Mississippi State University
UNIVERSITY COMMITTEE
ON COURSES & CURRICULA
Lloyd-Ricks Annex — North End
Mailstop 9699
662-325-0831 TELEPHONE
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MEMORANDUM

December 3, 2010

TO: Academic Deans Council

FROM: Dr. Angi E. Bourgeois
UCCC Chair

RE: Change Notice 4

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 December 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.

UCCC Change Notice 4
December 3, 2010

1. Course Proposals

AGRICULTURE AND LIFE SCIENCES

Add	ABE 4844/6844	**Sustainable Communities** (4). Two hours laboratory/studio. Theory and practices that minimize resource use and pollutant production in the human landscape (same as LA 4844/6844). METHOD OF INSTRUCTION: Q DELIVERY: F C.I.P.:04.0601 24-CHAR: Sustainable Communities Effective: Spring 2011
Fr:	HS 2813	**Child Development** (3). Two hours lecture. Two hours laboratory. Developmental characteristics of children with emphasis on the early years; implications for care and guidance. Observation and participation in the Child Development and Family Studies Center.
To:	HS 2813	**Child Development** (3). (Prerequisite: HS 1813 or consent of instructor). Two hours lecture. Two hours laboratory. Development characteristics of children with emphasis on the early years; implications for care and guidance. METHOD OF INSTRUCTION: C DELIVERY: F C.I.P.: 52.1003 24-CHAR: Child Development Effective: Spring 2011

Fr:	HS 3803	**Child Care Procedures** (3). (Prerequisites: HS 2813). Two hours lecture. Two hours laboratory. Selection of appropriate equipment and supplies; program planning for nursery school and day care centers, observation and participation in the Child Development Center.
To:	HS 3803	**Child Care Procedures** (3). (Prerequisite: HS 2813). Two hours lecture. Two hours laboratory. Selection of appropriate equipment and supplies; program planning for nursery school day care centers. METHOD OF INSTRUCTION: C DELIVERY: F C.I.P.: 52.1003 24-CHAR: Child Care Proceds Effective: Spring 2011
Add	LA 1433	**Landscape Architecture Creativity** (3). One hour lecture. Four hours studio/lab. An exploration of the creative process and methods of expanding conceptual thinking in designed and build projects. METHOD OF INSTRUCTION: Q DELIVERY: F C.I.P.:04.0601 24-CHAR: LA Creativity Effective: Spring 2011
Add	LA 4754	**Design V-Regional** (4). (Prerequisite: LA 3654). Eight hours studio. Application of spatial analytical techniques, Geographic Information Systems (GIS), and Low Impact Design (LID) strategies architecture at the regional scale. METHOD OF INSTRUCTION: Q DELIVERY: F C.I.P.:04.0601 24-CHAR: LA Design V-Regional Effective: Spring 2011

Fr:	LA 4844/6844	**Sustainable Communities** (4). (Prerequisite: none; recommended: MA 1313 and MA 1323). Three hours lecture. Two hours studio/lab. Nature of materials used in landscape architecture, their physical attributes and liabilities that contribute to their use in a safe and healthy manner.
To:	LA 4844/6844	**Sustainable Communities** (4). Two hours laboratory/studio. Theory and practices that minimize resource use and pollutant production in the human landscape (same as ABE 4844/6844). METHOD OF INSTRUCTION: Q DELIVERY: F C.I.P.:04.0601 24-CHAR: Sustainable Communities Effective: Spring 2011
Fr:	PSS 2443	**Horticulture Crop Physiology** (3). Three hours lecture. Online course. Physiology of agricultural plants, including water relations, respiration, photosynthesis and growth and development. Spring semester, even years.
To:	PSS 4113/6113	**Agricultural Crop Physiology** (3). Three hours lecture. Online course. Physiology of agricultural plants, including water relations, respiration, photosynthesis and growth and development. Spring semester. METHOD OF INSTRUCTION: C DELIVERY: F C.I.P.: 01.1199 24-CHAR: Agricultural Crop Physi Effective: Spring 2011

ARCHITECTURE, ART & DESIGN

Fr:	ARC 5443	**Thesis Programming** (3). One hour lecture. Six hours laboratory. Advanced study of analytical and intuitive methods of programming, leading to development of thesis program to be used in ARC 5589.
To:	ARC 5443	**Architectural Programming** (3). One hour lecture. Six hours laboratory. Advanced study of analytical and intuitive methods of programming, leading to development of terminal project program to be used in ARC 5589. METHOD OF INSTRUCTION: B DELIVERY: F C.I.P.: 24-CHAR: ARC Programming Effective: Spring 2011
Fr:	ARC 5589	**Architectural Thesis V-B** (3). Two hours lecture. Twenty hours laboratory. Development of architectural project of complex and comprehensive nature. Emphasis upon thorough examination of all aspects of building.
To:	ARC 5589	**Architectural Design V-B** (3). Two hours lecture. Twenty hours laboratory. Development of architectural project of complex and comprehensive nature. Emphasis upon thorough examination of all aspects of building. METHOD OF INSTRUCTION: B DELIVERY: F C.I.P.: 24-CHAR: Arch Design V-B Effective: Spring 2011

ARTS AND SCIENCES

Add	BIO 4603/6603	**Ethnobotnany** (3). (Prerequisite: BIO 1134 and BIO 1144, or AN 1143 and AN 1343). Three hours lecture. Relationships between plants and humans through examination of cultures, uses of plants, paleothbobotney, and the science of botany. METHOD OF INSTRUCTION: C DELIVERY: F C.I.P. 24-CHAR: Ethnobotnany Effective: Spring 2011
Fr:	EN 1173	**Accelerated English Comp II** (3). (Prerequisite: EN 1163 or consent of the instructor). Three hours lecture. An expanded study of and practice in stylistics, logic, and research as contributions to analytical writing, with emphasis on extensive study of diverse rhetorical models.
To:	EN 1173	**Accelerated English Comp II** (3). (Prerequisite: EN 1163 or an ACT sub-score in English of 28 or higher). Three hours lecture. An expanded study of and practice in stylistics, logic, and research as contributions to analytical writing, with emphasis on extensive study of diverse rhetorical models. METHOD OF INSTRUCTION: DELIVERY: F C.I.P.: 24-CHAR: ARC Programming Effective: Spring 2011
Add	GR 8333	**Field Techniques in Remote Sensing** (3). (Prerequisite: Either GR 4333/6333, ECE 4423/6423 or FO 4452/6452 or consent of instructor). Three hours lecture. Field spectroscopy or proximal sensing; Experiment design and data collection using in situ sensor; Data analysis, model calibration, and validation to quantify biophysical parameters. METHOD OF INSTRUCTION: C DELIVERY: F C.I.P. 45.0701 24-CHAR: Field Remote Sensing Effective: Spring 2011

Add	GR 8563	**GIS Research Applications** (3). (Prerequisite: GR 6333, GR 6313, ST 8114 or equivalent, or consent of instructor). Two hours lecture. Two hours laboratory. This course examines the research cycle from proposal to peer-reviewed publication via case studies in GIS with applications for medical epidemiology, wildfire, and emergency management. METHOD OF INSTRUCTION: C DELIVERY: F C.I.P. 45.0701 24-CHAR: GIS Research Apps Effective: Spring 2011

BUSINESS

Fr:	EC 3213	**Labor Economics** (3). (Perquisites: EC 2113 and EC 2123). Three hours lecture. Labor market behavior of households and firms. Emphasizes wage determination, optimal employment decisions, income distribution, unionization, human capital, and discrimination.
To:	EC 4233	**Labor Economics** (3). (Perquisites: EC 2113, EC 2123, and EC 3123). Three hours lecture. Labor Market behavior of households and firms. Emphasizes wage determination, optimal employment decision, income distributions, unionization, human capital, and discrimination. METHOD OF INSTRUCTION: C DELIVERY: F C.I.P.: 24-CHAR: Labor Economics Effective: Spring 2011

Fr:	EC 3223	**Intro to I-O** (3). (Perquisites: EC 2113 and EC 2123). Three hours lecture. Structure and performance of large corporation, economic effects of antitrust, governmental policy toward competitive practices, regulation of monopoly and natural resources.
To:	EC 4713	**Industrial Organization** (3). (Perquisites: EC 2113 and EC 2123). Three hours lecture. Behavior of firms in imperfectly competitive market. Analysis of market structure, strategic interaction, price and non-price competition with emphasis on the implication for public policy. METHOD OF INSTRUCTION: C DELIVERY: F C.I.P.: 24-CHAR: Industrial Orgs Effective: Spring 2011
Fr:	EC 3423	**Government and Business** (3). (Perquisites: EC 2113 and EC 2123). Three hours lecture. Examination of the evolution and composition of the economic relationship between government and business in the U.S.; including the regulation of the public utilities and antitrust.
To:	EC 3423	**Econ of Reg & Antitrust** (3). (Perquisites: EC 2113 and EC 2123). Three hours lecture. Examination of the evolution and composition of the economic relationship between government and business in the U.S., focusing on regulation and antitrust. METHOD OF INSTRUCTION: C DELIVERY: F C.I.P.: 24-CHAR: Econ of Reg & Antitrust Effective: Spring 2011

Fr:	EC 3513	**Economic Systems** (3). (Perquisites: EC 2113 and EC 2123 or consent of instructor). Three hours lecture. Comparative analysis of economic systems ranging from capitalism to market sociàlism. Includes emerging market systems of Central and Eastern Europe, Asia, Latin America.
To:	EC 3513	**Comparative Econ Policy** (3). (Perquisites: EC 2113 and EC 2123 or consent of instructor). Three hours lecture. Comparative analysis of major government policies, economic structure, institutions around the world, emphasis on the organization o production and distribution of good and resources. METHOD OF INSTRUCTION: C DELIVERY: F C.I.P.: 24-CHAR: Comparative Econ Policy Effective: Spring 2011
Fr:	EC 4303	**Theo of Ec Devel** (3). (Perquisites: EC 2113 and EC 2123). Three hours lecture. Analysis of problems involving developing economies as they relate to the world economy: population, trade, agriculture, industry, and technology. Polices for promoting economic growth.
To:	EC 4303	**Internat Econ Devlop** (3). (Perquisites: EC 2113 and EC 2123). Three hours lecture. An analysis of problems facing developing economies and polices designed to promote economic growth with an emphasis on income distribution, trade, agriculture, industry, and technology METHOD OF INSTRUCTION: C DELIVERY: F C.I.P.: 24-CHAR: **Internat Econ Devlop** Effective: Spring 2011

Fr:	EC 4303	**Theo of Ec Devel** (3). (Perquisites: EC 2113 and EC 2123). Three hours lecture. Economics of the public sector. Analysis of the government on distribution, allocation, and stabilization function. Emphasis on public goods, externalities, social insurance, public choice, and taxation.
To:	EC 4303	**Internat Econ Devlop** (3). (Perquisites: EC 2113 and EC 2123). Three hours lecture. Economics of the public sector. Analysis of government's influence on distribution, allocation, and stabilization function. Emphasis on public goods, externalities, social insurance, and taxation. METHOD OF INSTRUCTION: C DELIVERY: F C.I.P.: 24-CHAR: Internat Econ Devlop Effective: Spring 2011
Fr:	EC 4323	**Internat Ec Rel** (3). Three hours lecture. The nature of international trade. International economic theory. Current problems affecting international economic relations.
To:	EC 4323	**International Relations** (3). Three hours lecture. The nature of international trade. International economic theory. Economic analysis of the movement of goods, resources, and financial assets across national borders. METHOD OF INSTRUCTION: C DELIVERY: F C.I.P.: 24-CHAR: Internat Ec Rel Effective: Spring 2011

Fr:	EC 4423	**Intro to Public Finance** (3). (Perquisites: EC 2113 and EC 2123). Three hours lecture. Economics of the public sector. Analysis of government of distribution, allocation, and stabilization functions. Emphasis on public goods, externalities, social insurance, public choice, and taxation.
To:	EC 4423	**Public Finance** (3). (Perquisites: EC 2113 and EC 2123). Three hours lecture. Economics of the public sector. Analysis of government's influence on distribution, allocation, and stabilization functions. Emphasis on public goods, externalities, social insurance, and taxation. METHOD OF INSTRUCTION: C DELIVERY: F C.I.P.: 24-CHAR: Public Finance Effective: Spring 2011
Fr:	EC 4433	**Prob in State & Locc F** (3). (Perquisites: EC 2113 and EC 2123). Three hours lecture. Fiscal importance and economic effects of state and local budgets; trends in taxation, expenditures, fiscal administration, and budgeting fiscal economic development.
To:	EC 4433	**State & Local Finance** (3). (Perquisites: EC 2113 and EC 2123). Three hours lecture. Fiscal and economic effects of state and local budgets; alternative tax and expenditure models; fiscal administration and budgeting with emphasis on local economic development. METHOD OF INSTRUCTION: C DELIVERY: F C.I.P.: 24-CHAR: State & Local Fin Effective: Spring 2011

ENGINEERING

Add	CE 8333	**Advanced Pavement Materials** (3). (Prerequisite: CE 3413 and CE 3313, or equivalent). Three hours lecture. Properties, behavior and performance of highway and airfield paving materials; principally asphalt and concrete. Quality control and assurance. Constitute material properties and specifications. METHOD OF INSTRUCTION: C DELIVERY: F C.I.P. 24-CHAR: Adv Pavement Materials Effective: Spring 2011
Add	CSE 6753	**Foundations in Computation** (3). (Prerequisite: CSE 1213 or CSE 1233 or CSE 1273 or CSE 1284 with a grade of C or better, or permission of instructor). Three hours lecture. Foundational concepts of computational algorithm design and analysis. (No credit for student in Computer Science, Computer Engineering, or Software Engineering degree programs) METHOD OF INSTRUCTION: C DELIVERY: F C.I.P.: 11.0701 24-CHAR: Computation Fundamentals Effective: Spring 2011
Add	ME 3103	**Experimental Measurement and Techniques** (3). (Prerequisite: credit or registration in ME 3523 and a technical junior-level writing course). Two hours lecture. Two hours laboratory. Measurements: their accuracy and usefulness; reporting; uncertainly analysis and design of experiments; data acquisition; measurement of length, area, volume, temperature, pressure, flow, strain, and force. METHOD OF INSTRUCTION: C DELIVERY: F C.I.P. : 14.1901 24-CHAR: Exp Meas and Technique Effective: Spring 2011
Delete	ME 3701	**Experimental Orientation**

