #2, #4; INTASC #3, #5, #7
7. Identify and develop specific learning activities for a variety of secondary readers. CFPO #2, #3; INTASC #1, #8, #9

8. Understand a variety of forces which affect secondary reading achievement, including culture, language/dialect background, and socioeconomic factors on reading achievement at the secondary level. CFPO #3; INTASC #2, #4
9. Be able to meet the needs of a culturally/ethnically diverse student body. CFPO #3; INTASC #1
10. Access and integrate into planning and instruction information from electronic/on-line resources. CFPO #4, #5; INTASC #6

**Topics to be Covered:**

1. The nature of the reading process, connections between reading and writing. (INTASC #1)
2. Adolescents as learners, readers, writers, people. (INTASC #2, #3)
3. Assessing secondary learners literacy, including formative, summative, formal and informal assessment tools and materials; interpreting assessment results. (INTASC #8)
4. Integrating the language arts across curriculums in secondary classrooms (INTASC #4)
5. Planning and organizing for literacy instruction in the content area classroom including differentiated learning and instruction for special needs students (INTASC #5, #7)
6. Teaching reading comprehension skills and strategies in the middle and secondary school classroom. (INTASC #4)
7. Improving reading fluency. (INTASC #4)
8. Developing knowledge of vocabulary and word-analysis. (INTASC #4)
9. Motivation, interest, and engagement. (INTASC #2, #5)
10. Organizing the secondary classroom for engaging literacy and content area learning. (INTASC #5, #6)
11. Writing in the content areas, writing to learn, writing to increase literacy skills. (INTASC #4)
12. Selecting and evaluating reading materials, including textbooks, trade books, narrative and expository texts, multimedia texts, etc. (INTASC #1, #4)
13. Teaching guided content area lessons in various fields. (INTASC #4)
14. In-service training for content area teachers.
15. Collaborating with families to support learners' reading achievement especially with respect to special needs students. (INTASC #10)
16. Collaborating with school and community professionals to support readers literacy achievement. (INTASC #10)
17. Analysis of commercial materials for content area literacy and secondary literacy skills and strategy instruction. (INTASC #6)
18. Reflection on existing teaching practices. (INTASC #9)

### **Required Activities:**

1. Lead a peer review of a specific subject area. Please have handouts or activities to help your fellow class members process and learn the important information you are presenting. Remember to discuss all subject information with respect to how it applies to the classroom. Include one supplemental article from a peer reviewed professional journal. Supply the class with the full bibliographical information; supply your instructor with a copy of the article. Write and submit two essay questions based on the information you presented.

2. Present as part of a group a full review of a particular reading disability and how to address that disability in a classroom.

3. Present a reading strategy from the textbook using an interactive format.

4. Conduct a mini-review of the literature for a key component of content area reading. Your review should include:

- a. an abstract
- b. a thorough discussion of implications for your teaching situation derived from the information you present
- c. a follow up with questions you have and areas for continuing research.

### **Methods of Instruction:**

Lecture, presentations, outside reading, group discussion and participation, problem-based learning, projects.

### **Evaluation of Progress:**

Peer led review and questions 20%

Reading disability overview 10%

Reading strategy presentations 10%

Mini-review of literature 20%

Test 20%

Participation and attendance 20%

\*The instructor reserves the right to change the syllabus when/if necessary.

### **MSU Honor Code:**

All students will be expected to adhere to the 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.*

### **Safety Information:**

University Police 325-2121

Starkville Police 323-4131

**Students with Disabilities:**

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.

**Bibliography:**

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Johnson, P. (2005). Literacy assessment and the future. *The Reading Teacher*, 58(7), 684-686.

Kragler, S., Walker, C. A., & Martin, L. A. (2005). Strategy instruction in primary content textbooks. *The Reading Teacher*, 59(3), 254-261.

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Massy, D. D., & Heafner, T. L. (2004.) Promoting reading comprehension in social studies. *Journal of Adolescent and Adult Literacy*, 48(1), 26-38.

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development and monitoring comprehension in the middle school second-language classroom. *Journal of Adolescent and Adult Literacy*, 51(2), 136-147.

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Trudel, H. (2007.) Making data-driven decisions: Silent reading. *The Reading Teacher*, 61(4), 308-315.

Vacca, R. T., & Vacca, J. A. I., (2007). Content area reading: Literacy and learning across the curriculum (9<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.

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Walmsley, A. L., & Hickman, A. (2006). A study of note taking and its impact student perception of use in a geometry classroom. *Mathematics Teacher*, 99(9), 614-621.

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ORIGINAL

APPROVAL FORM FOR  
**COURSES**  
MISSISSIPPI STATE UNIVERSITY

**RECEIVED**

8/27/10

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: Forest Resources

Department: Forest Products

Contact Person: Dr. Rubin Shmulsky

Mail Stop: 9820

E-mail: rshmulsky@cfr.msstate.edu

Nature of Change: ~~Technical Change~~ Add

Date Initiated: 5/3/2010 Effective Date:

Current Listing in Catalog:

Symbol	Number	Title
FP	8111	Research Seminar

Credit Hours  
( 1 )

Current Catalog Description:

~~Review of current research work in wood science and technology; the scientific method; philosophy of research.~~

New or Modified Listing for Catalog:

Symbol	Number	Title
FP	8121	Research Seminar

Credit Hours  
( 1 )

New or Modified Catalog Description:

Review of current research work in wood science and technology; the scientific method; philosophy of research. This course focuses on oral communication skills.

Approved:

*[Signature]*

Department Head

Date:

8/26/10

Chair, College or School Curriculum Committee

*[Signature]* for Leo Fopper

Dean of College or School

8/27/10

*[Signature]*

Chair, University Committee on Courses and Curricula

9/27/10

Chair, Graduate Council (if applicable)

*[Signature]*

Chair, Deans Council

October 15<sup>th</sup>, 2010

## Proposal for course change

### 1. Current and proposed course catalog description

Current course catalog description: Review of current research work in wood science and technology; the scientific method; philosophy of research.

Proposed catalog description: Review of current research work in wood science and technology; the scientific method; philosophy of research. This course focuses on oral communication skills.

### 2: A justification for the change.

Currently the Forest Products Department has one seminar class listed as 8111. The course is taught during the fall semester and it focuses on written communication skills. The course is also taught during the spring semester and it focuses on oral communication skills. Graduate students in Forest Products are required to take two semesters of the course, fall and spring, thus they receive the content in both. Because however there is only one course number, a considerable amount of confusion is caused with advisors and during graduation audits.

It is proposed that FP8111 remain on the books, with its existing course description.  
*Review of current research work in wood science and technology; the scientific method; philosophy of research.*

This course will be taught during the fall semester.

It is also proposed that FP8121 be added. It will keep the existing course description and have a slight modification such that it will be differentiated from FP8111. In this manner, advising will become less confusing for both students and advisors.

*Review of current research work in wood science and technology; the scientific method; philosophy of research. This course focuses on oral communication skills.*

This course will be taught during the spring semester.

3. The course content for the fall and spring offerings will not change. The content will remain the same as will the delivery methods. The methods and means of evaluation will not change and the grading scale will not change.

## Rubin Shmulsky

---

**From:** Erin Ray  
**Sent:** Tuesday, May 04, 2010 9:08 AM  
**To:** Rubin Shmulsky  
**Subject:** FW: Question about Changing Course Number  
**Attachments:** Coursecoversheet08.pdf

Dr. Rubin,

Delores was nice enough to lay out for me exactly what needs to be done to change one of the research seminar courses to FP 8111, and it is going to be much less trouble than originally thought. I am attaching the course coversheet that I have started, however I did not enter an effective date because I did not know what it should be. Also, I left the catalog description the same so please change if that is incorrect.

Highlighted below is what needs to be included in the Word document to support the nature of this change. Then it only needs yours and Dr. Hopper's signatures to be submitted.