Add	ME 4111	**Professional Development Seminar** (3). Prepare for professional licensure, introduce life-long learning concepts, expose students to forensic engineering, and develop understanding of the impact of engineering on global societal challenges. METHOD OF INSTRUCTION: C DELIVERY: F C.I.P. : 14.901 24-CHAR: Professional Development Effective: Spring 2011
Add	ME 4301	**Thermal-Fluids Laboratory** (1). (Prerequisites: Me 3103, EM 3313, ME 3313, ME 3523, and a technical junior-level writing course). Two hour laboratory. Selection, use of pressure, temperatures, fluid flow, heat transfer instrumentation. Experiments with fluid flow, thermodynamic systems, heat transfer. Statistical design of experiments, writing proficiency required. METHOD OF INSTRUCTION: L DELIVERY: F C.I.P. : 14.901 24-CHAR: Thermo-Fluids Laboratory Effective: Spring 2011
Add	ME 4401	**Solid Mechanics Laboratory** (1). (Prerequisites: EM 1313, ME 3103, ME 3403, EM 2433, and a technical junior-level writing course). Two hour laboratory. Selection and use of strain gages, dimensional measurements, load cells, accelerometers; Hands-on experiments with quasi-static and dynamic-impact testing, spring constants, vibrations and reporting of results. METHOD OF INSTRUCTION: L DELIVERY: F C.I.P. : 14.901 24-CHAR: Solid Mechanics Lab Effective: Spring 2011
Delete	ME 4721	**Experimental Techniques I**
Delete	ME 4731	**Experimental Techniques II**

VETRINARY MEDICINE

Fr:	CVM 3012	**Small Animal Diseases & Management** (2) (Prerequisite: Admission to the junior year of the Veterinary Medical Technology program). Two hours lecture. Pathophysiology, transmission, diagnostic process, clinical management and prevention of canine and feline diseases.
To:	CVM 3013	**Small Animal Diseases & Management** (3). (Prerequisites: admission to the junior year of the veterinary medical technology program). Three hours lecture. Pathophysiology, transmission, diagnostic process, clinical management and prevention of canine and feline diseases as well as emergency and critical care. METHOD OF INSTRUCTION: C DELIVERY: F C.I.P. : 51.0808 24-CHAR: Sm Anim Diseases & Mgt Effective: Summer 2011
Fr:	CVM 3021	**Small Animal Technical Skills and Nursing Care** (1) (Prerequisite: Admission to the junior year of the Veterinary Medical Technology program). Two hours laboratory. Principles of restraint, physical examination, medical management techniques, and behavior of common companion animals. Recognition of common canine and feline breeds.
To:	CVM 3022	**Small Animal Technical Skills and Nursing Care** (2). (Prerequisites: admission to the junior year of the veterinary medical technology program). One hour lecture. Two hours laboratory. Principles of small animal medical management topics and techniques, behavior, and overview of critical care techniques for small animals. METHOD OF INSTRUCTION: C DELIVERY: F C.I.P. : 51.0808 24-CHAR: Sm Anim Tech Skls & Nurs Effective: Summer 2011

Add	CVM 3112	**Animal Handling, Husbandry, and Nutrition** (2). (Prerequisites: admission to the veterinary medical technology program). One hour lecture. One hour laboratory. General handling and restraint, basic husbandry techniques, and the nutritional needs for companion animals and production animals. METHOD OF INSTRUCTION: B DELIVERY: F C.I.P. : 51.0808 24-CHAR: An Hand, Husb, Nutrition Effective: Summer 2011
Fr: To:	CVM 3131 CVM 3132	**Clinical Pathology Laboratory Techniques I** (1) (Prerequisite: Admission to the junior year of the Veterinary medical Technology program).Two hours lecture/laboratory. Veterinary clinical pathology laboratory including diagnostic procedures in hermatology, serology, and ELISA methodology. **Clinical Pathology Laboratory Techniques I** (2). (Prerequisites: admission to the junior year of the veterinary medical technology program). One hour lecture. Two hours laboratory. Procedures in hermatology, serology, and ELISA methodology, cytology, urology, chemistries, and microbiology (culture and sensitivity). METHOD OF INSTRUCTION: C DELIVERY: F C.I.P. : 51.0808 24-CHAR: Clinical Path Lab I VT Effective: Summer 2011

Add	CVM 3201	**Dental Principles for Veterinary Technologies** (1) (Prerequisite: Admission to the junior year of the Veterinary medical Technology program).One hour laboratory. Students are expected to become proficient in dental techniques of all small animal species, instrumentation, and dental radiology positioning in additions to common dental disorders. METHOD OF INSTRUCTION: B DELIVERY: F C.I.P. : 51.0808 24-CHAR: Dental Principles for VT Effective: Summer 2011
Delete	CVM 3231	**Clinical Pathology Techniques II**
Add	CVM 4003	**Internship Experience** (3) (Prerequisite: admission to the senior year of the Veterinary Medical Technology Program).Three hours practicum. Students choose a facility to complete a three week internship. Choices include zoos, laboratory, research, equine, emergency, and small animal. Facility is approved by director. METHOD OF INSTRUCTION: H DELIVERY: F C.I.P. : 51.0808 24-CHAR: Internship Experience Effective: Summer 2011
Add	CVM 4101	**Veterinary Technology Academic Elective** (1) (Prerequisite: admission to the senior year of the Veterinary Medical Technology Program).One hour practicum. The student will work one on one with a faculty member in areas of academic standard, course design, laboratory/lecture preparation, and other aspects of undergraduate programs. METHOD OF INSTRUCTION: I DELIVERY: F C.I.P. : 51.0808 24-CHAR: Vet Tech Academic Exp Effective: Summer 2011

Add	CVM 4102	**Professional Development for Veterinary Technologists** (2). (Prerequisite: admission to the senior year of the Veterinary Medical Technology Program).Two hours lecture. Professional, ethical, and legal considerations of clinical practice. Professional development, career opportunities, and advancements in veterinary technology. Interdisciplinary, teams and human-animal bond in community and practice. METHOD OF INSTRUCTION: C DELIVERY: F C.I.P. : 51.0808 24-CHAR: Prof Develop for Vet Tech Effective: Summer 2011
Fr:	CVM 4103	**Equine Clinical Rotation** (3). (Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the Equine section of the Large Animal Clinic. Students participate in all technical aspects of patient diagnosis and care.
To:	CVM 4103	**Large Animal Clinical Experience** (2). (Prerequisites: admission to the senior year of the veterinary medical technology program). Three hours clinical instruction. Supervised rotation through the MSU-CVM Large Animal Clinics (Equine and Food Animal) and Large Animal Ambulatory Rotation. METHOD OF INSTRUCTION: H DELIVERY: F C.I.P. : 51.0808 24-CHAR: Large Animal Exp I Effective: Summer 2011

Fr:	CVM 4113	**Food Animal Clinical Rotation. (3).** (Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the Food Animal section, Large Animal Clinic. Students participate in all technical aspects of food animal diagnosis, herd health assessment and management.
To:	CVM 4113	**Large Animal Clinical Experience II** (3) (Prerequisite: CVM 4103).Three hours clinical instruction. Supervised advanced rotation through the MSU-CVM Large Animal Clinics (Equine and Food Animal) and Large Animal Ambulatory Rotation. METHOD OF INSTRUCTION: H DELIVERY: F C.I.P. : 51.0808 24-CHAR: Large Animal Exp II Effective: Summer 2011
Delete	CVM 4123	**Large Ambulatory Rotation**
Add	CVM 4201	**Clinical Experience Elective** (1) (Prerequisite: admission to the senior year of the Veterinary Medical Technology Program).One hour practicum. This course allows senior students in an elected clinical experience, either within MSU-CVM or at an outside approved facility; animal clinic/hospital, laboratory, research. METHOD OF INSTRUCTION: H DELIVERY: F C.I.P. : 51.0808 24-CHAR: Clinical Elective Effective: Summer 2011

Fr:	CVM 4203	**Small Animal Clinical Rotation** (3) (Prerequisite: Admission to the senior year of the Veterinary Medical Technology program). Three hours practicum. Supervised rotation through the Medical Service of the Small Animal Clinic. Students participate in all technical aspects of patient and diagnosis and care.
To:	CVM 4206	**Small Animal Clinical Experience** (3). (Prerequisites: admission to the junior year of the veterinary medical technology program). Six hour practicum. Students will rotate through 3 weeks in Community Veterinary Services, 1 week in laboratory animal, 1 week in shelter medicine, and 1week in internal medicine. METHOD OF INSTRUCTION: H DELIVERY: F C.I.P. : 51.0808 24-CHAR: Small Animal Exp Effective: Summer 2011
Fr:	CVM 4213	**Small Animal Surgery Rotation. (3)** (Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the small animal surgical service of the Small Animal Clinic. Students participate in all technical aspects of patient care and surgical preparation.
To:	CVM 4213	**Small Animal Surgery & Anesthesia Clinical Experience.** (3). (Prerequisite: admission to the senior year of the Veterinary Medical Technology Program).Three hours clinical instruction. Supervised rotation through the Small Animal Emergency/ Critical Care unit. Students participate in all technical aspects of the patients. METHOD OF INSTRUCTION: H DELIVERY: F C.I.P. : 51.0808 24-CHAR: Emergency/ICU Exp Effective: Summer 2011

Fr:	CVM 4223	**Primary Care Rotation.** (3). (Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the Primary Care Service of the Small Animal Clinic. Students participate in all technical aspects of patient care and management.
To:	CVM 4223	**Small Animal Primary Care Clinical Experience.** (3). (Prerequisite: admission to the senior year of the Veterinary Medical Technology Program).Three hours clinical instruction. Supervised rotation through the Primary Care Service of the Small Animal Clinic. Students participate in all technical aspects of patient care and management. METHOD OF INSTRUCTION: H DELIVERY: F C.I.P. : 51.0808 24-CHAR: Small Animal Exp I Effective: Summer 2011
Delete	CVM 4303	**Anesthesia Rotation**
Delete	CVM 4313	**Diagnostic Imaging Rotation**
Delete	CVM 4323	**Pharmacy Rotation**
Fr:	CVM 4333	**Small Animal Emergency/ Critical Care Rotation.** (3). (Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the Small Animal Emergency/Critical Care unit. Students participate in all technical aspects of the patients.
To:	CVM 4333	**Emergency/ICU Clinical Experience** (3) (Prerequisite: admission to the senior year of the Veterinary Medical Technology Program).Three hours clinical instruction. Supervised rotation through the Small Animal Emergency/ Critical Care unit. Students participate in all technical aspects of the patients. METHOD OF INSTRUCTION: H DELIVERY: F C.I.P. : 51.0808 24-CHAR: Emergency/ICU Exp Effective: Summer 2011
Delete	CVM 4403	**Laboratory Animal Rotation**

Fr:	CVM 4503	**Diagnostic Laboratory Rotation** (3) (Prerequisite: Admission to the senior year of the Veterinary Medical Technology program). Three hours practicum. Supervised rotation through the discipline areas of the State Diagnostic Laboratory.
To:	CVM 4501	**Diagnostic Laboratory Experience** (1). (Prerequisites: admission to the junior year of the veterinary medical technology program). One hour practicum. Supervised rotation through the disciple areas of the State Diagnostic Laboratory in Pear, MS. METHOD OF INSTRUCTION: H DELIVERY: F C.I.P. : 51.0808 24-CHAR: Diagnostic Lab Exp Effective: Summer 2011
Add	CVM 4511	**Biomedical Research Experience Elective** (1) (Prerequisite: admission to the senior year of the Veterinary Medical Technology Program).One week rotation at the Laboratory Animal Facilities, University of Mississippi Medical Center. Principles of animal research and application animal welfare regulations. METHOD OF INSTRUCTION: H DELIVERY: F C.I.P. : 51.0808 24-CHAR: Biomed Research Elective Effective: Summer 2011
Add	CVM 4601	**Animal Emergency & Referral Center Elective** (1) (Prerequisite: admission to the senior year of the Veterinary Medical Technology Program).One week practicum. Supervised rotation through the Animal Emergency and referral Center in Flowood. Students participate in technical aspects of referral and emergency and critical care nursing. METHOD OF INSTRUCTION: H DELIVERY: F C.I.P. : 51.0808 24-CHAR: Anl Emerg & Refer Ctr El Effective: Summer 2011

Add CVM 4701	**Application & Process for VTNE** (1) (Prerequisite: admission to the senior year of the Veterinary Medical Technology Program).One hour lecture. VTNE application process and how to review for the national board examination. METHOD OF INSTRUCTION: C DELIVERY: F C.I.P. : 51.0808 24-CHAR: VTNE Prep Effective: Summer 2011

2. Degree Proposals

ARCHITECHTURE, ART & DESIGN

Modify Degree: Bachelor Major: Architecture	Delete ARC 1003, Concept and Form and add an open elective; change title and description of ARC 5443 Thesis Programming; change title of ARC 5589 Architectural thesis Effective: Spring 2011
Modify Degree: Bachelor of Fine Arts Major: Fine Arts	Remove ARC 1003 and add open elective, remove *Program of Excellence* from the Undergraduate Bulletin. Effective: Spring 2011

ARTS AND SCIENCES

Modify From: Degree: Bachelor of Science Major: Chemistry To: Degree: Bachelor of Science Major: Chemistry Concentration: American Chemistry Society	Addition of the American Chemistry Society concentration to the B.S in Chemistry. Effective: Spring 2011