---

**From:** Delores Hudson [mailto:dgh27@msstate.edu]  
**Sent:** Tuesday, May 04, 2010 8:01 AM  
**To:** Erin Ray  
**Subject:** Re: Question about Changing Course Number

Erin,

If you only want to change the course number, then this can be processed as a Technical Change. Use the course coversheet and select Technical Change under "Nature of Change" at the top of the coversheet  
<http://www.uccc.msstate.edu/Coursecoversheet08.pdf>

The rest of the proposal is a simple Word document. it should contain the following

1. The current and proposed course catalog description.
2. A justification for the change
3. A state to the effect that the course content, deliver, method of evaluation, and grading scale will not be change.

I only need one copy of a Technical Change. It needs the department head and dean's signature, but does not need to go through the college curriculum committee.

However, if more changes are needed, other than the course number, then a course modification will need to be submitted.

Let me know if you need more information, 5-6316.

Thanks,

Delores Hudson  
Institutional Effectiveness  
& UCCC  
(662)325-0831

>>> Erin Ray <[eray@CFR.msstate.edu](mailto:eray@CFR.msstate.edu)> 5/3/2010 9:14 AM >>>  
Delores,

We currently have two FP 8111 classes. They are different courses offered on alternating semesters, but the faculty want the courses number to reflect that they are indeed different. I am going to go through the process to get one of the courses changed to FP 8121. I have looked at the UCCC guide for course modification. However, I have never done this and want to be sure that I have all the correct paperwork started.

For modification to a course number, do we need to draft a letter of support stating why we want the course number changed and have the graduate coordinator and faculty sign? Are there forms we need to fill out for this?

Thanks!!

*Erin Ray*

\*\*\*\*\*

Forest Products Department

Mississippi State University

100 Blackjack Road

Starkville, MS 39759

Mail Stop 9820

(662) 325-0483 - ph

(662) 325-8986 - fax

[eray@cfr.msstate.edu](mailto:eray@cfr.msstate.edu)

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**ORIGINAL**

APPROVAL FORM FOR  
**COURSES**  
MISSISSIPPI STATE UNIVERSITY

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: Vet Med

Department: Clinical Sciences

Contact Person: Jason Syrcle

Mail Stop: 9825 E-mail: [syrcle@cvm.msstate.edu](mailto:syrcle@cvm.msstate.edu)

Nature of Change: Add

Date Initiated: 08/13/10 Effective Date: Spring 2011

Current Listing in Catalog:

Symbol Number Title

Credit Hours  
( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol Number Title

CVM 8061 Small animal surgery literature seminar

Credit Hours  
( 1 )

New or Modified Catalog Description:

Weekly seminar focusing on current literature pertaining to small animal surgery.

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:

8/13/10  
8/19/10  
8/24/10  
9/27/10  
October 15<sup>th</sup>, 2010

## Proposal to Add a Course

### 1. Catalog Description

CVM 8061. Small animal surgery literature seminar. (1) (Prerequisite- Consent of instructor)  
One hour seminar. Weekly seminar focusing on current literature pertaining to small animal surgery.

### 2. Detailed course outline

#### a. Weekly journal club (10 hours)

Students will be assigned 8 articles weekly (except on seminar presentation weeks and exam week) from pertinent small animal surgery journals. Journals will include Veterinary Surgery, Journal of the American Veterinary Medical Association, Journal of the American Animal Hospital Association, American Journal of Veterinary Research, Veterinary Comparative Orthopedics and Traumatology, Journal of Veterinary Internal Medicine and Journal of Veterinary Emergency and Critical Care.

The students will be expected to read all the articles and produce a 1-page summary of two of the articles for the class. During the weekly class meetings for journal club, the articles will be presented by the students and discussion of the articles will follow, including critiques of methods, discussion of the results and comparison to the existing literature. The students will be expected to actively participate in these discussions.

#### b. Biweekly book review (7 hours)

Students will be assigned chapters in a pertinent small animal surgery text, primarily Textbook of Small Animal Surgery, 3<sup>rd</sup> ed., Slatter, editor. The group will meet for one hour every other week to discuss the chapters that have been read for that week with the course leader. Students are expected to have read the chapters prior to the discussion time and participate in the discussion.

#### c. Seminar presentation (4 hours)

Each student will prepare and deliver a 50 minute powerpoint presentation on an assigned topic in small animal surgery. The presentation should give an in-depth review of the topic, including pertinent pathophysiology and a literature review. The format and presentation level should be on par with that expected for presentation at a national scientific meeting. These presentations will replace journal club for selected weeks.

d. Final examination (2 hours)

An exam will be given at the end of the semester, covering material discussed in journal club, book review and in seminar presentations. The exam will include three parts, including a case-based portion (0.5 hour), practical portion (0.5 hour) and written portion (1 hour).

3. Method of Evaluation

Grading Scale- Pass/Fail

- Grading will be as follows:

- A perfect score for attendance will be 10 points. Every unexcused absence from a class session will result in a loss of 1 point.
- Participation will be graded subjectively based on active involvement in class discussions. A perfect score will be 10 points.
- The seminar will be graded as follows, with a total of 40 points possible:
  - Substance of presentation, including completeness, understanding of the topic, and quality of the powerpoint slides.- 20 points
  - Presentation style, including ability to adequately answer questions- 10 points
  - Proper presentation format and organization- 10 points
- The exam will be graded objectively, with a perfect score earning 40 points.

- Summary

○ Attendance	10 points
○ Class Participation	10 points
○ Seminar	40 points
○ Final Examination	40 points
○ Total	100 points

- A total score of 70 points or more will earn the student a passing grade for the course.

4. Justification & Learning Outcome

This course will have an expected recurring enrollment of four students, the current number of small animal surgery residents enrolled in the Masters program. This course will aim to expand their knowledge of their chosen specialty by covering current literature and topics pertaining to small animal surgery. At the end of each semester, I would expect the students to have increased knowledge of the literature, improved critical evaluation skills of scientific articles, improved ability to design research projects, and an improved overall knowledge base in small animal surgery. Each student will be allowed to enroll in this course a maximum of six times throughout their three-year degree program. The course will be organized such that no material will be repeated during any six consecutive semesters.

*- need for this course?*

5. Support

A letter of support is attached.

6. Instructor of Record

- a. Jason Syrcle, DVM  
Assistant Clinical Professor  
College of Veterinary Medicine  
Mississippi State University

7. Graduate Student Requirements- This course is only offered for graduate students

8. Planned Frequency

Spring and Fall Semesters annually

9. Explanation of Duplication- No duplication is present.

10. Method of Instruction Code- S (Seminar)

Method of Delivery- F (Face-to-Face)

11. Proposed C.I.P. Number

51.2501

12. Proposed 24- Character Abbreviation

Small Anim Surg Lit Sem

13. Proposed Semester Effective

Spring 2011

14. Other Appropriate Information

- a. Required text: Textbook of Small Animal Surgery, 3<sup>rd</sup> edition. Edited by Douglas Slatter. Philadelphia: Saunders, 2003.

15. Proposal Contact Person

Jason Syrcle, DVM  
Assistant Clinical Professor  
College of Veterinary Medicine  
Mississippi State University  
Phone: 325-1313





# Mississippi State UNIVERSITY

## College of Veterinary Medicine Department of Basic Sciences

Angie E. Bourgeois, PhD  
Chair, University Committee on Courses & Curricula  
Mississippi State University  
Mississippi State, MS 39762

August 20, 2010

Dear Dr. Bourgeois,

This letter is in support of Dr. Jason Syrcle's proposed course, "Small animal surgery literature seminar", CVM 8061.

The proposed course is aimed for DVM residents enrolled in the Master's degree program as a means to prepare them for Board Certification in the American College of Veterinary Surgeons. Dr. Syrcle is an Assistant Professor of Small Animal Surgery at CVM and an ACVS Diplomate. He is highly qualified to teach this course and we anticipate that this course will provide worthwhile, effective preparation for DVM residents. This is a unique course for the students and no significant duplication exists with this course and any other at CVM or elsewhere on campus. There is no additional equipment, staff, space or other support required for establishing this course.

The entire curriculum committee is in favor of the adoption of Dr. Syrcle's proposed course.  
Thank you for your time.

Sincerely,

A handwritten signature in black ink, appearing to read "Andrea Varela-Stokes".

Andrea Varela-Stokes DVM, PhD

Chair, Curriculum Committee  
College of Veterinary Medicine  
Mississippi State University



# DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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College or School: CAAD

Department: Architecture

Contact Person: David Lewis

Phone: 2509 E-mail: dlewis@caad.msstate.edu

Nature of Change: Suspend Enrollment

Date Initiated: 8.18.10 Effective Date: 8.18.2010New or Current Degree Program Name: N/A

Summary of Proposed Changes: The MS. in Architecture has suspended enrollment. No students have been admitted for Fall 2010. We will allow the remaining students to matriculate. We may delete the program in the future.

Approved:

Date:

Department Head

MICHAEL A. BERK  
DIRECTOR SLARC

18 AUGUST 2010

Chair, College or School Curriculum Committee

August 23, 2010

Dean of College or School

DEAN

Sept. 2, 2010

Chair, University Committee on Courses and Curricula

9/27/10

Chair, Graduate Council (if applicable)

Chair, Deans Council

Peter L. Ryan

October 15<sup>th</sup>, 2010

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Department Head

MICHAEL A. BERK  
DIRECTOR SLARC

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Date:

Department Head

MICHAEL A. BERK  
DIRECTOR STARC

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Approved:

Date:

Department Head

MICHAEL A. BERK  
DIRECTOR SLARC

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Approved:

Date:

Department Head

MICHAEL A. BERK  
DIRECTOR, SLARC

18 AUGUST 2010

Chair, College or School Curriculum Committee

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Department Head

MICHAEL A. BERK  
DIRECTOR SLARC

18 AUGUST 2010

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August 23, 2010

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Approved:

Date:

Department Head

MICHAEL A. BERK  
DIRECTOR SLARC

18 AUGUST 2010

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August 23, 2010

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Department: Architecture

Contact Person: David Lewis

Phone: 2509 E-mail: dlewis@caad.msstate.edu

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Approved:

Date:

Department Head

MICHAEL A. BERK  
DIRECTOR SLARC

18 AUGUST 2010

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August 23, 2010

Dean of College or School

DEAN

Sept. 2, 2010

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Chair, Graduate Council (if applicable)

Chair, Deans Council

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F10/13

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College: Arts &amp; Sciences

Department: Foreign Languages

Contact Person: Sally Gray

Mail Stop: 9517

E-mail: shg38@msstate.edu

Nature of Change: Deletion - IHL Approval Required

Date Initiated: Aug. 2010

Current Degree Program Name: Bachelor of Science

Effective Date: Jan. 2011

Major: Foreign Language

Concentration:

New Degree Program Name: Select One

Major:

Concentration:

## Summary of Proposed Changes:

The BS in Foreign Languages was originally created for students interested in majoring in international business before the business program offered this as a major. However when the International Business degree was developed, students were offered a dual major, a BS in business along side a BA in Foreign Languages. The move to the BA program offered obvious advantages in preparing students, not just in language, but also in cultural awareness, writing, and in critical thought. For these reasons, the BS degree in Foreign Languages is no longer being used.

Approved:

Date:

*Paul Jackson*  
Department Head

*8/24/10*

*Wayne Dunt*  
Chair, College or School Curriculum Committee

*9/10/10*

*David Smart*  
Dean of College or School

*9-10-10*

*Angi Banger*  
Chair, University Committee on Courses and Curricula

*9/27/10*

Chair, Graduate Council (if applicable)

*Peter L. Ryan*  
Chair, Deans Council

*October 15<sup>th</sup>, 2010*



SACS Letter Sent

# **Deletion Proposal for Bachelor of Science in Foreign Languages**

## **Current Catalog Description:**

A catalog description for the BS in Foreign Languages is not available. It has not been listed in the MSU undergraduate bulletin for several years.

## **Justification for deletion.**

The Bachelor of Science in Foreign Languages was originally created for students interested in majoring in international business before the business program offered this as a major. However when the International Business degree was developed, students were offered a dual major, a BS in business along side a BA in Foreign Languages. The move to the BA program offered obvious advantages in preparing students, not just in language, but also in cultural awareness, writing, and in critical thought. For these reasons, the BS degree in Foreign Languages is no longer being used.

The deletion of the BS in Foreign Languages will have no impact on students, as none have been enrolled in this degree since the creation of the dual International Business degree.

This deletion will not have an effect on faculty, as students pursuing a foreign language degree are enrolled in the Bachelor of Arts program.



# MISSISSIPPI STATE UNIVERSITY™

Department of Foreign Languages  
P.O. Box FL • Mississippi State, MS 39762-5720  
Phone: (662) 325-3480 • Fax: (662) 325-8209

August 19, 2010

To: The Arts and Sciences Committee on Courses and Curricula

From: Sally Hatch Gray, Assistant Professor of German  
Chair, Foreign Languages Curriculum Committee

As Chair of the Foreign Languages Department Curriculum Committee, I am writing in support of the deletion of the Bachelor of Science degree in Foreign Languages. This degree is no longer in use, and has not been used since the B.S. in International Business was created. International Business majors now must double major in a Foreign Language. They receive a B.A. in Foreign Languages alongside their B.S. in International Business upon their successful completion of the required courses for this B.A. in the College of Arts and Sciences. In my opinion, the B.S. in Foreign Languages should have been deleted when the new program in International Business was installed, as it has not been used since then. However, since it still exists on the books, it needs to be deleted now.

Thank you for your cooperation in this matter.

# DEGREE PROGRAMS

# RECEIVED

8/25/10

ORIGINAL

MISSISSIPPI STATE UNIVERSITY

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College or School: **Business**Department: **Finance & Economics**Contact Person: **Kevin Rogers**Phone: **5-1982** E-mail: **Kevin.rogers@msstate.edu**Nature of Change: **Suspend admission**Date Initiated: **Fall 2010** Effective Date: **immediately**

New or Current Degree Program Name:

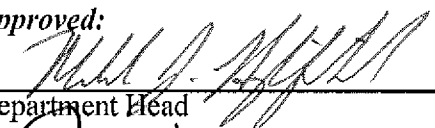
**B.B.A. in Management of Construction and Land Development**

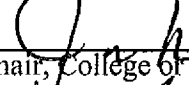
## Summary of Proposed Changes:

Suspend new admission into the major. All students enrolled in the major at the time of the suspension will be allowed to graduate in the major. Once all of these students have either completed the program or changed to another major, the major will be formally closed.

Approved:

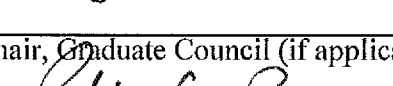
Date:


  
 Department Head

  
 Chair, College of School Curriculum Committee

  
 Dean of College or School

  
 Chair, University Committee on Courses and Curricula

  
 Chair, Graduate Council (if applicable)

  
 Chair, Deans Council

8/23/2010

8/23/2010

8/23/10

9/27/10

October 15<sup>th</sup> 2010





# Mississippi State UNIVERSITY

Department of Finance & Economics  
College of Business & Industry  
Box 9580  
Mississippi State, MS 39762-9580

March 7, 2008

Dr. Philip G. Bonfanti, Director  
Office of Admissions and Scholarships  
Mississippi State University  
P. O. Box 9500  
Mississippi State, Mississippi 39762-9500

Dear Dr. Bonfanti:

In accordance with the Academic Guidelines amended January 2008 by the Office of Academic and Student Affairs (OASA) of the Mississippi Board of Trustees of State Institutions of Higher Learning (IHL), please suspend admissions to the Management of Construction and Land Development (MCLD) major effective July 1, 2008.