Modify From: Degree: Bachelor of Science Major: Chemistry To: Degree: Bachelor of Science Major: Chemistry Concentration: Pre-Medical	Addition of the Pre-Medical concentration to the B.S in Chemistry. Effective: Spring 2011

BUSINESS

Modify Degree: Bachelor Major: Accounting	Remove "and may only take two 3000 level courses" from admission requirement description in the catalog. Effective: Spring 2011
Modify Degree: Master of Business Administration Major: Business Administration	Remove BIS 8122 and ACC 8101, and replace with elective. Change minimum acceptable grade for prerequisites from "C" to "B" and require minimum score of 450 on the GMAT even if the Admission Criteria Score is met. Effective: Spring 2011
Modify Degree: BBA Major: Economics	Modification made to reflect required course name changes. Effective: Spring 2011
Modify Degree: Master of Business Administration Major: Project Management	Add FIN 8113 as an option in addition to current FIN 8313. Change minimum acceptable grade for prerequisites from "C" to "B" and require minimum score of 450 on the GMAT even if the Admission Criteria Score is met. Effective: Spring 2011
Modify Degree: Master Major: Taxation	Replace ACC 8083 requirement with ACC 8113. Effective: Spring 2011

ENGINEERING

Modify Degree: Bachelor of Science Major: Mechanical Engineering	Delete ECE 3283, delete ME 3701, delete ME 4721, add ME 3103, add ME 4301, add ME 4401, and add ME 4111. Effective: Spring 2011

VETRINARY MEDICINE

Modify Degree: Bachelor of Science Major: Veterinary Medical Technology	Change in required course and admission into program. Effective: Spring 2011

3. AOCE Proposals

AGRICULURE AND LIFE SCIENCES

HS 2803	Prenatal and Infant Development
HS 2813	Child Development
HS 3803	Child Care Procedures
HS 4803/6803	Parenting

ARTS AND SCIENCES

GG 8133	Rocks and Minerals
GG 8423	Earthquakes and Volcanoes
GG 8503	Landforms
GG 8733	Geology of North America
MA 3123	Introduction to Statistical Inference
ST 3123	Introduction to Statistical Inference

EDUCATION

EDE 3443	Creative Arts for the Elementary/ Middle Levels
EDE 3523	Foundations of Elementary & Middle Level Mathematics
EDE 4113	Teaching Elementary and Middle Level Science
EDE 4123	Teaching & Middle Level Mathematics
EDE 4143	Teaching Elementary and Middle Level Social Studies
EDE 4883	Classroom Management for Elementary for Elementary and Middle School Teachers
EDE 4886/4896	Elementary and Middle Level Teaching Internship
RDG 4133	Integrating Language Arts Instruction in the Content Areas
RDG 8653	Teaching Reading in the Secondary Schools

ENGINEERING

*	MS	Aerospace Engineering
*	PhD	Aerospace Engineering
	ASE 4813/6813	Advanced Orbital Mechanics

* pulled these 2 proposals because they had not been through Graduate Council.

ASE 8000	Thesis Research/Thesis
ASE 8323	Advanced Compressible Aerodynamics II
ASE 8343	Incompressible Viscous Laminar Flow
ASE 8353	Turbulent Flow
ASE 9000	Dissertation Research/ Dissertation
CE 6143	Traffic Engineering
CE 8333	Advanced Pavement Materials

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

Proposals**

MS in Aerospace Eng. > Pulled both proposals
PhD in Aerospace Eng. and sent to be reviewed by Graduate Council

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

January 24, 2011
Date

☐ ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 10.29.2010

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:** Human Sciences

Contact Person: Sheri Lokken Worthy **E-mail:** sworthy@humansci.msstate.edu

Nature of Change: Modify **Date Initiated:** 07-01-10 **Effective Date:** 08-15-10

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
HS	2813	Child Development	(3)

Current Catalog Description:

HS 2813. Child Development. (3) (Prerequisite: HS 1813 or consent of instructor). Two hours lecture. Two hours laboratory. Developmental characteristics of children with emphasis on the early years; implications for care and guidance. Observation and participation in the Child Development and Family Studies Center.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
HS	2813	Child Development	(3)

New or Modified Catalog Description:

HS 2813. Child Development. (3) (Prerequisite: HS 1813 or consent of instructor). Two hours lecture. Two hours laboratory. Developmental characteristics of children with emphasis on the early years; implications for care and guidance.

Approved: Walter N. Taylor Department Head	*Date:* October 5, 2010
Chair, College or School Curriculum Committee	10/15/2010
George Hopper CH Dean of College or School	10-20-10
Angi S. Bangerter Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for J.A.G. Chair, Deans Council	January 24th, 2011

I. COURSE MODIFICATION

A. PROPOSAL FORMAT

1. CATALOG DESCRIPTION

Current:
HS 2813. Child Development. (3) (Prerequisite: HS 1813 or consent of instructor). Two hours lecture. Two hours laboratory. Developmental characteristics of children with emphasis on the early years; implications for care and guidance. Observation and participation in the Child Development and Family Studies Center.

Proposed:
HS 2813. Child Development. (3) (Prerequisite: HS 1813 or consent of instructor). Two hours lecture. Two hours laboratory. Developmental characteristics of children with emphasis on the early years; implications for care and guidance.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

- Delete "Observation and participation in the Child Development and Family Studies Center."

3. JUSTIFICATION AND LEARNING OUTCOMES

- This course will be offered campus 1 and campus 5. The students taking the class campus 5 will not necessarily complete their lab hours in the Child Development and Family Studies Center. They will be able to complete their lab hours at an approved child development center with a bachelor degreed teaching in their area. The course description is clear by the statements "Two hours lecture. Two hours laboratory."

4. ADDITIONAL INFORMATION

None

MISSISSIPPI STATE UNIVERSITY™

Department of Curriculum, Instruction and Special Education
Box 9705
Mississippi State, MS 39762
(662) 325-3747
(662) 325-7857 Fax

October 22, 2010

To: Members of the University Committee on Courses and Curricula

Re: Support for School of Human Sciences Course Proposals

On behalf of the Department of Curriculum, Instruction, and Special Education (CISE), we are pleased to support the course proposals from the School of Human Sciences to offer HS 2803, HS 2813, HS 3803, and HS 4803 as online courses. CISE faculty requested that Human Sciences faculty offer these four courses online so that students enrolled in the (proposed) online Elementary Education degree will have the option of meeting the requirements for the early childhood concentration of the elementary education degree.

Devon Brenner, Ph.D.
Program Coordinator, Elementary Education

Susie Burroughs, Ph.D.
Interim Department Head, CISE

MISSISSIPPI STATE UNIVERSITY

School of Human Sciences
Agricultural Information Science and Education • Apparel, Textiles and Merchandising
Human Development and Family Studies • Program and Staff Development

September 2, 2010

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

The Human Development and Family Studies faculty are in support of offering HS 2813 Child Development, HS 2803 Prenatal and Infant Development, HS 3803 Child Care Procedures, and HS 4803 Parenting as AOCE courses. The Department of Curriculum, Instruction, and Special Education requested we offer these courses online to support their online program in Elementary Education.

Sincerely,

Angel Fason
Instructor

Tommy Phillips
Assistant Professor

Jan Taylor
Professor

Joe Wilmoth
Assistant Professor

Sheri Worthy
Professor

School of Human Sciences • Box 9745 • Mississippi State, MS 39762-9745
(662) 325-2950 • Fax (662) 325-8188 • email: humansci@humansci.msstate.edu

☐ ORIGINAL

APPROVAL FORM FOR COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 10.29.2010

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:** Human Sciences

Contact Person: Sheri Lokken Worthy **E-mail:** sworthy@humansci.msstate.edu

Nature of Change: Modify **Date Initiated:** 07-01-10 **Effective Date:** 08-15-10

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
HS	3803	Child Care Procedures	(3)

Current Catalog Description:

HS 3803. Child Care Procedures. (3) (Prerequisites: HS 2813). Two hours lecture. Two hours laboratory. Selection of appropriate equipment and supplies; program planning for nursery school and day care centers, observation and participation in the Child Development Center.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
HS	3803	Child Care Procedures	(3)

New or Modified Catalog Description:

HS 3803. Child Care Procedures. (3) (Prerequisites: HS 2813). Two hours lecture. Two hours laboratory. Selection of appropriate equipment and supplies; program planning for nursery school and day care centers.

Approved: Walter N. Taylor Department Head	*Date:* October 6, 2010
[signature] Chair, College or School Curriculum Committee	10-15-2010
George Hopper CH Dean of College or School	10-20-10
[signature] Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th 2011

I. COURSE MODIFICATION

B. PROPOSAL FORMAT

1. CATALOG DESCRIPTION

Current:
HS 3803. Child Care Procedures. (3) (Prerequisites: HS 2813). Two hours lecture. Two hours laboratory. Selection of appropriate equipment and supplies; program planning for nursery school and day care centers, observation and participation in the Child Development Center.

Proposed:
HS 3803. Child Care Procedures. (3) (Prerequisites: HS 2813). Two hours lecture. Two hours laboratory. Selection of appropriate equipment and supplies; program planning for nursery school and day care centers.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

- Delete "observation and participation in the Child Development Center."

3. JUSTIFICATION AND LEARNING OUTCOMES

- This course will be offered campus 1 and campus 5. The students taking the class campus 5 will not necessarily complete their lab hours in the Child Development and Family Studies Center. They will be able to complete their lab hours at an approved child development center with a bachelor degreed teaching in their area. The course description is clear by the statements "Two hours lecture. Two hours laboratory."

4. ADDITIONAL INFORMATION

None

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 9/23/10

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: CALS **Department:** Landscape Architecture

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

Nature of Change: Add **Date Initiated:** **Effective Date:**

Current Listing in Catalog: None

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
LA	1433	Landscape Architecture Creativity	(3)

New or Modified Catalog Description:

One hour lecture. Four hours studio/lab. An exploration of the creative process and methods of expanding conceptual thinking in designed and built projects.

Approved: _____ Department Head	*Date:* 9/23/2010
_____ Chair, College or School Curriculum Committee	9/10/10
Walter Taylor for Dean M. Hopper Dean of College or School	9/16/10
_____ Chair, University Committee on Courses and Curricula	11/30/10
_____ Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th, 2011

Proposal for **Course Addition**
LA 1433– Landscape Architecture Creativity

1. Catalog Description

Proposed

LA 1433. Landscape Architecture Creativity. (3) One hour lecture. Four hours studio/lab. An exploration of the creative process and methods of expanding conceptual thinking in designed and built projects.

2. Detailed Course Outline

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

Week 1: (5 Contact Hours)
- Course overview and purpose.
- Pre-concept mapping and content skills
- Lecture: The Unconscious
- Exercise: Automatic drawing

Week 2: (5 Contact Hours)
- Lectures: Creative Impulse
- Lectures: Story Boarding
- Exercise: Automatic writing
- Exercise: 10 Story Board panels

Week 3: (5 Contact Hours)
- Lectures: Reflections
- Exercise: Narrative critique of assigned product
- Exercise: Narrative critique of classmates story boards and own story boards.

Week 4: (5 Contact Hours)
- Lectures: Design with Human scale
- Exercise: Measuring with the body

Week 5: (5 Contact Hours)
- Lecture: Dreaming
- Exercise: Thinking about Place as Symbol

Week 6: (5 Contact Hours)
- Lecture: The Visualization process

Week 7: (5 Contact Hours)
- Lecture: Wrestling Demons

Week 8: (5 Contact Hours)
- Lecture: Strengths and Weaknesses

Week 9: (5 Contact Hours)
- Lecture: Designers Block

Project 1 – Painting with new media (10 Contact Hours)
The purpose of this project is for the student to create a painting with media they haven't experienced before. One story board panel will be selected and an abstract painting will be done.

Week 10:
- Introduce Project 1.
- Define problem statement.
- Begin work

Week 11:
- Finish work
- Prepare and turn in for presentation

Project 2 – Three Dimensional model (10 Contact Hours)
The purpose of this project is for the student to explore form, space, and concept through the use of physical models and the ability to manipulate these to push the creative process. A jumping off point will be the abstract 2-dimensional painting done for project 1.

Week 12:
- Lectures: Introduce project 2
- Lectures: Model making
- Gather materials
- Begin modeling

Week 13:
- Finish model
- Present and make modifications in critique
- Reflective narrative of the process and what was learned will be completed.

Project 3 – Temporal exploration (10 Contact Hours)
The purpose of this project is for the student to see the differences in perception based on speed through a space. Students will be asked to move through a space at different speeds and document the space with a digital camera. A presentation will be put together to explain the students findings.

Week 14:
- Lectures: Photography and its implications in the design process
- Lectures: Perception, Time, and Place
- Develop a set of images taken at Different speeds to discuss perception of Time and Place.

Week 15:

- Final Dinner: Students will bring what they want for their final meal and have a written description of what the meal is and why it is important to them.
- Exercise: Creativity logo describing "what is creativity"

3. Method of Evaluation

- Homework 25%
- Project 1 25%
- Project 2 25%
- Project 3 25%

The following grading scale will be used:

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

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

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

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

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

4. Justification and Learning Outcomes

<u>Justification</u>

Faculty and a visiting accreditation team have raised concerns about students limiting their creativity in studios. Too often student concern and emphasis is on getting a design "right." The goal of this course is to expand student critical and abstract thinking skills while implementing creativity exercises into the design process.

1. Provide opportunities for students to enhance abstract thinking abilities.
2. Provide opportunities for students to integrate creativity into design process.
3. Provide opportunities for students to practice reflective thinking.
4. Provide opportunities for students to explore creative application in writing, drawing, painting, and 3 – dimensional media.

This course will focus principally upon the creative process and expanding student ability to think laterally to solve problems.