Only students who are enrolled at or admitted to Mississippi State University with a declared MCLD major before July 1, 2008 will be allowed to continue in the program.

Approved:

Michael J. Highfield, Ph.D., CFA  
Assistant Professor of Finance  
Interim Warren Chair of Real Estate

MARCH 7, 2008  
Date

Paul W. Grimes, Ph.D.  
Department Head  
Department of Finance and Economics

03/07/08  
Date

Lynne Richardson, Ph.D.  
Dean  
College of Business and Industry

3/8/08  
Date

Peter Rabideau, Ph.D.  
Provost and Vice President for Academic Affairs  
Mississippi State University

3/10/08  
Date



**MSUBusiness**  
Driven by Excellence

FAX (662) 325-1977  
(662) 325-2341

ORIGINAL

## DEGREE PROGRAMS

RECEIVED

8/25/10

MISSISSIPPI STATE UNIVERSITY

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College or School: Business Department: Management & Information SystemsContact Person: Kevin Rogers Phone: 5-1982 E-mail: Kevin.rogers@msstate.eduNature of Change: Suspend admission Date Initiated: Fall 2010 Effective Date: immediately

New or Current Degree Program Name:

B.B.A. in Management, Furniture Management concentration

## Summary of Proposed Changes:

Suspend new admission into the furniture management concentration. All students enrolled in the concentration at the time of the suspension will be allowed to graduate in the concentration. Once all of these students have either completed the program or changed to another major/concentration, the concentration will be formally closed.

Approved:

Department Head

Date:

8/23/10

Chair, College or School Curriculum Committee

8/23/10

Dean of College or School

8/23/10

Chair, University Committee on Courses and Curricula

9/27/10

Chair, Graduate Council (if applicable)

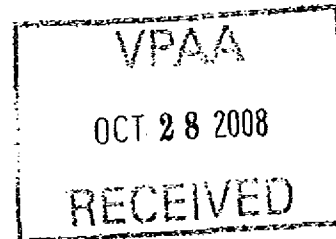
Chair, Deans Council



# Mississippi State UNIVERSITY

Department of Management and Information Systems  
College of Business & Industry  
Box 9581  
Mississippi State, MS 39762-9581

October 27, 2008



Dr. Philip G. Bonfanti, Director  
Office of Admissions and Scholarships  
Mississippi State University  
P. O. Box 9500  
Mississippi State, Mississippi 39762-9500

Dear Dr. Bonfanti:

In accordance with the Academic Guidelines amended January 2008 by the Office of Academic and Student Affairs (OASA) of the Mississippi Board of Trustees of State Institutions of Higher Learning (IHL), please suspend admissions to the Furniture Management (FM) concentration effective January 1, 2009.

Only students who are enrolled at or admitted to Mississippi State University with a declared Furniture Management concentration before January 1, 2009 will be allowed to continue in the program.

Approved:

Rodney A. Pearson  
Department Head, Management and Information Systems

10/27/08  
Date

Lynne Richardson  
Dean  
College of Business and Industry

10/27/08  
Date

Peter Rabideau  
Provost and Vice President for Academic Affairs  
Mississippi State University

10-28-08  
Date



FAX (662) 325-8651  
(662) 325-3928

ORIGINAL

## DEGREE PROGRAMS

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MISSISSIPPI STATE UNIVERSITY

8/20/10

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College or School: Education

Department: Curriculum, Instruction, and Special Education

Contact Person: Peggy F. Hopper

Phone: 325-7118

E-mail: pfh7@msstate.edu

Nature of Change: Modify

Date Initiated: 12/7/09 Effective Date: 8/1/10

New or Current Degree Program Name: Secondary English Education

## Summary of Proposed Changes:

- Remove CO 1403 Introduction to Mass Media, CO 1503 Introduction to Theater, and CO 1223 Introduction to Communication Theory as secondary English education requirements
- Require CO 1503 Introduction to Theatre as a secondary English education Fine Arts requirement
- Add EN 2434 Literature and Film as a required course in their secondary English education program

Approved:

Charlotte Brumby

Department Head

Jacob Blum

Chair, College or School Curriculum Committee

R. Blum

Dean of College or School

J. Blum

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Peter L. Ryan

Chair, Deans Council

Date:

Feb. 4, 2010

Feb. 2, 2010

5/12/10

9/27/10

October 15<sup>th</sup>, 2010



# Mississippi State UNIVERSITY

Department of Curriculum and Instruction

Box 9705

Mississippi State, MS 39762

(662) 325-3747

(662) 325-7857 Fax

To: Box Council and UCCC  
From: Peggy F. Hopper  
Date: 1-19-10  
Subject: Support of Course Modification Proposals

I support the attached changes:

Dr. Dana Franz

Dana Franz

Date

1/19/10

Dr. Burnette Hamil

Burnette Hamil

Date

1-19-2010

Dr. Lindon Ratliff

Lindon Ratliff

Date

1-22-10

### **Rationale for requested changes:**

The Secondary English Education program of study currently gives students a choice of three CO courses as part of their content core. CO 1503 Introduction to Theater is one of the three courses. Reviewers for the Secondary English Education program report during the last accreditation visit from NCATE were concerned that the choice of three courses represented a "separate education" for students depending on which course they chose to take. The program is currently recognized with conditions, so as a required response to this concern, I am proposing that all students be required to take one course, CO 1503 Introduction to Theater as their Fine Arts course. This action necessitates removing the other two CO courses from the curriculum. Since most students choose to take CO 1503 Introduction to Theater, this does not represent a substantial change in the curriculum. In addition, to further ensure that the program meets the standard relating to non-print media, EN 2434 Literature and Film will replace the required class left open when removing the CO choices. Once again, since this was an elective that many students take, this does represent a substantial change in the curriculum.

No other faculty will be affected by this proposed change.

The National Council for Teachers of English (NCTE) standard for non-print media is as follows:

Candidates engage students in critical analysis of different media and communications technologies.

The catalog description of the two courses kept in the curriculum indicates that each covers media other than print (literature) which addresses the standard:

EN 2434 Literature and Film

Prerequisite: Completion of English composition requirements). Three hours lecture. One laboratory. Introduction to literary and cinematic techniques, methods of analysis, and structures

CO 1503 Introduction to Theatre.

Three hours lecture. A comprehensive view of the theatre, including plays, playwrights, directing, acting, theatres, and technicians.

MISSISSIPPI STATE UNIVERSITY  
DEPARTMENT OF CURRICULUM AND INSTRUCTION  
**ENGLISH EDUCATION Plan of Study**

Revised 11/7/2009

Name \_\_\_\_\_ MSU Id. # \_\_\_\_\_  
E-mail \_\_\_\_\_ Initial Conference \_\_\_\_\_

**\*\*\* PHASE I - ADMISSION TO COLLEGE OF EDUCATION**

Date: \_\_\_\_\_

**FRESHMAN YEAR – FIRST SEMESTER (15 hours)**

General Education Courses			English Content Core		
Course	Hours	Grade	Course	Hours	Grade
EN 1103 Composition I	3				
MA 1313 College Algebra	3				
HI 1063 Early U.S. History	3				
Physical Science w/lab	3/1				
<ul style="list-style-type: none"> <li>General Education Core includes: 6 hours English (EN 1103 Comp I and EN 1113 Comp II); 15 hours Math (MA 1313 College Algebra required) and/or Natural Science (one Physical Science w/lab and one Biological Science w/lab; 6 hours Humanities (HI 1063 and HI 1073 required); 3 hours Fine Arts; 6 hours Social/Behavioral Sciences; 9 hours of electives from approved University Core. A GPA of 2.75 must be maintained.</li> </ul>					

**FRESHMAN YEAR – SECOND SEMESTER (15 hours)**

General Education Courses			English Content Core		
Course	Hours	Grade	Course	Hours	Grade
EN 1113 Composition II	3				
HI 1073 Modern U.S. History	3				
Biological Science w/lab	3/1				
<b>***PRAXIS I – PPST:</b> Reading (170) _____ Writing (172) _____ Math (169) _____ or CBT: Reading (316) _____ Writing (318) _____ Math (314) _____ <b>*** OR ACT:</b> English _____ (18) Math _____ (18) Social Studies _____ (18) Natural Science _____ (18) Composite _____ (21)					

**SOPHOMORE YEAR – FIRST SEMESTER (15 HOURS)**

General Education Courses			English Content Core		
Course	Hours	Grade	Course	Hours	Grade

**SOPHOMORE YEAR – SECOND SEMESTER (16 hours)**

General Education Courses			English Content Core			Professional Education Core		
Course	Hours	Grade	Course	Hours	Grade	Courses	Hours	Grade
						EDX 3213 Except Child	3	

**\*\*\* PHASE II – ADMISSION TO TEACHER EDUCATION PROGRAM**

Date: \_\_\_\_\_

Requirements: A GPA of 2.75 must be maintained to successfully complete the MSU general core.

MSU General Core GPA \_\_\_\_\_

Comp. I \_\_\_\_\_ (C); Comp. II \_\_\_\_\_ (C); College Algebra (or higher) \_\_\_\_\_ (C)

Passing scores on PPST or CBT or 21 composite on the ACT with no subtest score of less than 18 \_\_\_\_\_

Two letters of recommendation \_\_\_\_\_; verification of work experience with children/youth \_\_\_\_\_

**JUNIOR YEAR – FIRST SEMESTER (16 hours)**

General Education Courses			English Content Core			Professional Education Core		
Course	Hours	Grade	Courses	Hours	Grade	Course	Hours	Grade
						*EPY 3143 Human Development	3	
						EDF 3333 Social Foundations	3	
						*EDS 3411 Second. Ed. Practicum	1	
						*EDE 3343 Teaching Adol. Lit.	3	

**JUNIOR YEAR – SECOND SEMESTER (15 hours)**

English Content Core			Professional Education Core		
Course	Hours	Grade	Course	Hours	Grade
			*EDF 4243/6243 Planning for Diverse Learners	3	
			*RDG 3513 Developing Reading Strategies	3	
			*EDS 3673 Secondary Language Arts Education (spring only)	3	

**SENIOR YEAR – FIRST SEMESTER (15 hours)**

English Content Core			Professional Education Core		
Course	Hours	Grade	Course	Hours	Grade
			*EDS 4673 Methods of Teaching Language Arts (fall only)	3	
			*EPY 3253 Evaluating Learning	3	

<p><b>*** PHASE III: APPLICATION FOR STUDENT TEACHING</b></p> <p>Date: _____</p> <p><b>Requirements:</b>  Major teaching field coursework GPA _____  Completion of all professional education courses with at least a C _____</p> <p><b>Passing scores on the PRAXIS II:</b>  <b>Eng/Lang Arts(0041)Content Knowledge(157)</b> _____  Reading &amp; Literature _____, Language &amp; Linguistics _____,  Composition &amp; Rhetoric _____, Literary Analysis (short essay) _____,  Rhetorical Analysis(short essay) _____</p> <p><b>Principles of Learning &amp; Teaching (152)</b> _____  Org and Content Knowledge for Learning _____, Creating an  Environment for Learning _____, Creating an Environment for  Learning _____, Teaching for Learning _____, Teaching Professionalism  _____, Short Answer _____</p>	<p style="text-align: center;"><b>ENGLISH CONTENT CORE (42 HOURS)</b></p> <p>EN 2203 Intro to Literature  EN 2243 American Literature I  EN 2253 American Literature II  EN 2213 English Literature I  EN 2223 English Literature II  EN 2273 World Literature I OR  EN 2283 World Literature II  EN 3414 Advanced Composition  EN 3423 Descriptive English Grammar  EN 4503 Shakespeare OR  EN 4513 Shakespeare  EN 4413 History of English Language OR  EN 4403 Introduction to Linguistics OR  EN 4633 Sociolinguistics  EN 4323 Literary Criticism from Plato to the Present OR  EN 4353 20<sup>th</sup> Century Critical Theory  CO 1403 Introduction to Mass Media OR  CO 1503 Introduction to Theatre OR  CO 1223 Introduction to Communication Theory  6 hours EN Electives* – 3000/4000 level  *see TESOL requirements</p>
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**SENIOR YEAR – SECOND SEMESTER (15 hours)**

English Content Core			Professional Education Core		
Course	Hours	Grade	Course	Hours	Grade
			*EDS 4873 Seminar in Secondary Education	3	
			*EDS 4886 Teaching Internship	6	
			*EDS 4896 Teaching Internship	6	
			<b>TOTAL HOURS TO GRADUATE</b>	<b>122</b>	

**\*\*\* PHASE IV: APPLICATION FOR GRADUATION**

Date: \_\_\_\_\_

**NOTES:**

- Evidence of a passing score on the Praxis II is required before the teaching internship.
- A GPA of 2.75 must be maintained to successfully complete the MSU general education core.
- A minimum of 120 hours is required for graduation.
- Substitutions for required courses will be allowed with pre-approval only.
- Junior/community college transfer credit is limited to one-half the total hours required for graduation.
- The last half of the total hours applied toward graduation must be earned in a senior college.
- The last 25% of hours applied toward graduation must be earned in residency at MSU.
- A minimum grade of C is required for all English Core Content and professional education courses.
- A minimum overall C (2.5) average is required for all coursework taken and retaken.
- Restricted education courses (\*) must be taken in the sequence indicated and only after admission to Teacher Education.
- At least 25% of coursework must be 3000 or 4000 level taken in residence at MSU.
- On retakes, only the hours from the second course can count toward the degree.
- EDS 3673 and 4673 are taught one semester only and must be taken in order.



MISSISSIPPI STATE UNIVERSITY  
DEPARTMENT OF CURRICULUM AND INSTRUCTION  
**ENGLISH EDUCATION Plan of Study**

Revised 1/17/2010

*New*

Name \_\_\_\_\_ MSU Id. # \_\_\_\_\_  
E-mail \_\_\_\_\_ Initial Conference \_\_\_\_\_

**\*\*\* PHASE I - ADMISSION TO COLLEGE OF EDUCATION**

Date: \_\_\_\_\_

**FRESHMAN YEAR – FIRST SEMESTER (15 hours)**

General Education Courses			English Content Core		
Course	Hours	Grade	Course	Hours	Grade
EN 1103 Composition I	3				
MA 1313 College Algebra	3				
HI 1063 Early U.S. History	3				
Physical Science w/lab	3/1				
<ul style="list-style-type: none"> <li>General Education Core includes: 6 hours English (EN 1103 Comp I and EN 1113 Comp II); 15 hours Math (MA 1313 College Algebra required) and/or Natural Science (one Physical Science w/lab and one Biological Science w/lab; 6 hours Humanities (HI 1063 and HI 1073 required); 3 hours Fine Arts; 6 hours Social/Behavioral Sciences; 9 hours of electives from approved University Core. A GPA of 2.75 must be maintained.</li> </ul>					

**FRESHMAN YEAR – SECOND SEMESTER (15 hours)**

General Education Courses			English Content Core		
Course	Hours	Grade	Course	Hours	Grade
EN 1113 Composition II	3				
HI 1073 Modern U.S. History	3				
Biological Science w/lab	3/1				
<b>***PRAXIS I – PPST:</b> Reading (170) _____ Writing (172) _____ Math (169) _____ or CBT: Reading (316) _____ Writing (318) _____ Math (314) _____ <b>*** OR ACT:</b> English _____ (18) Math _____ (18) Social Studies _____ (18) Natural Science _____ (18) Composite _____ (21)					

**SOPHOMORE YEAR – FIRST SEMESTER (15 HOURS)**

General Education Courses			English Content Core		
Course	Hours	Grade	Course	Hours	Grade
CO 1503 Introduction to Theater	3				

**SOPHOMORE YEAR – SECOND SEMESTER (16 hours)**

General Education Courses			English Content Core			Professional Education Core		
Course	Hours	Grade	Course	Hours	Grade	Courses	Hours	Grade
						EDX 3213 Except Child	3	

**\*\*\* PHASE II – ADMISSION TO TEACHER EDUCATION PROGRAM**

Date: \_\_\_\_\_

Requirements: A GPA of 2.75 must be maintained to successfully complete the MSU general core.