Learning Outcomes

Upon satisfactory completion of this course, students will:

- Demonstrate the ability to critically think about projects
- Be able to think laterally, producing multiple solutions to problems.
- Produce narrative concerning conceptual thinking.

5. Academic Misconduct

N/A

6. Target Audience

N/A

7. Letter of Support

See attachment.

8. Instructor of Record

N/A

9. Graduate Student Requirements (Split-level Courses)

N/A

10. Planned Frequency

Spring

11. Explanation of Any Duplication

None.

12. Method of Instruction Code

Q

13. Proposed CIP Number

04.0601

14. Proposed 24-Character Abbreviation of the Course Title

LA Creativity

15. Proposed Semester Effective

Spring, 2011

16. Other Appropriate Information

Text(s)

The Inner Studio. Andrew Levitt. Riverside Architectural Press.

Computer Hardware

All students are required to have a personal computer.

Computer Software

Microsoft Office Word, Excel, and PowerPoint; Sketchup; Adobe Creative Suite; Autodesk AutoCAD may be used.

17. Proposal Contact Person

Michael Seymour, Assistant Professor
325-7897

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

ORIGINAL

RECEIVED 9/9/10 9/23/10

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: CALS **Department:** Landscape Architecture

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

Nature of Change: Add **Date Initiated:** **Effective Date:**

Current Listing in Catalog: None

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
LA	4754	Design V-Regional	(4)

New or Modified Catalog Description:

LA 4754. Landscape Architecture Design V: Regional Context. (4) (Prerequisite: LA 3654). Eight hours studio. Application of spatial analytical techniques, Geographic Information Systems (GIS), and Low Impact Development (LID) strategies to landscape architecture at the regional scale.

Approved:		*Date:* Sept. 8, 2010
Department Head		
		9/10/10
Chair, College or School Curriculum Committee		
Walter N. Taylor for George M. Hopper		9/16/10
Dean of College or School		
Angie Shanagood		11.30.10
Chair, University Committee on Courses and Curricula		
Chair, Graduate Council (if applicable)		
Peter L. Ryan for T.A.G.		January 24th, 2011
Chair, Deans Council		

Proposal for **Course Addition**
LA 4754 Landscape Architecture Design V: Regional Context

1. Catalog Description

Proposed

LA 4754. Landscape Architecture Design V: Regional Context. (4) (Prerequisites: LA 3654). Eight hours studio. Application of spatial analytical techniques, Geographic Information Systems (GIS), and Low Impact Development (LID) strategies to landscape architecture at the regional scale.

2. Detailed Course Outline

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

Project 1 - Basic GIS Theory and Application (32 hours)
The purpose of this project is to expose the students to the basic concepts of GIS. A self-paced tutorial has been prepared by the instructor that will guide the student through the planning process of identifying the best location for a new office complex.

Week 1: Course Description (8 hours)
- Introduce course syllabus
- Review textbook
- Load GIS software
- Introduce first project

Week 2: GIS Concepts (8 hours)
- Weekly topic– "Concepts that Underpin GIS"
- Review basic GIS concepts
- Assign class exercise 1
- Site visit
- Begin work on GIS tutorial

Week 3: Spatial Data (8 hours)
- Weekly topic – "Characteristics and Examples of Spatial Data"
- Assign class exercise 2
- Work on project 1

Week 4: GIS Products (8 hours)
- Weekly topic – "Just what is a Map?"
- Assign class exercise 3
- Complete project 1

Project 2 - Strategies for Sustainable Site Design (24 hours)
The purpose of this project is to share with the students how LID can be integrated into sustainable site design. Three case studies, each at a different scale, will be critiqued.

Week 5: Site 1 – Sandstone Visitor Center (8 hours)

- Assign problem statement
- Site conditions
- Site context
- Outcomes

Week 6: Site 2 - Gannett/USA Today Headquarters (8 hours)

- Assign problem statement
- Site conditions
- Site context
- Outcomes

Week 7: Site 3 – Tanner Springs Park (8 hours)

- Assign problem statement
- Site conditions
- Site context
- Outcomes

Project 3 - Regional Planning Project (64 hours)

The purpose of this project is to demonstrate how GIS and LID can be incorporated into the traditional design process for landscape architects. Both vector and raster data will be utilized. Low Impact Development (LID) strategies will also be covered. This final product will be a standard format consistent with a landscape architecture studio.

Week 8: GIS Data Models (8 hours)

- Weekly topic – "Raster vs Vector – and all points In between"
- Assign problem statement
- Assign class exercise 4
- Begin to design GIS project architecture

Week 9: Work Week (8 hours)

- Weekly topic – GIS data models continued.
- GIS data structure complete
- Raster and vector base data needs identified

Week 10: Finding and Creating Spatial Data (8 hours)

- Weekly topic – "Garbage In, Garbage Out"
- Visit project site
- Data collection

Week 11: Analysis of GIS Data (8 hours)

- Weekly topic – "Analysis of GIS Data"
- Assign class exercise 5
- Continue/complete data collection

Week 12: LID Strategies (8 hours)

- Weekly topic – "The Implications of LID for Landscape Architects"
- Begin analysis

Week 13: Work Week (8 hours)

- Weekly topic – LID continued
- Continue analysis

Week 14: Report Creation in GIS (8 hours)

- Weekly topic – "How to make a map in ArcGIS"
- Complete analysis
- Explore different mapping formats
- Complete document

Week 15: Project presentations (8 hours)

- Each student is required to make a 15 minute presentation of his/her project
- All aspects of the project are to be included
- Students will gain valuable presentation and communication skills.

3. Method of Evaluation

- Project 1 : GIS Overview – 15%
- Project 2 : Case Studies – 25%
- Project 3 : Regional Planning Project – 35%
- Class Exercises : 10 %
- Project Presentation : 10%
- Class Attendance : 5%

The following grading scale will be used:

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

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

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

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

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

4. Justification and Learning Outcomes

Justification

The course is one of two new design studios that are being offered in an effort to provide students with a more comprehensive experience with design at a broad range of scales. This course is particularly relevant to future graduates because of the growing emphasis of planning and design at the regional scale and the importance of GIS as a tool for planning and design at this scale. This new course will couple well with the other new course, LA Design IV, which focuses on the urban context. This studio will build upon skills and knowledge obtained through prior courses in the design sequence.

Learning Outcomes

This course offering is meant to be an introduction to the methods, procedures, and concepts of GIS as it applies to the practice of landscape architecture at the regional scale. In the past, technological applications were taught as separate classes from design studio. This course will integrate the use of technology such as GIS with the broader issues of sustainable site design applied at the regional level.

Course Objectives

Upon satisfactory completion of this course students will:

- Have a basic understanding of the theory of GIS
- Be able to utilize both raster and vector data models
- Understand how a GIS can be used for planning applications
- Use GIS to analyze data at both regional and site scale
- Understand Low Impact Development (LID) Strategies
- Use GIS to implement LID strategies at the human(site)and system(watershed) scale

5. Academic Misconduct

N/A

6. Target Audience

N/A

7. Letter of Support

See attachment.

8. Instructor of Record

N/A

9. Graduate Student Requirements (Split-level Courses)

N/A

10. Planned Frequency

Fall

11. Explanation of Any Duplication

None.

12. Method of Instruction Code

Q

13. Proposed CIP Number

04.0601

14. Proposed 24-Character Abbreviation of the Course Title

LA Design V-Regional

15. Proposed Semester Effective

Fall, 2011

16. Other Appropriate Information

Text(s)

Dinep, Claudia and Kristin Schwab. *Sustainable Site Design*. John Wiley and Sons. 2010.

Computer Hardware

All students are required to have a personal computer.

Computer Software

Microsoft Office Word, Excel, and PowerPoint; Adobe Creative Suite should be purchased by students. A 12 month student license for ArcGIS will be provided.

17. Proposal Contact Person

Michael Seymour, Assistant Professor
325-7897

ORIGINAL

RECEIVED
9/28/10

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).

College or School: CALS **Department:** LA

Contact Person: Pete Melby **E-mail:** pm@ra.msstate.edu

Nature of Change: Course Modification **Date Initiated:** 8/3/10
Effective Date: Spr '11

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
LA	4844	Sustainable Communities	4

Current Catalog Description:

(Prerequisite: none; recommended: MA 1313 and MA 1323). Three hours lecture. Two hours studio/lab. Nature of materials used in landscape architecture, their physical attributes and liabilities that contribute to their use in a safe and healthy manner.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
LA	4844/6844	Sustainable Communities	(4)

New or Modified Catalog Description:

Three hours lecture. Two hours laboratory/studio. Theory and practices that minimize resource use and pollutant production in the human landscape (same as ABE 4844/6844).

***Approved*:**

Department Head

Chair, College or School Curriculum Committee 9/14/2010

Dean of College or School Walter Taylor for George M. Hopper 9.16.10

Chair, University Committee on Courses and Curricula 11.30.10

Chair, Graduate Council (if applicable)

Chair, Deans Council

Peter L. Ryan for T.A.G. January 24th, 2011

1. Catalog Description:

Proposed:

LA	4844/6844	Sustainable Communities	Three hours lecture. Two hours laboratory/studio. Theory and practices that minimize resource use and pollutant production in the human landscape (same as ABE 4844/6844).

2. Itemized List and Description of Changes

- Split level – This was formerly an undergraduate course only. There are relatively few sustainable environmental design courses at the graduate level that pertain to human landscapes. This will be a valuable addition to our graduate offerings.
- Course description – Here is the previous course description:

  Three hours lecture. Two hours studio/lab. Nature of materials used in landscape architecture, their physical attributes and liabilities that contribute to their use in a safe and healthy manner.

  This course description was inserted in error in the original course addition proposal and no one ever made the modification. It more accurately describes our Construction Materials course. Students in our program knew what the course was about by word of mouth from faculty and other students. The proposed description describes the actual course content.
- Cross listing with ABE 4844 – The LA Curriculum Committee supports this change (see letter). This course will provide a valuable interdisciplinary experience for both LA and engineering students.
- Course Content – The course outline is unchanged.

3. Justification and Learning Outcomes

- Split level: There are relatively few sustainable environmental design courses at the graduate level that pertain to human landscapes. This will be a valuable addition to our graduate offerings.
- Course Description: The existing course description was inserted in error in the original course addition proposal and no one ever made the modification. It more accurately describes our Construction Materials course. The proposed description describes the actual course content.
- Cross listing with ABE 4844: This course will provide a valuable interdisciplinary experience for both LA and engineering students.
- The American Society of Landscape Architects (ASLA) and the engineering accrediting body (ABET) both emphasize the importance of interdisciplinary team training in education (this is, in fact, a formal educational outcome in ABET and may well achieve that status in SACS and the ASLA).

4. Additional Information
   a. Course symbol: No change
   b. Course number: No change
   c. Course title: No change
   d. Credit hours: No change
   e. Pre-requisite/Co-requisite: No change
   f. Method/hours of Instruction: No change
   g. Method of Delivery: No change in the method of delivery. The course will now have two professors of record (Pete Melby, LA, and Tom Cathcart, ABE). Melby and Cathcart will share lectures and expertise.
   h. Course description: Here is the previous course description:

      > Three hours lecture. Two hours studio/lab. Nature of materials used in landscape architecture, their physical attributes and liabilities that contribute to their use in a safe and healthy manner.

      This course description was inserted in error in the original course addition proposal and no one ever made the modification. It more accurately describes our Construction Materials course. Students in our program knew what the course was about by word of mouth from faculty and other students. The proposed description describes the actual course content.
   i. Course content: No change (although the addition of the engineers may result in designs that are more complete and construction-ready).

Here is the detailed course outline

Lecture:

- Introduction to Sustainability (2 contact hours)
- Landscapes and the Natural Model (1 contact hour)
- Water Quality (4 contact hours)
- Gray Water Use (1 contact hour)
- Rain Water Harvesting (2 contact hours)
- Elements of Shelter Design (4 contact hours)
- Earth Sheltering (1 contact hour)
- Heating Shelters with the Sun (2 contact hours)
- Reflectivity and Emittance (2 contact hours)
- Biomass and Bioenergy (2 contact hours)
- Indoor Air Quality (1 contact hour)
- Humidity and Human Comfort (1 contact hour)
- Energy and Energy Efficiency (3 contact hours)
- Energy Use in Buildings (3 contact hours)
- Energy Conservation (2 contact hours)
- Solar Hot Water (2 contact hours)
- Photovoltaic Energy Production (3 contact hours)

- Food Production and Sustainable Agriculture (4 contact hours)
- Biological Sewage Treatment (3 contact hours)
- Composting (1 contact hour)
- Use of the Landscape in Sun and Wind control (1 contact hour)

Laboratory:

- Flow Diagrams (2 contact hours)
- Climatology (2 contact hours)
- Rainwater Harvesting Design (2 contact hours)
- Analemmas for Solar Elevations (2 contact hours)
- Humidity and Dewpoint (2 contact hours)
- Passive Solar Heating Design (2 contact hours)
- Solar Hot Water Design (2 contact hours)
- Photovoltaic Energy System Design (4 contact hours)
- Windows and Window Selection (2 contact hours)
- Insulation (2 contact hours)
- Daylighting (2 contact hours)
- Constructed Wetland Design (2 contact hours)
- Final Project Presentations (4 contact hours)

5. Graduate Student Requirements: In addition to the overall coursework, graduate students enrolled in this course will have to design and present a sustainable house or other specific purpose building. The design will be detailed and presented in via a professional quality poster.

6. Method of Evaluation

• Homework/Quizzes	40%
• Projects	40%
• Final Project and Report	20%
Total	100%

Grading Scale (100 points)

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

7. Academic misconduct: Not a distance learning course. Academic misconduct will be handled in accordance with AOP 12.07.

8. Target audience: Not a distance learning course.

9. Letter of support follows *(in original)*

Mississippi State University

Department of Landscape Architecture
Mississippi State University
Box 9725
Mississippi State, MS 39762-9725
(662) 325-3012 FAX: (662) 325-7893

August 14, 2010

UCCC
Mail Stop: 9699
25 Morgan Ave.

Dear Sir/Madam:

The LA Courses and Curriculum Committee unanimously endorses modification of LA 4844/6844 (Sustainable Communities). We also endorse cross listing the course with ABE. Financial and infrastructural support is already in place for this course. Our staff is adequate for instruction and technical support.

Sincerely,

M. Seymour

Michael Seymour, Chair

Undersigned by Committee Members:

8/23/10

Wayne Wilkerson 8/23/10

8/23/10
Department Head

Special notes

1. Cross listing: Course addition proposal for ABE 4844 has been submitted.
2. Effective date: January, 2011.

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 10/25/10

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 & Life Sciences **Department:** Plant and Soil Sciences

Contact Person: Richard Harkess **Mail Stop:** 9555 **E-mail:** rharkess@pss.msstate.edu

Nature of Change: Modify **Date Initiated:** 2/25/09 **Effective Date:** 8/17/09

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
PSS	2443	Horticulture Crop Physiology	(3)

Current Catalog Description:

(Prerequisites: CH 1043 and BIO 2113). Online course. Physiology of agricultural plants, including water relations, respiration, photosynthesis and growth and development. Spring semester, even years.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
PSS	4113/6113	Agricultural Crop Physiology	(3)

New or Modified Catalog Description:

(Prerequisites: CH 1043 and BIO 2113). Online course. Physiology of agricultural plants, including water relations, respiration, photosynthesis and growth and development. Spring semester.

Approved: Daniel B. Reynolds Department Head	*Date:* 9-16-10
Chair, College or School Curriculum Committee	10/14/10
Walter N. Taylor Dean of College or School	10/20/10
Chair, University Committee on Courses and Curricula	11-30-10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for J.A.G. Chair, Deans Council	January 24th, 2011

MISSISSIPPI STATE
UNIVERSITY™
Department of Plant and Soil Sciences

September 15, 2010

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 modification for PSS 2443 Horticulture Crop Physiology. The change in course title, level, and content from PSS 2443 Horticulture Crop Physiology to PSS 4113/6113 Agricultural Crop Physiology 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,

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

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

c: Dan Reynolds, interim head PSS

PROPOSAL FOR COURSE MODIFICATION

Undergraduate/Graduate
Department: Plant and Soil Sciences
Course Modification
Old: PSS 2443 Horticulture Crop Physiology
New: PSS 4113/6113 Agricultural Crop Physiology

September 2010

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PROPOSAL FOR COURSE MODIFICATION
PSS 4113/6113 Agricultural Crop Physiology

A. PROPOSAL

A.1. CATALOG DESCRIPTION

Current:
PSS 2443 Horticulture Crop Physiology (3) (Prerequisites: CH 1043 and BIO 2113). Online course. Physiology of agricultural plants, including water relations, respiration, photosynthesis and growth and development. Spring semester, even years.

New:
PSS 4113/6113 Agricultural Crop Physiology (3) (Prerequisites: CH 1043 and BIO 2113). Online course. Physiology of agricultural plants, including water relations, respiration, photosynthesis and growth and development. Spring semester.

A.2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

The proposed changes are:
1) Change the title to Agricultural Crop Physiology.
2) Change the course from a sophomore level to senior/graduate level course.
2) Add graduate level requirements to the course.
3) change the course level to reflect the content currently being taught.

Note: There was a misunderstanding in preparing the original course proposal as to the level this course was going to be taught. This course is part of the ACCEPtS alliance online course offerings and is currently being taught at the senior/graduate level. The requested modifications will bring this course into alignment with its current offering.

A.3. JUSTIFICATION AND LEARNING OUTCOMES

Agricultural Crop Physiology addresses a need for students desiring more science based courses and a better basic understanding of plants. This course will provide students instruction in Plant Physiology as it specifically relates to agricultural crops. This course is also offered as part of the ACCEPtS agreement.

Expected Learning Outcomes:
Students successfully participating in and completing the course will

1.) Develop an understanding the basic principles of plant cells and cellular metabolism
2.) Develop an understanding of water relations, mineral nutrition, ion transport, phloem transport, and how these physiological factors interact with the environment and the related crop response.
3.) Understanding of respiratory pathways and photosynthetic processes in relation to crop yield and the manipulation of plant growth regulators, herbicides and environmental factors affecting these processes.
4.) Apply knowledge of plant growth and development to the production and scheduling of agricultural crops.
5.) Enhance problem solving skills to optimize crop production based on an understanding of physiological processes and the interaction with the environment.

A.4. ADDITIONAL INFORMATION

a. COURSE SYMBOL
PSS (no change)

b. COURSE NUMBER
4113/6113

c. COURSE TITLE
Current Title: Horticulture Crop Physiology
Proposed new Title: Agricultural Crop Physiology

d. CREDIT HOURS
(3) credit hours (no change)

e. PRE-REQUISITE/CO-REQUISITE
Prerequisites: CH 1043 and BIO 2113 (no change)

f. METHOD/HOURS OF INSTRUCTION
Current: (O) online, internet, web based (no change)

Outline of Course Lecture Topics - 30 contact hours

- Organic molecules, cell and structure of higher plants: plant tissues and organs: Structure of higher plants (2 hours)
- Enzymes and enzyme kinetics (2 hours)
- Principles of hormones and growth regulators in reproductive growth and development. (2 hours)
- Uses of hormones, growth regulators, and herbicides in horticultural and agronomic crops. Effects of pruning on hormones. (2 hour)
- Water relation concepts and environmental stress (2 hours)
- Water relations concepts and affects of water quality/salt water intrusion on crop

growth (1 hour)

- Mechanisms of ion transport (2 hours)
- Mineral nutrition and nutrient mobility and availability to plants. Effects of pH and different types of horticultural media on nutrient availability. (2 hours)
- Principles of plant respiration (2 hours)
- Factors affecting plant respiration rates and consideration of respiration in postharvest storage of horticultural and agronomic crops. (2 hours)
- Light and effects of light quality and quantity on plant growth. (2 hours)
- Carbon fixation and carbohydrate synthesis (2 hours)
- Comparison of C-3, C-4 and CAM plants (1 hour)
- Relationship and interdependency among the processes of photosynthesis, respiration, and translocation (2 hours)
- Environ. effects on photosynthesis and transport of sugars and the impact on field and greenhouse crops. (2 hours)
- Growth curves and predicting crop yield. (1 hours)
- Climatic factors affecting plant growth in horticultural and agronomic crops. (1 hour)

Schedule of Laboratory Topics (30 Laboratory hours)

Some topics will be covered in multiple laboratory periods.

- Microscopy: plant tissue and organs.
- Hydroponics study of essential plant nutrients.
- Growth regulator studies on rooting, shoot growth, and flowering.
- Water relation studies: pressure bombs.
- Measuring water potential via constant membrane method.
- Fermentation and ethylene production
- Quantifying photosynthesis, CO2 assimilation, transpiration, and stomatal conductance.
- Chlorophyll absorption spectra and quantitative determination.
- Plant stress studies/membrane stability.

g. METHOD OF DELIVERY

Current: (O) online, internet, web based (no change)

This is an online course offering and is part of the Alliance for Cooperative Course Exchange in the Plant Sciences (ACCEPtS). All course materials will be presented online using a course management software (i.e. MyCourses) for student access. Assignments will be developed and posted on the course management software. Students will be responsible for accessing and completing all course assignments.

Although the course is internet based, it is taught in real time. In other words, modules will become available for use at specific times and the activities, including any assignments and quizzes or exams, must be completed within the timeline specified within each module.

Class modules that include various activities, assignments and methods of testing will be accessed using the Oklahoma State University Online Classroom. You will be assigned a user ID and password to log in to Online Classroom.

h. COURSE DESCRIPTION

(No Change)
Current: Physiology of agricultural plants, including water relations, respiration, photosynthesis and growth and development.

i. COURSE CONTENT

No Change except for addition of graduate student requirements.

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

Graduate Students will be responsible for collecting information on the crop of their choice or assigned and organizing that information into a research summary on a particular physiological subject pertaining to that crop. The first and subsequent drafts of the paper will be reviewed. Comments will be returned and student will revise their work accordingly. There will be at least one re-write of this paper throughout the semester.

Instructions and format are as follows:
LIBRARY RESEARCH REPORT
OBJECTIVES

1. To motivate you to find information and assimilate data into a meaningful summary of a meaningful development relating to the physiology of the crop you chose. This is especially important to continued success with understanding and applying your knowledge of plant physiology after graduation.
2. To allow you to transfer printed knowledge to a new, real life situation...applying what you have learned.

ASSIGNMENT

Prepare, submit, and thereafter revise a short (five to eight page), succinctly written paper discussing 1) a cultural program of the particular crop and 2) aspects of plant physiology, plant pathology, entomology, or economics as related to your crop. The information should be based on previous peer reviewed research and personal communication with experts, and any other pertinent peer reviewed reference you find.

STEPS

1 Research your crop/topic using all the resources you can find. A good starting point is the electronic databases in your library. Also, be sure to take advantage of the Agricola, Biological Abstracts and Web of Knowledge digital database to do your initial reference

searching.

2. Formulate your first draft and hand it in by the date provided. It must be typed (as revision will occur... and double spaced with at least 1 inch margins on the right and left sides). All drafts will be reviewed by me and we I will discuss each of your projects with you. It is imperative that you have this rough draft completed so that you will have a completed manuscript by the end of the semester! You will then incorporate my comments into the paper and turn it in (along with the marked-up copies) a second time. After another review, and revision, you must turn in the final draft on the date assigned.

3. You are encouraged to take advantage of enhanced computer technology in preparing your report. For example, if you see a good color or black and white picture, this image can be scanned and incorporated into the paper. Just make sure to reference any material used and make sure that it is not copyrighted! Please use the manuscript format in the guide to authors for the Journal of ASHS found at http://www.ashs.org/index.php?option=com_content&view=article&id=178&Itemid=114.

FORMAT

Your manuscripts should include information about the crop:

I. Introduction - taxonomy, ecology, life cycle, history, breeding

II. Culture

- A. Market - statistics, production areas, sales areas
- B. Propagation
- C. Cropping environment and any related physiology
  - 1. Physical environment
  - 2. Biotic environment
  - 3. Standard environment form
- D. The latest developments in plant physiology that have or may have a significant impact on this crop and its future.

III. Postharvest Information and related physiology

- A. Optimum harvest stage
- B. Shipping and handling procedures
- C. Consumer care

IV. Literature Cited - including citations of "personal communication". You should have at least 10 peer reviewed cited articles.

A.6. METHOD OF EVALUATION

For both undergraduate and graduate credit.

Letter grades assigned for corresponding grade percentages will be:

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

Component and Point Value
Exam 1 - 150
Exam 2 - 150
Exam 3 - 150
Final Exam - 200
Discussion Forum - 10 at 21 pts = 210 (15 pts for response; 6 pts for participation comments)
Quizzes - 28 at 5 pts = 140
*Research Paper (Graduate students only) - 200
Total - 1000 pts (1200 pts Graduate students)

A.7. SUPPORT

See attached letter.

B. SPECIAL NOTES

B.1. CROSS-LISTING

This course will not be cross-listed.

B.2. EFFECTIVE DATE

Spring 2011

B.3. CORE COURSE DESIGNATION

This course is not a MSU Core Curriculum course.

B.4. EFFECTS ON OTHER COURSES

As this is a modification of an existing course, it is not expected to have any effects on other courses.

Agricultural Crop Physiology

This course is offered online as part of the Alliance for Cooperative Course Exchange in Plant Sciences (ACCEPtS) program and is designed to provide students with an in-depth understanding of the physiology of agricultural plants; including plant cells, water relations, mineral nutrition, solute transport, respiration, photosynthesis and growth and development.

Prerequisites: General Chemistry and Biology for science majors (LSU: Chem 1002 or Chem 1202 and Biol 1002 or Biol 1202).

Instructors:

Dr. Don LaBonte
Louisiana State University
131 J.C. Miller Hall
Baton Rouge, LA 70803
225-578-1024

Dr. Jeff Kuehny
Louisiana State University
255 J.C. Miller Hall
Baton Rouge, LA 70803
225-578-2110

Office hours:

Students may make office appointment for meeting via SKYPE™. Skype is free downloadable software that allows people to make free video and voice calls to other Skype™ users via the internet. For video calls you must have a computer with webcam (although this is not mandatory for your appointment). Download Skype™ at http://www.skype.com/. Students may also post questions to professors and class in the Questions and Comments forum located on the Moodle website.

Credits:

You will receive 3 semester credits for this course.

Class time:

This class is administered online. Lectures are recorded and stored on Moodle; lecture topics are provided on a weekly basis. Students are responsible for following posted lectures each week.

Expected Learning Outcomes:

With successful completion of this course, the student will obtain the following learning outcomes:

1. Develop an understanding the basic principles of plant cells and cellular metabolism.
2. Develop an understanding of water relations, mineral nutrition, ion transport, phloem transport, and how these physiological factors interact with the environment and the related crop response.
3. Understanding of respiratory pathways and photosynthetic processes in relation to crop yield and the manipulation of plant growth regulators, herbicides and environmental factors affecting these processes.
4. Apply knowledge of plant growth and development to the production and scheduling of agricultural crops.
5. Enhance problem solving skills to optimize crop production based on an understanding of physiological processes and the interaction with the environment.

Course Progress and Participation:

It is especially important that students set aside a regular time to study the course content and complete weekly quizzes as well as participate in the discussion forum questions. Students who do so learn more and perform better on exams than students who fail to regularly read and work with the course content. Be sure to pay attention to weekly quiz deadlines and exam dates as well as deadlines for discussion forum questions. These will help to keep you moving through the course material and up to date.

Failure to complete assignments on time will result in a 0% grade for those activities. Unless an advisor's (in the case of a conflicting university-sponsored activity) or physician's statement (in the case of illness) is provided regarding such failures. NO late work will be accepted.