MSU General Core GPA \_\_\_\_\_

Comp. I \_\_\_\_\_ (C); Comp. II \_\_\_\_\_ (C); College Algebra (or higher) \_\_\_\_\_ (C)

Passing scores on PPST or CBT or 21 composite on the ACT with no subtest score of less than 18 \_\_\_\_\_

Two letters of recommendation \_\_\_\_\_; verification of work experience with children/youth \_\_\_\_\_; background check \_\_\_\_\_

**JUNIOR YEAR – FIRST SEMESTER (16 hours)**

General Education Courses			English Content Core			Professional Education Core		
Course	Hours	Grade	Courses	Hours	Grade	Course	Hours	Grade
						*EPY 3143 Human Development	3	
						EDF 3333 Social Foundations	3	
						*EDS 3411 Second. Ed. Practicum	1	
						*EDE 3343 Teaching Adol. Lit.	3	

**JUNIOR YEAR – SECOND SEMESTER (15 hours)**

English Content Core			Professional Education Core		
Course	Hours	Grade	Course	Hours	Grade
			*EDF 4243/6243 Planning for Diverse Learners	3	
			*RDG 3513 Developing Reading Strategies	3	
			*EDS 3673 Secondary Language Arts Education (spring only)	3	

**SENIOR YEAR – FIRST SEMESTER (15 hours)**

English Content Core			Professional Education Core		
Course	Hours	Grade	Course	Hours	Grade
			*EDS 4673 Methods of Teaching Language Arts (fall only)	3	
			*EPY 3253 Evaluating Learning	3	

**\*\*\* PHASE III: APPLICATION FOR STUDENT TEACHING**

Date: \_\_\_\_\_

**Requirements:**

Major teaching field coursework GPA \_\_\_\_\_

Completion of all professional education courses with at least a C \_\_\_\_\_

**Passing scores on the PRAXIS II:****Eng/Lang Arts(0041)Content Knowledge(157)** \_\_\_\_\_

Reading &amp; Literature \_\_\_\_\_, Language &amp; Linguistics \_\_\_\_\_,

Composition &amp; Rhetoric \_\_\_\_\_, Literary Analysis (short essay) \_\_\_\_\_,

Rhetorical Analysis(short essay) \_\_\_\_\_

**Principles of Learning & Teaching (152)** \_\_\_\_\_

Org and Content Knowledge for Learning \_\_\_\_\_, Creating an

Environment for Learning \_\_\_\_\_, Creating an Environment for

Learning \_\_\_\_\_, Teaching for Learning \_\_\_\_\_, Teaching Professionalism

\_\_\_\_\_, Short Answer \_\_\_\_\_

**ENGLISH CONTENT CORE (43 HOURS)**

EN 2203 Intro to Literature

EN 2243 American Literature I

EN 2253 American Literature II

EN 2213 English Literature I

EN 2223 English Literature II

EN 2273 World Literature I OR

EN 2283 World Literature II

EN 3414 Advanced Composition

EN 3423 Descriptive English Grammar

EN 4503 Shakespeare OR

EN 4513 Shakespeare

EN 4413 History of English Language OR

EN 4403 Introduction to Linguistics OR

EN 4633 Sociolinguistics

EN 4323 Literary Criticism from Plato to the Present OR

EN 4353 20<sup>th</sup> Century Critical Theory

EN 2434 Literature and Film

6 hours EN Electives – 3000/4000 level

**SENIOR YEAR – SECOND SEMESTER (15 hours)**

English Content Core			Professional Education Core		
Course	Hours	Grade	Course	Hours	Grade
			*EDS 4873 Seminar in Secondary Education	3	
			*EDS 4886 Teaching Internship	6	
			*EDS 4896 Teaching Internship	6	
			<b>TOTAL HOURS TO GRADUATE</b>	<b>122</b>	

**\*\*\* PHASE IV: APPLICATION FOR GRADUATION**

Date: \_\_\_\_\_

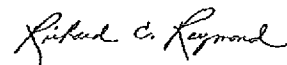
**NOTES:**

- Evidence of a passing score on the Praxis II is required before the teaching internship.
- A GPA of 2.75 must be maintained to successfully complete the MSU general education core.
- A minimum of 120 hours is required for graduation.
- Substitutions for required courses will be allowed with pre-approval only.
- Junior/community college transfer credit is limited to one-half the total hours required for graduation.
- The last half of the total hours applied toward graduation must be earned in a senior college.
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- At least 25% of coursework must be 3000 or 4000 level taken in residence at MSU.
- On retakes, only the hours from the second course can count toward the degree.
- EDS 3673 and 4673 are taught one semester only and must be taken in order.

Memo

To: Dr. Hopper, Secondary English Education

From: Dr. Raymond, Head, Department of English



Date: January 11, 2010

Subject: Changes in Secondary Education Curriculum

The Department of English supports proposed changes in the Secondary English Education curriculum:

- Removing CO 1403 Introduction to Mass Media and CO 1223 Introduction to Communication Theory
- Requiring CO 1503 Introduction to Theatre
- Requiring EN 2434 Literature and Film

These changes will create more uniformity in the secondary English education program with regard to fine arts requirements.

**From:** John Forde  
**To:** Missy Hopper  
**Date:** 1/15/2010 9:58 AM  
**Subject:** Communication Department Head Supports Curriculum Change

Missy

The curriculum change listed below seems to be very rational, and I support it. Our departmental curriculum committee has not seen this, but this should not affect our department adversely at all. The Introduction to Theatre course is typically offered at least three times a year, and we should be able to accommodate the additional students. We also would love to assist in helping this and related programs grow.

John

>>> Missy Hopper 1/10/2010 4:29 PM >>>

I turned in the curriculum changes I need to make for NCATE, and apparently I do need a confirmation e-mail (not a reply to this one) or memo from you. I've attached the rationale I wrote for this, but in a nutshell, here is what I am proposing:

- \* Remove CO 1403 Introduction to Mass Media, CO 1503 Introduction to Theater, and CO 1223 Introduction to Communication Theory as secondary English education requirements
  - \* Require CO 1503 Introduction to Theatre as a secondary English education Fine Arts requirement
  - \* Add EN 2434 Literature and Film as a required course in the secondary English education program
- Thank you for your help with this, and please let me know when you want to meet.

Dr. Missy Hopper  
Curriculum and Instruction  
338 Allen Hall  
Mail Stop 9705  
Mississippi State University  
MS State, MS 39762  
662-325-7118  
[pjh7@msstate.edu](mailto:pjh7@msstate.edu)

John

Dr. John E. Forde, APR  
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[www.comm.msstate.edu](http://www.comm.msstate.edu)  
[facebook.com/Dr.John.E.Forde.APR](https://www.facebook.com/Dr.John.E.Forde.APR)  
[twitter.com/JohnEFordeAPR](https://twitter.com/JohnEFordeAPR)

## 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: Education

Department: Kinesiology

Contact Person: Stan Brown

Mail Stop: 9575

E-mail: spb107@msstate.edu

Nature of Change: Technical Change

Date Initiated: 07/15/2010

Current Degree Program Name: Master of Science

Effective Date: Fall 2010

Major: Kinesiology

Concentration:

New Degree Program Name: Master of Science

Major: Kinesiology

Concentration: Sport Pedagogy, Sport Administration,  
and Exercise Physiology**Summary of Proposed Changes:**

In Spring 2010, the degree name was changed from a Master of Science in Physical Education to a Master of Science in Kinesiology. The degree name change proposal did not specifically state that the existing emphasis areas were to be changed to concentrations, although it was implied in the full proposal. This Technical Change is to change the emphasis areas to concentrations. There is no change to the degree or course requirements. The degree name change and additions of concentrations will be effective Fall 2010.