Required Text:

Plant Physiology, L. Taiz and E. Zeigler. Sinauer Assoc., 2010. ISBN 978-0-87893-511-6
Other supportive material will be available on Moodle.

Other Requirements:

It should be understood that this class is primarily an "online class" where lectures, discussion assignments, quizzes, and etc. will be administered via the internet. Students are responsible for all information posted on Moodle and should have access to the internet throughout the semester.

All lectures are recorded using Flash Media Player. Free Software download is available at http://get.adobe.com/flashplayer/

Code of Student Conduct:

It is the responsibility of all students to familiarize themselves with the Code of Student Conduct and other University rules and regulations governing student conduct and activities.

Academic dishonesty:

Academic dishonesty can result in probation, suspension, or expulsion from the course. For more information, refer to your handbook of responsibility in student university relationship or refer to the Code of Conduct that can be found in the Office of the Dean of Students website within the LSU home page.

Disabilities Statement:

If you have special needs addressed by the Americans with Disabilities Act, please notify your instructor immediately for proper accommodations.

Distance Delivery:

Moodle will be used as the course management system and those students at other ACCEPtS Universities will be provided a guest account to access the LSU Moodle system. All course materials necessary for this class will be posted on Moodle. All quizzes and exams will also be administered through Moodle unless otherwise specified.

Discussion Forums:

Discussion Forums will cover specific questions, ideas or concepts that relate to the lecture topic of that week. Each specific forum is designed to help students apply information from the lecture to not only the industry but in everyday life. Specific forums will be open for a set time period throughout the semester, usually for that lecture week. Students MUST participate in online discussions. **Students are required to post a response to the discussion question AND review and discuss other classmates' responses as well.** You will be graded for your initial response and your participation with your peers' responses. DO NOT leave initial responses in the forums to the last minute! Peers will not have enough time to react to and discuss your response. Responses made within 24 hours of the close of the discussion forum will not receive full credit. In a discussion forum the postings are directed to the entire class even though you may be replying to an individual's comments. You may be thinking "Am I required to make comments about EVERYTHING posted?" No. If we did that we would be inundated with text to read and the comments wouldn't be as rich. Make comments on what interests you. All comments on postings are always created in the message box and not as an attachment. Students will be assessed on response content, timeliness and frequency of responses (This should be a sharing of ideas; two or three comments per forum is NOT a conversation).

Quizzes and Exams:

Each week there will two 5 point quizzes given on the lecture topic; one on Tuesday and the other on Thursday. This is designed so that students must keep up with lecture topics from the beginning of each week. Quizzes are administered online through Moodle and can be taken at any time during the day within the given time slot (quizzes will be open for a 24 h period unless specified otherwise. Students will have only one attempt per quiz. Three general exams worth 150 points each will include 50 questions of multiple choice, true/false, matching, and short answer essay. The final exam is worth 200 points and will be comprehensive. Exams will be taken online through Moodle during specific time slots in a monitored computer lab. Failure to complete exams during this time will result in 0 points unless previously discussed with the instructor. See course schedule for quiz and exam dates.

Graduate Students:

You will be responsible for collecting information on the crop of your choice or assigned and organizing that information into a research summary on a particular physiological subject pertaining to that crop. I will review the first and subsequent drafts of the paper. I will return all of my comments back to you, and you will revise your work accordingly. There will be at least one re-write of this paper throughout the semester. Instructions and format are as follows:

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1 Research your crop/topic using all the resources you can find. A good starting point is the electronic databases in your library. Also, be sure to take advantage of the Agricola, Biological Abstracts and Web of Knowledge digital database to do your initial reference searching.

2. Formulate your first draft and hand it in by the date provided. It must be typed (as revision will occur... and double spaced with at least 1 inch margins on the right and left sides). All drafts will be reviewed by me and we I will discuss each of your projects with you. It is imperative that you have this rough draft completed so that you will have a completed manuscript by the end of the semester! You will then incorporate my comments into the paper and turn it in (along with the marked-up copies) a second time. After another review, and revision, you must turn in the final draft on the date assigned.

3. You are encouraged to take advantage of enhanced computer technology in preparing your report. For example, if you see a good color or black and white picture, this image can be scanned and incorporated into the paper. Just make sure to reference any material used and make sure that it is not copyrighted! Please use the manuscript format in the guide to authors for the Journal of ASHS found at http://www.ashs.org/index.php?option=com_content&view=article&id=178&Itemid=114.

FORMAT

Your manuscripts should include information about the crop:

I. Introduction - taxonomy, ecology, life cycle, history, breeding

II. Culture

A. Market - statistics, production areas, sales areas

B. Propagation

C. Cropping environment and any related physiology

1. Physical environment

2. Biotic environment

3. Standard environment form

D. The latest developments in plant physiology that have or may have a significant impact on this crop and its future.

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A. Optimum harvest stage

B. Shipping and handling procedures

C. Consumer care

IV. Literature Cited - including citations of "personal communication". You should have at least 10 peer reviewed cited articles.

Grading:

For both undergraduate and graduate credit. Letter grades assigned for corresponding grade percentages will be:

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

Component and Point Value

Exam 1 – 150
Exam 2 – 150
Exam 3 – 150
Final Exam – 200
Discussion Forum – 10 at 21 pts = 210
(15 pts for response; 6 pts for participation comments)
Quizzes – 28 at 5 pts = 140
*Research Paper (Graduate students only) – 200
Total – 1000 pts (1200 pts Graduate students)

****** TAKE ADVANTAGE OF THE NUMEROUS RESOURCES AVAILABLE ON MOODLE *******
TO AID YOUR UNDERSTANDING OF THE COURSE CONCEPTS

Helpful Tips:

- **TIME MANAGEMENT!!!!!**
  - DO NOT download lectures at the end of the week. You will never have enough time to understand the material before exams. Allow time EVERYDAY to go over lecture material, assigned textbook readings, supplemental readings and other available resources on Moodle.
- Print out corresponding PowerPoint's for each lecture before watching the video. Follow along as you listen and TAKE NOTES!
- Students should consider getting together as groups and watch lectures together! The amount of information covered in this class can sometimes be overwhelming. Watching lectures and taking notes together can make it easier to keep yourself and other classmates on track.
- CHECK MOODLE EVERYDAY! This is an interactive class with new information being posted often.

- Take advantage of the Question and Comment area in the Discussion Forum. If you are confused about something in the class use this forum to post it! Other students may have the same questions and this forum allows classmates to talk to each other.

Schedule of Classroom Discussions
Growth and Development of Agricultural Crops

Week	Date	Discussion Topic
1	Jan. 19-23	Organic Molecules, Cell and Structure of Higher Plants
2	Jan. 24-30	Enzymes and Enzyme Kinetics
3	Jan. 31- Feb. 6	Water Relation Concepts and Environmental Stress
4	Feb. 07-13 **Feb. 12**	Water Relation Concepts and Environmental Stress **EXAM 1 (COVERS WEEKS 1-3)**
5	*Feb. 14-20*	*Mechanisms of Ion Transport*
6	Feb. 21-27	Mineral Nutrition, Nutrient Mobility and Availability to Plants
7	Feb. 28 - Mar. 6	Principles of Plant Respiration
8	Mar. 07-13 **Mar. 12**	Factors Affecting Plant Respiration; Postharvest Storage **EXAM 2 (COVERS WEEKS 4-7)**
9	Mar. 14-20	Carbon Fixation and Carbohydrate Synthesis
10	Mar. 21-27	Comparison of C-3, C-4 and CAM Plants
11	Mar. 28-Apr. 3 **Apr. 02**	Light and Effects of Light Quality and Quantity on Plant Growth Graduate students – first draft research paper due end of week **EXAM 3 (COVERS WEEKS 8-11)**
12	Apr. 04-10	Environmental Effects on Photosynthesis and Transport of Sugars Transport in Phloem
13	Apr. 11-17	Principles of hormones and growth regulators
14	Apr. 18-24	Plant Growth and Development Flowering
15	Apr. 25-30 **Apr. 30**	Graduate students – final draft research paper due end of week Review **FINAL EXAM**

(Dates may be subject to change upon notification from professor)

MISSISSIPPI STATE
UNIVERSITY

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

September 2, 2009

UCCC
Attn: Dr. Tim Chamblee
Mail Stop: 9699
Suite B, Williams Building
100 Walker Road
Mississippi State, MS 39762

University Committee on Courses and Curriculum:

This letter is in support of the Department of Plant and Soil Sciences cooperating in course sharing with the Alliance for Cooperative Course Exchange in the Plant Sciences (ACCEPtS). In order to fully participate in ACCEPtS, three courses require modification and seven need to be added to the curriculum (see chart below).

The ACCEPtS is the result of a USDA Higher Education Challenge Grant ($476,886.00) between Louisiana State University, Mississippi State University, Oklahoma State University, and the University of Arkansas. With reductions in resources available for teaching and the loss of faculty teaching positions over time, curricula in the plant agricultural sciences have come under significant pressure. This phenomenon has resulted in a less diverse and thorough curriculum in the undergraduate plant agricultural sciences, and colleges of agriculture are having difficulty in offering important core classes. By sharing resources, the participating institutions will offer a higher quality curriculum that will better prepare students for careers in the plant agricultural sciences (particularly in emerging fields). Students enrolled in an ACCEPtS course will be considered Campus 1 students.

Specifically ACCEPtS creates a structure to efficiently enable class sharing among the institutions and to provide a means by which future classes can be developed and added to the curricula of the participating institutions. The goal of the ACCEPtS is to develop a series of 8 undergraduate classes within the plant agricultural sciences that will be shared among participating institutions. These classes will be made available to all of the participating institutions through a combination of course management software and distance education resources (i.e. web-based learning centers, Blackboard, Tegrity®, video, video conferencing, ...).

The following courses constitute the initial course offerings through the ACCEPtS agreement:

Proposed Course	Teaching Institution	New/Existing
PSS 2443 Horticulture Crop Physiology	Louisiana State Univ.	New
PSS 4043/6043 International Horticulture	Louisiana State Univ.	New
PSS 4363/6363 Sustainable Nursery Production	Oklahoma State Univ.	Existing
PSS 4833/6833 Temperature Stress Physiology	Oklahoma State Univ.	New
PSS 3633 Sustainable and Organic Horticulture	Univ. of Arkansas	New
PSS 4343/6343 Controlled Environment Ag.	Univ. of Arkansas	Existing
PSS 4341/6341 Controlled Environment Ag. Lab	Univ. of Arkansas	New
PSS 4553/6553 Plant Growth & Development	Mississippi State Univ.	New
LA 4753/6753 Sustainable Landscape Management	Mississippi State Univ.	New

The following course is being modified but is not part of the ACCEPtS course offerings.

PSS 8553 Phytohormones and Growth Regulation	Mississippi State Univ.	Existing

The Department of Plant and Soil Sciences is in support of these changes and additions to the courses offered in PSS and looks forward to being able to offer a more diverse curriculum. We believe this will also make MSU and PSS more competitive when recruiting students.

Sincerely,

Jac Varco
Professor and Interim Dept. Head
Department of Plant and Soil Sciences

Concurrence:

(Plant and Soil Sciences Courses and Curriculum Committee)

Richard L. Harkess, Chair

Brian Baldwin

Michael Cox

William Kingery

Lynette McDougald

Gregg Munshaw

Brian Trader

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 11/2/10

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: Architecture, Art & Design **Department:** Architecture

Contact Person: Jassen Callender **Mail Stop:** 9633 **E-mail:** jcallender@caad.msstate.edu

Nature of Change: Modify **Date Initiated:** 9/21/10 **Effective Date:** 1/1/11

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
ARC	5443	Thesis Programming	(3)

Current Catalog Description:

One hour lecture. Six hours laboratory. Advanced study of analytical and intuitive methods of programming, leading to development of thesis program to be used in ARC 5589.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
ARC	5443	Architectural Programming	(3)

New or Modified Catalog Description:

One hour lecture. Six hours laboratory. Advanced study of analytical and intuitive methods of programming, leading to development of terminal project program to be used in ARC 5589.

	Approved:	*Date:*
Department Head / DIRECTOR		28 OCT 2010
Chair, College or School Curriculum Committee		11/1/10
Dean of College or School		2010 Nov 1
Chair, University Committee on Courses and Curricula		11.30.10
Chair, Graduate Council (if applicable)		
Chair, Deans Council	Peter L. Ryan for J.A.G.	January 24th, 2011

The proposed modifications affect only the course title and description of ARC 5443, all other degree information is unchanged.

1. **Catalog Description**

   Current: Deletions in *italics*

   ARC 5443 *Thesis* Programming

   (3) One hour lecture. Six hours laboratory. Advanced study of analytical and intuitive methods of programming, leading to development of *thesis* program to be used in ARC 5589.

   Proposed: Changes in bold

   ARC 5443 **Architectural** Programming

   (3) One hour lecture. Six hours laboratory. Advanced study of analytical and intuitive methods of programming, leading to development of **terminal project** program to be used in ARC 5589.

2. **Itemized List and Description of Changes**

   Replace "Thesis" with "Architectural" in the course title. Replace "thesis" with "terminal project" in the course description.

3. **Justification and Learning Outcomes**

   Justification

   The term "Thesis" is appropriate for coursework in graduate level design studios. NAAB, the national accrediting body for schools of architecture, does not expect students to develop an architectural thesis project to fulfill the requirements for a BArch degree; the terminology "architectural thesis" is more often associated with work performed in the pursuit of a MArch (Master of Architecture) degree – a degree which Mississippi State does not offer.

   Learning Outcomes

   No change. The work school of architecture students have been doing under the description "thesis" programming is more appropriately described, and more readily understood nationally, as a terminal project program.

School of Architecture Curriculum Committee
Jassen Callender, Chair
509 East Capitol Street
Jackson, MS 39201
601.354.6480

University Curriculum Committee
25 Morgan Avenue
Mailstop 9699

Attention: Dr. Angi Bourgeois
Subject: **Thesis Programming Course Modification** (ARC5443)

University Curriculum Committee Members:

At the May 2010 Faculty Retreat, the School of Architecture faculty voted unanimously (13-0-0) in support of changing the name of ARC5443 from *Thesis* Programming to **Architectural** Programming. This change more accurately reflects the content delivered in this course over the years as well as the reflecting the place of this course in the School of Architecture's curriculum. The School of Architecture is confident that this change will serve to mitigate student confusion regarding content and course expectations.

Thank you for your careful evaluation of these materials. If you have any questions or comments, please feel free to contact me.

Jassen Callender
Curriculum Committee Chair
School of Architecture

Caleb Crawford, Curriculum Committee Member

Hans Herrmann, Curriculum Committee Member

Rachel McCann, Curriculum Committee Member

Greg Watson, Curriculum Committee Member

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 11/2/10

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: Architecture, Art & Design **Department:** Architecture

Contact Person: Jassen Callender **Mail Stop:** 9633 **E-mail:** jcallender@caad.msstate.edu

Nature of Change: Modify **Date Initiated:** 9/21/10 **Effective Date:** 1/1/11

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
ARC	5589	Architectural Thesis V-B	(9)

Current Catalog Description:

Two hours lecture. Twenty hours laboratory. Development of architectural project of complex and comprehensive nature. Emphasis upon thorough examination of all aspects of building.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
ARC	5589	Architectural Design V-B	(9)

New or Modified Catalog Description:

Two hours lecture. Twenty hours laboratory. Development of architectural project of complex and comprehensive nature. Emphasis upon thorough examination of all aspects of building.

Approved: _____ Department Head / DIRECTOR	*Date:* 28 OCT 2010
Chair, College or School Curriculum Committee	11/1/10
Dean of College or School	2010 Nov. 1.
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Chair, Deans Council — Peter L. Ryan for T.A.G.	January 24th 2011

The proposed modifications affect only the course title of ARC 5589, all other degree information is unchanged.

1. **Catalog Description**

   Current: Deletions in *italics*

   ARC 5589 Architectural *Thesis* V-B

   (9) (Prerequisite: ARC 5576). Two hours lecture. Twenty hours laboratory. Development of architectural project of complex and comprehensive nature. Emphasis upon thorough examination of all aspects of building.

   Proposed: Changes in bold

   ARC 5589 Architectural **Design** V-B

   (9) (Prerequisite: ARC 5576). Two hours lecture. Twenty hours laboratory. Development of architectural project of complex and comprehensive nature. Emphasis upon thorough examination of all aspects of building.

2. **Itemized List and Description of Changes**

   Replace "Thesis" with "Design" in the course title.

3. **Justification and Learning Outcomes**

   Justification

   The term "Thesis" is appropriate for coursework in graduate level design studios. NAAB, the national accrediting body for schools of architecture, does not expect students to develop an architectural thesis project to fulfill the requirements for a BArch degree; the terminology "architectural thesis" is more often associated with work performed in the pursuit of a MArch (Master of Architecture) degree – a degree which Mississippi State does not offer.

   Learning Outcomes

   No change. The work school of architecture students have been doing under the description "architectural thesis" is more appropriately described, and more readily understood nationally, as a terminal project.

School of Architecture Curriculum Committee
Jassen Callender, Chair
509 East Capitol Street
Jackson, MS 39201
601.354.6480

University Curriculum Committee
25 Morgan Avenue
Mailstop 9699

Attention: Dr. Angi Bourgeois
Subject: **Architectural Thesis V-B Course Modification** (ARC5589)

University Curriculum Committee Members:

At the May 2010 Faculty Retreat, the School of Architecture faculty voted unanimously (13-0-0) in support of changing the name of ARC5589 from Architectural *Thesis* V-B to Architectural **Design** V-B. This change more accurately reflects the content delivered in this course over the years as well as the reflecting the place of this course in the School of Architecture's curriculum. The School of Architecture is confident that this change will serve to mitigate student confusion regarding content and course expectations.

Thank you for your careful evaluation of these materials. If you have any questions or comments, please feel free to contact me.

Jassen Callender
Curriculum Committee Chair
School of Architecture

Caleb Crawford, Curriculum Committee Member

Hans Herrmann, Curriculum Committee Member

Rachel McCann, Curriculum Committee Member

Greg Watson, Curriculum Committee Member

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 10/14/10

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: Arts and Sciences **Department:** Biological Sciences

Contact Person: Dr. Lisa Wallace **E-mail:** lisawallace@biology.msstate.edu

Nature of Change: Course addition **Date Initiated:** F2010 **Effective Date:** F2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
BIO	4603/6603	Ethnobotany	(3)

New or Modified Catalog Description:

(Prerequisites: BIO 1134 and BIO 1144, or AN 1143 and AN 1343). Three lecture hours. Relationships between plants and humans through examination of human cultures, uses of plants, paleoethnobotany, and the science of botany.

Approved:	*Date:*
Nancy A Reichert Department Head	9/27/2010
Wayne Dent Chair, College or School Curriculum Committee	10/8/10
Dave Shealy Dean of College or School	10-8-10
Sue Edwards Chair, University Committee on Courses and Curricula	1.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A. Lee Chair, Deans Council	January 24th 2011

1. CATALOG DESCRIPTION

BIO 4603/6603. Ethnobotany. (3) (Prerequisites: BIO 1134 and BIO 1144, or AN 1143 and AN 1343). Three lecture hours. Relationships between plants and humans through examination of human cultures, uses of plants, paleoethnobotany, and the science of botany.

2. DETAILED COURSE OUTLINE (See Appendix 1 for sample syllabus)

- Introduction to ethnobotany (1 contact hr.)
- Research methods (10 contact hrs.)
    - Scientific method and developing hypotheses (1 hr.)
    - Interviewing human subjects (1 hr.)
    - Collecting plants (1 hr.)
    - Paleoethnobotanical methods (1 hr.)
    - Modern genetic analyses (1 hr.)
    - Conducting an ethnobotanical survey (1 hr.)
    - DNA analysis of archaeological sites (1 hr.)
    - Developing an ethnobotanical study (3 hrs.)
- Linguistics (1 contact hr.)
- Folk taxonomy (1 contact hr.)
- Assessing the economic value of plants (1 contact hr.)
- Plant chemistry (2 contact hrs.)
- Medicinal uses of plants (5 contact hrs.)
    - Traditional medicine (1 hr.)
    - Modern medicine (1 hr.)
    - Use of medicinal plants by non-human animals (1 hr.)
    - Mechanisms of drug discovery from natural compounds (1 hr.)
    - Ethical concerns involved in bioprospecting of natural compounds (1 hr.)
- Plant Ecology (4 contact hrs.)
    - Traditional ecological knowledge (1 hr.)
    - Measuring plant diversity (1 hr.)
    - Human alterations to the environment (1 hr.)
    - Biodiversity through the eyes of traditional cultures (1 hr.)
- Agriculture (5 contact hrs.)
    - Traditional forms of agriculture (1 hr.)
    - Domestication of plants (2 hrs.)
    - Modern agriculture and genetically engineered plants (2 hrs.)
- Ethnobotany of the Southeast (7 contact hrs.)
    - Early peoples of the Southeast (0.5 hr.)
    - The Southeast as a center of plant domestication (1 hr.)
    - Alterations to the habitat by Native Americans (0.5 hr.)
    - Student research presentations of Southeastern ethnobotany (5 hrs.)
- Plant conservation (2 contact hrs.)
- Exams (6 contact hrs.)

Total of 45 hours.

3. METHOD OF EVALUATION

Exam 1 (70 points)	14%
Exam 2 (70 points)	14%
Exam 3 (70 points)	14%

Final exam (70 points)	14%
Attendance (20 points)	4%
Reading discussion (100 points)	20%
Group project (100 points)	20%
Total (500 points)	100%

Guidelines for graded assignments

1) Lecture exams will consist of multiple choice, short answer and/or essay questions based on lecture material, weekly discussions, and readings from the textbook or resources on MyCourses. Exams are not strictly comprehensive but material from the beginning of the course may be needed to answer questions about concepts covered later in the course. Each exam is worth 70 points.
2) Attendance is determined by the number of unexcused absences a student has, as well as participation in class. For each unexcused absence, students lose 2 points. Students are also required to complete a plagiarism tutorial for 5 points towards the total for attendance and participation.
3) Discussion - Students are assigned a reading from the primary literature each week and required to answer a question related to the reading. Readings are related to the material covered in lecture. One class period is devoted to discussion of each of the readings. During this time students first discuss the reading and additional questions the instructor provides in their assigned groups followed by the instructor reviewing these questions with the entire class and pointing out the most important points of the reading. Each discussion is worth 10 points; up to five points are awarded for the student's written submission and five points are awarded if the student is present and participating with their group members. The instructor circulates among the groups to ensure that students fairly receive the five in-class points. Written submissions are graded in Mycourses and students are provided feedback on their answers.
4) Group project – Students are assigned to work in a group on a semester-long research project. Group assignment is based on common interests among students. Students are expected to develop the specific methods for data collection within their group and to present their research outline to the class within the 4th week of the semester (10 points). The final project requires students to complete a written report of their project (50 points) and to provide an oral presentation (30 points). Finally, the contribution of each student is assessed by his/her group members on a 10-point scale. Appendix 2 provides detailed criteria used to score each component of the group project.

Grading Scale

Undergraduates:	Graduates:
90-100% A	93-100% A
80-89% B	86-92% B
70-79% C	79-85% C
60-69% D	72-78% D
< 59% F	<72% F

Extra Credit Policy

Extra credit assignments are not given on an individual basis.

4. JUSTIFICATION & LEARNING OUTCOME

Justification: Ethnobotany is the study of relationships between plants and humans through examination of human cultures and the science of botany. No course in ethnobotany currently exists within Biological Sciences or Anthropology and Middle Eastern Cultures at MSU. The proposed course is an upper-level class that exposes students to an interdisciplinary field, new cultures, and new scientific methods. Through extensive examination of methods used in modern ethnobotany, readings from the primary literature and execution of a research project, it is expected that students will develop an understanding of the field of ethnobotany and its importance in human society. The course should be of interest to students pursuing careers in botany, medicine, agriculture, and anthropology, among others.

The course was offered in fall 2009 and is currently being taught (fall 2010). In 2009, 41 students completed the course. The class has been composed of undergraduate and graduate students from Biological Sciences (76%), Secondary Education (7%), Forestry (4%), Anthropology and Middle Eastern Cultures (~2%), Horticulture (~2%), Biological Engineering (~2%), and other departments across campus (7%). In fall 2009, the global index for evaluation of the instructor was 4.7, and students provided very positive comments about the course content (Appendix 3). Enrollment in fall 2010 is 44 students, and it is expected that enrollment will continue to be near 45 each time this course is offered.

Learning Outcome: At the end of the course, students should have an understanding of the anthropological and botanical methods used in ethnobotanical research, as well as an appreciation of indigenous cultures, the origin of human medicine, plant domestication and uses of plants by ancient cultures in the Southeast. Students should also be able to evaluate scientific studies for their content and conclusions and understand how basic research influences public policy.

5. SUPPORT

Letters supporting the offering of this course are provided from the Biological Sciences Undergraduate and Graduate Committees as well as the Departments of Anthropology and Middle Eastern Cultures, Plant and Soil Sciences, and Curriculum, Instruction and Special Education (Appendix 4). The Department of Forestry has also indicated that there is no significant overlap between ethnobotany and any courses they currently offer.

6. INSTRUCTOR OF RECORD (GRADUATE COURSE)

Dr. Lisa Wallace

7. GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)

All assignments for graduate students are identical to those for undergraduates. However, the grading scale for graduate students is revised as follows:

93-100% A
86-92% B
79-85% C
72-78% D
< 72% F

8. PLANNED FREQUENCY

Fall, every other year

9. EXPLANATION OF ANY DUPLICATION

No course in ethnobotany currently exists within Biological Sciences, Anthropology and Middle Eastern Cultures or any other department at MSU. No other departments with a botanical focus have indicated overlap with their courses. Within Biological Sciences, BIO 1023 (Plants and Humans) is a non-majors course that also covers the uses of plants by humans, but ethnobotany is an upper level course intended for students majoring in Biological Sciences, AMEC, and related disciplines.

10. METHOD OF INSTRUCTION CODE: C

METHOD OF DELIVERY: F

11. PROPOSED C.I.P. NUMBER

26.0399

12. PROPOSED 24-CHARACTER ABBREVIATION (of the course title)

Ethnobotany

13. PROPOSED SEMESTER EFFECTIVE

Fall 2011

14. OTHER APPROPRIATE INFORMATION

Examples of the textbook, external readings, and other source materials used for the course are provided in the current syllabus (Appendix 1). With the exception of the textbook, all additional materials are provided on Mycourses directly as files or links to websites.

15. PROPOSAL CONTACT PERSON

Dr. Lisa Wallace; Email: LisaWallace@biology.msstate.edu; Phone: 325-7575

Appendix 1. Syllabus for BIO 4990/6990 Special Topics in Biology: Ethnobotany.

Special Topics in Biology: Ethnobotany
BIO 4990/6990 Section 1 (3 credits)
Fall 2010

Professor: Dr. Lisa Wallace
The BEST way to contact me is via email at LisaWallace@biology.msstate.edu. You can expect to receive a reply to your email message within 24 hours (excluding weekends). If you don't get a reply in this time frame, then I haven't received your message. A message left on my voicemail may not be received for several days after you leave it and may not be returned.
Office: Harned 208
Office Hours: By appointment.
Course website: Mycourses – Email messages sent through this website will not receive a response.

Course Objectives. Ethnobotany is the study of relationships between plants and humans through examination of human cultures and the science of botany. This course is intended to familiarize you with scientific methods that are used in modern ethnobotanical studies as well as a basic knowledge of relevant topics, such as uses of plants by humans, ways in which people think about plants and the natural world, paleoethnobotany, plant ecology, and relevance of ethnobotany to public policy issues.