Approved:

Date:

✓ Stan Brown  
Department Head

July 15, 2010

Chair, College or School Curriculum Committee

✓ P. Blanton  
Dean of College or School

7/19/10

Chair, University Committee on Courses and Curricula

Richard Anderson

7/26/10

Chair, Graduate Council (if applicable)

Peter L. Ryan  
Chair, Deans Council

October 15<sup>th</sup> 2010



SACS Letter Sent

## **DEGREE (MAJOR) NAME CHANGE (M.S.) – FROM PHYSICAL EDUCATION TO KINESIOLOGY**

### **A. MODIFICATION OF EXISTING EXERCISE SCIENCE EMPHASIS IN THE MASTER OF SCIENCE CURRICULUM**

#### **CATALOG DESCRIPTION**

Current: Graduate study is offered in the Department of Kinesiology leading to the degree of Master of Science in Physical Education with concentrations in Exercise Science, Sport Administration and Teaching/Coaching.

Proposed: Graduate study is offered in the Department of Kinesiology leading to the degree of Master of Science in Kinesiology. A concentration in Exercise Physiology prepares professionals for careers in fitness and allied health. A concentration in Sport Administration prepares professionals for advanced careers in the expanding sport industry. A concentration in Sport Pedagogy prepares professionals for leadership roles as physical educators. These degree concentrations also prepare students for advanced study at the doctoral level.

#### **JUSTIFICATION AND STUDENT LEARNING OUTCOMES**

##### Program Review

The Exercise Science graduate program has been modified with a view towards two important goals: 1) a favorable comparison with leading programs in the discipline and 2) employer assessment and feedback of student's preparedness for employment. First, graduate programs at institutions such as the University of Florida serve as model state-of-the-art programs for those throughout the country. While our degree program has been successful in attracting students, faculty feel it is time to seek qualitative growth to compare more favorably to our peer institutions in the southern region. We have strengthened the curricular offerings in two existing tracks: Clinical Exercise Physiology and Strength & Conditioning. While our modified curriculum is stronger now in its core courses, these tracks are also strengthened with courses that will increase the professional competence of graduates. Changes to the clinical track should result in our students having greater competence in the psychology of exercise resulting in increased clinical skills in exercise programs where patient compliance is hard to achieve (as is typically the case in clinical exercise programs). Second, strengthening the strength & conditioning track in the sciences is needed to increase student content area competence.

##### Other Important Questions

***Will this program change meet local, state, regional, and national educational and cultural needs?*** The changes are designed to better prepare students as clinical exercise physiologists and strength and conditioning specialists.

***Will this program change result in duplication in the System?*** No

***Will this program change / advance student diversity within the discipline?*** No

***Will this program change result in an increase in the potential placement of graduates in MS, the Southeast, and the U.S.?*** Yes. We anticipate that strengthening the science component will result in broader opportunities through greater developed competencies for these students.

***Will this program change result in an increase in the potential salaries of graduates in MS, the Southeast, and the U.S.?*** Yes

SUPPORT: SEE THE COVER LETTER OF FACULTY SUPPORT AND THE LETTER FROM THE DEPARTMENT OF PSYCHOLOGY

PROPOSED 4-LETTER ABBREVIATIONS: EXPY

EFFECTIVE DATE: FALL 2010

**CURRENT CURRICULUM OUTLINE: EXERCISE SCIENCE (33 OR 36 SEMESTER HOURS)**

**Research Requirement (9 – 12 hours)**

KI 8303: Research in Kinesiology

KI 8313: Interpretation of Data in Kinesiology

**33 Hour Program**

Option 1: KI 8006 Thesis (6 hours)

Option 2: KI 7003 Directed Individual Study (3 hours)

**Core Courses (9 hours)**

EP 8243 Cardiorespiratory Exercise Physiology

EP 8263 Exercise Biochemistry

EP 8273 Lab Instrumentation

**Emphasis 1: Clinical Exercise Physiology (6 hours)**

EP 8323 Science and Practice in Cardiopulmonary Rehabilitation

EP 8423 Graded Exercise testing

**Emphasis 2: Strength and Conditioning (6 hours)**

EP 6153 Training Techniques for Exercise and Sport

EP 8253 Doping and Supplement Use in Sport

**Elective Courses (6 – 12 hours selected in consultation with advisor)\***

KI 8710 Internship

NTR 6253 Human Nutrition I

PE 8163 Seminar in Physical Education

\*Courses from any of the other areas of emphasis may be selected as electives

**PROPOSED CURRICULUM OUTLINE: EXERCISE PHYSIOLOGY (33 SEMESTER HOURS)**

**Research Core (15 hours)**

KI 8303 Research in Kinesiology

KI 8313 Interpretation of Data in Kinesiology

EP 8273 Laboratory Instrumentation

**Thesis Option (6 hours)**

KI 8006 Thesis Research

**Non-Thesis Option (6 hours)**

KI 7006 Directed Individual Study

**Exercise Physiology Core (9 hours)**

EP 8243 Cardiorespiratory Exercise Physiology

EP 8263 Exercise Biochemistry

EP 8283 Environmental Exercise Physiology

**Exercise Physiology Tracks (9 hours)**

**Clinical Exercise Physiology (Choose 3)**

EP 8323 Science and Practice in Cardiopulmonary Rehabilitation

EP 8423 Graded Exercise testing

EP 8433 Psychological Aspects of Exercise\*

EP 8443 Neuromuscular Mechanisms in Exercise\*

**Strength and Conditioning (Choose 3)**

EP 6153 Training Techniques for Exercise and Sport

EP 8253 Doping and Supplement Use in Sport

PE 8203 Psychological Aspects of Sport\*

EP 8443 Neuromuscular Mechanisms in Exercise\*

EP 8453 Biomechanics of Human Movement\*

\*Proposed new courses



**DEGREE (MAJOR) NAME CHANGE (M.S.) – FROM PHYSICAL EDUCATION TO KINESIOLOGY, CONTINUED**

**B. MODIFICATION OF EXISTING TEACHING AND COACHING EMPHASIS IN THE MASTER OF SCIENCE CURRICULUM**

**CATALOG DESCRIPTION**

Current: Graduate study is offered in the Department of Kinesiology leading to the degree of Master of Science in Physical Education with concentrations in Exercise Science, Sport Administrations, and Teaching/Coaching.

Proposed: Graduate study is offered in the Department of Kinesiology leading to the degree of Master of Science in Kinesiology. The concentration in Exercise Physiology prepares students for careers in fitness and allied health. The concentration in Sport Administration prepares professionals for advanced careers in the expanding sport industry. The concentration in Sport Pedagogy prepares professionals for leadership roles as physical educators. These degree concentrations also prepare students for advanced study at the doctoral level.

**JUSTIFICATION AND STUDENT LEARNING OUTCOMES**

Program Review

The Teaching and Coaching graduate program has been modified with a view towards two important goals: 1) a favorable comparison with leading programs in the discipline and 2) employer assessment and feedback of student's preparedness for employment. First, graduate programs at institutions such as the University of Southern Carolina serve as model state-of-the-art programs for those throughout the country. Our degree program has been moderately successful in attracting students. However, departmental faculty feel it is time to seek qualitative growth to compare more favorably to our peers in the southern region. We have, therefore, sharpened our curricular offerings by re-focusing on sport pedagogy. Our modified curriculum is now stronger in its core and elective courses.

Other Important Questions

*Will this program change meet local, state, regional, and national educational and cultural needs?* The changes are designed to better prepare students as leaders in physical education.

*Will this program change result in duplication in the System?* No

*Will this program change/advance student diversity within the discipline?* No

*Will this program change result in an increase in the potential placement of graduates in MS, the Southeast, and the U.S.?* Yes. We anticipate that strengthening the science component will result in broader opportunities through greater developed competencies for these students.

*Will this program change result in an increase in the potential salaries of graduates in MS, the Southeast, and the U.S.?* Yes.

SUPPORT: SEE THE COVER LETTER OF FACULTY SUPPORT AND THE LETTER FROM THE DEPARTMENT OF PSYCHOLOGY

**PROPOSED 4-LETTER ABBREVIATION: SPPD**

**EFFECTIVE DATE: FALL 2010**

## CURRENT CURRICULUM OUTLINE: 33 SEMESTER HOURS – TEACHING & COACHING

### Non-Thesis Option

#### Research Core (9 hours)

KI 8303 Research in Kinesiology OR  
EDF 8363 Functions and Methods of Research in Education

KI 7003 Directed individual Study

KI 8313 interpretation of data in Kinesiology

#### Core (9 hours)

PE 8113 Curriculum Construction in physical Education

PE 8163 Seminar in Physical Education

PE 8193 Professional Preparation in Physical Education

#### Electives (15 hours)

EP 6153 Training Techniques for Exercise and Sport

FNH 8153 Wellness and Aging

FNH 8193 Problems in Health Education

PE 8213 Problems in Administration of Athletics

EP 8323 Science and Practice in Cardiopulmonary Rehabilitation

FNH 8513 Theory and Practice of Health Education

SS 8803 Sport Law

SS 8883 Ethical Issues in Sport

### Thesis Option

#### Research Core (12 hours)

KI 8303 Research in Kinesiology OR  
EDF 8363 Functions and Methods of Research in Education

KI 8313 Interpretation of data in Kinesiology

KI 8006 Thesis

#### Core (9 hours)

PE 8113 Curriculum Construction in Physical Education

PE 8163 Seminar in Physical Education

PE 8193 Professional Preparation in Physical Education

#### Electives (12 hours)

PE 6153 Training Techniques for Exercise and Sport

FNH 8153 Wellness and Aging

FNH 8193 Problems in Health Education

PE 8213 Problems in Administration of Athletics

EP 8323 Science and Practice in Cardiopulmonary Rehabilitation

FNH 8513 Theory and Practice of Health Education

SS 8823 Sport Law

SS 8883 Ethical Issues in Sport

## PROPOSED CURRICULUM OUTLINE: 33 SEMESTER HOURS – SPORT PEDAGOGY

### Non-Thesis Option

#### Research Core (12 hours)

KI 8303 Research in Kinesiology

KI 8313 Interpretation of data in Kinesiology

KI 7006 Directed Individual Study

#### Sport Pedagogy Core (12 hours)

PE 8103 Developing Coaching Expertise

PE 8163 Seminar in Physical Education

SS 8883 Ethical Issues in Sport

PE 8203 Psychological Aspects of Sport\*

#### Electives (9 hours)

EP 6153 Training Techniques for Exercise and Sport

EP 8253 Doping and Supplement Use in Sports

SS 8213 Funding of Sport\*

SS 8803 Sport Law

EP 8453 Biomechanics of Human Movement\*

### Thesis Option

#### Research Core (12 hours)

KI 8303 Research in Kinesiology

KI 8313 interpretation of Data in Kinesiology

KI 8006 Thesis

#### Sport Pedagogy Core (12 hours)

PE 8103 Developing Coaching Expertise

PE 8163 Seminar in Physical Education

SS 8883 Ethical Issues in Sport

PE 8203 Psychological Aspects of Sport\*

#### Electives ( 9 hours)

PE 6153 Training Techniques for Exercise & Sport

EP 8253 Doping and Supplement Use in Sports

SS 8213 Funding of Sport\*

SS 8823 Sport Law

EP 8453 Biomechanics of Human Movement\*

\*Proposed new courses

**DEGREE NAME CHANGE (M.S.) – FROM PHYSICAL EDUCATION TO KINESIOLOGY, CONTINUED**

**C. MODIFICATION OF EXISTING SPORTS ADMINISTRATION EMPHASIS IN THE MASTER OF SCIENCE CURRICULUM**

**CATALOG DESCRIPTION**

Current: Graduate study is offered in the Department of Kinesiology leading to the degree of Master of Science in Physical Education with concentrations in Exercise Science, Sport Administration, and Teaching/Coaching.

Proposed: Graduate study is offered in the Department of Kinesiology leading to the degree of Master of Science in Kinesiology. The concentration in Exercise Physiology prepares students for careers in fitness and allied health. The concentration in Sport Administration prepares professionals for advanced careers in the expanding sport industry. The concentration in Sport Pedagogy prepares professionals for leadership roles as physical educators. These degree concentrations also prepare students for advanced study at the doctoral level.

**JUSTIFICATION AND STUDENT LEARNING OUTCOMES**

The program is undergoing minimal changes in addition to the minor name change (the word Sports becomes Sport). Basically, students will no longer have the internship as a requirement, but it may still be selected as an option. Also, the program is now at 33 CH instead of a maximum of 36 CH. These changes allow for there to be semester hour conformity across M. S. concentrations.

**SUPPORT: SEE THE COVER LETTER OF FACULTY SUPPORT**

**PROPOSED 4-LETTER ABBREVIATION: STAD**

**EFFECTIVE DATE: FALL 2010**

**CURRENT CURRICULUM OUTLINE: 33 OR 36 SEMESTER HOURS – SPORTS ADMINISTRATION**

**Core (21 hours)**

SS 8123 Sports Management  
SS 8803 Sport Law  
SS 8823 Sport Sponsorships  
SS 8883 Ethical Issues in Sport  
KI 8303 Research in Kinesiology  
KI 8313 interpretation of Data in Kinesiology  
KI 8710 Internship

**Electives (9 hours)** - Graduate-level courses subject to approval of graduate advisor.

**Concluding Options (3 or 6 hours)**

Option 1: KI 8003 Thesis (3 credit hours) – 33 hour program  
Option 2: KI 7003 Directed Individual Study (3 credit hours) – 33 hour Program  
Option 3: Additional 6 hours of graduate courses subject to approval of committee – 36 hour program

**PROPOSED CURRICULUM OUTLINE: 33 SEMESTER HOURS – SPORT ADMINISTRATION**  
(Note: This represents less than 15% modification)

**Core (18 hours)**

SS 8123 Sport management  
SS 8803 Sport Law  
SS 8823 Sport Sponsorships  
SS 8883 Ethical issues in Sport  
KI 8303 Research in Kinesiology  
KI 8313 Interpretation of Data in Kinesiology

**Electives (9-12 hours)** - Graduate-level courses subject to approval of graduate advisor.

**Concluding Options (3-6 hours)**

Option 1: KI 8006 Thesis  
Option 2: KI 8713 Internship



# DEPARTMENT OF KINESIOLOGY

Mississippi State  
UNIVERSITY

## MEMORANDUM

Date: April 14, 2009  
To: Kinesiology Faculty  
From: Dr. Ben R. Abadie, Division Coordinator of Applied Exercise Physiology  
Dr. Katherine J. Gilliland, Division Coordinator of Sports Studies

The Department of Kinsiology is in the process of making curricular changes as a result of faculty deliberations. The changes fall under the heading of courses added, courses deleted, courses modified, and concentration revisions. A summary of these changes are attached to this letter. This letter is designed to ensure that all department faculty are aware that these curricular changes being submitted to the BOX council. Below are the signatures of all the faculty indicating support of the proposed curricular changes.

Dr. Abadie

Dr. Brown

Mr. Drye

Ms. Funderburk

Dr. Gilliland

Ms. Grant

Dr. Hale

Dr. Honea

Dr. Hoyt

Ms. Joe

Dr. Knight

Dr. Lamberth

Dr. Love

Dr. Morse

Dr. Vickers

Dr. Wax

Dr. Webb

Dr. Wiley

Mr. Young