Course Format and Prerequisites. We will meet three times per week (MWF 9:00 A.M.) in Etheredge Rm. 223A. *You are required to attend and participate in all class activities.* Class meetings will combine lecture, discussion, and other activities. It is recommended that students have already taken Plant Biology (BIO 2113) or a general botany course prior to registering for Ethnobotany. I will assume you have a basic knowledge of plant biology. If you need a refresher, consult a general botany textbook.

Text. The REQUIRED textbook for this course is: *Ethnobotany: A Methods Manual* by Gary J. Martin (2004).
Papers and other resources will be posted on MyCourses. You are responsible for understanding the material in all readings from the course textbook and those posted on MyCourses.

Attendance. Attendance will be taken during each meeting, and you are expected to be consistently present. *To make up a missed graded activity, you must present valid written documentation (from a doctor, religious leader, etc.) to me within TWO DAYS of the missed assignment. The make-up assignment must be completed within five days (including weekends) of the original date.* Make-ups may not resemble the format of the original assignment.

Grading. Your grade in this course will be based on the following system:

Lecture exams – 4 @ 70 points each	280 points
Attendance and participation	20 points
Discussion participation – 10 @ 10 points each	100 points
Class project	100 points
Total	500 points

Grading scale – undergraduates:	Grading scale - graduates
90-100% A	93-100% A
80-89% B	86-92% B
70-79% C	79-85% C
60-69% D	72-78% D
<59% F	<72% F

Guidelines for assignments

5) Lecture exams – may consist of multiple choice, short answer and/or essay questions based on lecture material, weekly discussions, and readings from the textbook or resources on Mycourses. Exams will not be strictly comprehensive but material from the beginning of the course may be needed to answer questions about concepts covered later in the course.
6) Attendance and participation – determined by the number of unexcused absences and participation in class. For each unexcused absence, you will lose 2 points. If you do not complete the plagiarism exercise due by August 27 you will lose 5 points.
7) Discussions - each week you will be given an assignment related to the reading(s) for that week. All readings are posted on Mycourses in the "Discussions" Folder. You should read over the assigned material and complete the assignment before coming to class. Answers will only be accepted via Mycourses before the scheduled class discussion (i.e., no answers will be accepted after 9:00 AM in Mycourses). **These answers should be limited to 200 words or less**. Once in class, you will meet with other students in your working group to discuss/debate your answers. Towards the end of the class period, we will reconvene to discuss your answers and highlight the important points from the assigned reading. Each discussion is worth 10 points, 5 points based on your written response and 5 points for showing up and participating in the class discussion.
8) Class project – You will work in a group to complete a semester-long project. Group assignment will be based on common interests, and you will develop the specific methods for data collection within your group after receiving your project topic. Each group will meet with me early in the semester (see course schedule) to evaluate progress and answer questions. At this meeting, you are required to turn in a project outline that details the objectives of the project, basic methods to be used, and assignment of duties among group members. This report is worth 10 points of the final project score. At the end of the project, each student will also turn in a formal write-up outlining the project and results. Additionally, each group will provide a brief presentation (10-15 min.) of the project to the class at the end of the semester. The final paper will count for 50 points, the presentation will count for 30 points and assessment of your contribution by other members of your group will count for 10 points. *All group members are expected to contribute to the project design, data collection, data analyses, data interpretation and class presentation.*

Extra Credit Policy. I do **not** provide extra credit assignments on an individual basis, so please do not ask me.

Additional Help. If you are struggling (missing classes, personal or family problems), the Office of Student Support Services, located in Montgomery Hall (Phone 325-3335;

http://www.sss.msstate.edu), is available to provide academic support. The Learning Center, located in Allen Hall Rm. 267 (Phone 325-2957; http://www.tlc.msstate.edu/index.php), can also help with study skills, note-taking, and tutoring. You are also welcome to come and talk to me about questions or problems with the course.

Honor Code. All suspected instances of cheating will be turned over to the Honor Council. This includes cheating during exams as well as plagiarism in your written assignments. If you are unsure what constitutes plagiarism, consult http://library.msstate.edu/li/tutorial/plagiarism/index.asp#students or ask me. Unless you are instructed otherwise, all of your assignments for this class should be completed independently.
If you suspect cheating by a classmate, it is also your responsibility to let me know of the incident. You will be required to sign the following to indicate your adherence to the MSU Honor Code. Upon accepting admission to Mississippi State University, students immediately assume a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. 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://www.honorcode.msstate.edu.

Schedule of Topics*
Readings refer to chapters in *Ethnobotany: A Methods Manual* unless indicated.

Lecture date	Lecture Topic	Reading
Aug. 18 (W)	Introduction to ethnobotany	Check on MyCourses
Aug. 20 (F)	Research methods I – general methods and hypotheses	Ch. 1
Aug. 23 (M)	Research methods II – human subjects	Ch. 4
Aug. 24	Last Day to Drop	
Aug. 25 (W)	Research methods III – collecting plants	Ch. 2
Aug. 27 (F)	Discussion 1 – Conducting an ethnobotanical survey Plagiarism exercise due	Collins et al. 2007
Aug. 30 (M)	Research methods IV – Paleo methods	Check on MyCourses
Sep. 1 (W)	Research methods V – molecular techniques	Check on MyCourses
Sep. 3 (F)	Discussion 2 – DNA analysis of archeological sites	Reinhard et al. 2008
Sep. 6 (M)	Labor Day Holiday	Go have some fun!
Sep. 8 (W)	**Exam 1**	
Sep. 10 (F)	Group project meetings	Project outline due
Sep. 13 (M)	Group project meetings	Project outline due
Sep. 15 (W)	Group project meetings	Project outline due
Sep. 17 (F)	Linguistics	Ch. 7
Sep. 20 (M)	Economic value of plants	Ch. 6
Sep. 22 (W)	Phytochemistry	Check on MyCourses
Sep. 24 (F)	Discussion 3 – Folk taxonomy	Berlin et al. 1973
Sep. 27 (M)	Phytochemistry cont'd.	Check on MyCourses

Sep. 29 (W)	Traditional medicine	Ch. 3
Sept. 29	Last day to withdrawal	
Oct. 1 (F)	Discussion 4 – Origins of human medicine	Huffman 2001
Oct. 4 (M)	Plants in modern medicine	Check on MyCourses
Oct. 6 (W)	**Exam 2**	
Oct. 8 (F)	Discussion 5 – drug discovery	Fabricant & Farnsworth 2001; Tulp & Bohlin 2002
Oct. 11 (M)	Fall Break	Go have some fun!
Oct. 13 (W)	Traditional ecological knowledge	Ch. 5
Oct. 15 (F)	Discussion 6 – Bioprospecting	Christoffersen & Mathur 2005; Soejarto et al. 2005
Oct. 18 (M)	Plant Ecology – measuring diversity	Ch. 5
Oct. 20 (W)	Ethnoecology – altering the landscape	Check on MyCourses
Oct. 22 (F)	Discussion 7 - Ethnobotany genomics	Newmaster & Ragupathy 2010
Oct. 25 (M)	Traditional agriculture	Check on MyCourses
Oct. 27 (W)	Plant domestication	Check on MyCourses
Oct. 29 (F)	Discussion 8 – Documenting domestication	Zeder et al. 2006
Nov. 1 (M)	Modern Agriculture	Check on MyCourses
Nov. 3 (W)	Discussion 9 - Risks and benefits of GMO's	Wolfenbarger & Phifer 2000
Nov. 5 (F)	**Exam 3**	
Nov. 8 (M)	Paleoethnobotany of the Southeast	
Nov. 10 (W)	Paleoethnobotany of the Southeast cont'd.	Check on MyCourses
Nov. 12 (F)	Class Presentations	
Nov. 15 (M)	Class Presentations	
Nov. 17 (W)	Class Presentations	
Nov. 19 (F)	Class Presentations	
Nov. 22 (M)	Class Presentations	
Nov. 24 (W)	Thanksgiving Holiday	Eat, drink and be merry!
Nov. 26 (F)	Thanksgiving Holiday	
Nov. 29 (M)	Plant Conservation	Ch. 8
Dec. 1 (W)	Discussion 10 - Social taboos and conservation biology **Final project report due by 9:00 A.M.**	Colding & Folke 2001
Dec. 7	**Final Exam 8:00-11:00 A.M.**	

*Subject to modification.

Appendix 2. Grading guidelines for group projects used currently in BIO 4990/6990 – Special Topics in Biology: Ethnobotany. These guidelines are provided to students prior to beginning their project.

Project Outline (10 points): The first project report should:

1) Identify the role of each of the group members – who will perform what job?
2) State a hypothesis for the project
3) Indicate the expected results that would support this hypothesis
4) Describe the methods that will be used to test the hypothesis. If conducting interviews or handing out questionnaires to people, then the list of questions that will be asked should be included. If conducting an experiment, then a list of supplies needed should be included.

The project outline can be submitted via MyCourses followed by an in-class meeting to go over the outline and answer questions. Students will receive 10 points if they have demonstrated completion of each of the four criteria and attend the class meeting.

Final presentation (30 points): This should be 10-12 min. long and should leave ca. 1 min. for questions at the end. Students can use Powerpoint slides or any other visual aids they choose. All members of the group should participate in making and giving the presentation. Projects are scored according to the following guidelines.

1) Presentation was easy to follow and contained relevant information; group members appeared to understand their results (10 points)
2) Slides or other materials were organized and easy to follow (10 points)
3) Kept within the time limit, including 1-2 min. for questions (5 points)
4) Questions were answered sufficiently (5 points)

Final paper (50 points): The final paper should be no more than 2 pages, single spaced (or 4 pages double spaced), NOT including figures, tables, or appendices, and should be typed. It should be written in a format that is typical of research papers (introduction, methods, results, discussion). References should be correctly cited. Students should consult a recent paper in Economic Botany or another ethnobotanical journal if they need more information on the correct format. Although students work together to collect, analyze and interpret the data, the final paper should be completed independently, and every student must submit a paper. Papers are scored according to the following criteria:

1) Introduction states the question and provides sufficient background (10 points)
2) Materials and methods are adequately explained (10 points)
3) Results are synthesized in easy-to-follow text with accompanying figures and tables. (10 points)
4) Tables and figures are all necessary and contain appropriate headings (5 points)
5) Discussion provides an interpretation of the results and comparison to the existing literature (10 points)
6) Correct grammar used, references cited, and kept within page limits (5 points)

General comments on writing scientific papers

1. Scientific papers have four basic sections:

   Introduction – gives background and states the purpose the paper
   Materials and Methods – should describe in detail exactly how the data were collected and analyzed so that anyone can go back and re-do the experiment

Results – synthesizes the analyzed data; should also include figures and tables to demonstrate important points
Discussion – interprets the results in terms of the proposed hypothesis and compares the results to other studies with a similar focus

2) If information comes not from your own brain, it needs to be referenced. In the text, this information should be referenced either using numbered citations or the authors last name followed by the date of publication. Websites are referenced by the title of the website and a date. In the references section, websites should include the author, date of last access, and web address.
3) All tables and figures included in a paper must have a title and description of their contents. I should be able to take the table/figure out of the paper and interpret the results without any additional information. All axes on graphs should also be labeled.

Group participation (10 points): Each student's contribution to the completion of their project will be evaluated by all other members of their group using six criteria. Students also have an opportunity to provide confidential comments about the participation of other group members. The number of points students receive on this aspect of the project will be determined by averaging the scores received on all six criteria across all members of the group. The criteria used to evaluate performance in a group setting (rated from 1 = horrible to 10 = excellent) are:

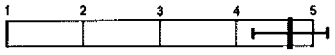
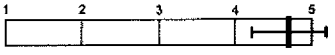
1) Showed leadership in the project
2) Worked well with others
3) Contributed to project design
4) Contributed to data collection and analysis
5) Contributed to interpretation of the results
6) Contributed to creating the final presentation

Appendix 3. Student evaluations of BIO 4990/6990 Special Topics in Biology: Ethnobotany in fall 2009.

Lisa Wallace

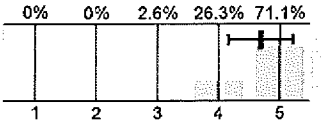
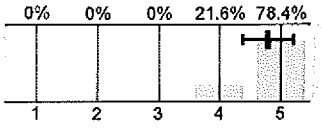
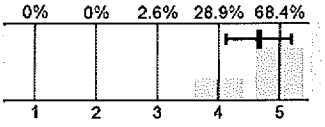
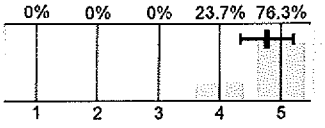
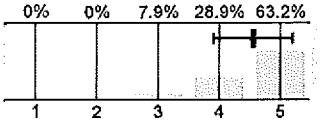
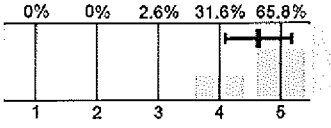
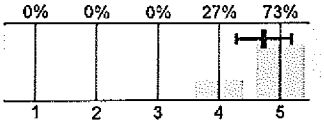
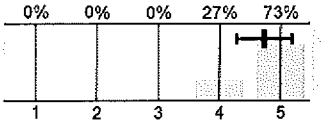
FA09
BIO-4990-01 Special Topic in BIO
No. of responses = 38

Overall indicators

Global Index	-		+ av.=4.7 dev.=0.5
1. 1	-		+ av.=4.7 dev.=0.5

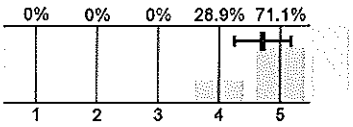
Survey Results

1. 1

1.1 The instructor created high expectations for the class.	Strongly Disagree		Strongly Agree	n=38 av.=4.7 dev.=0.5
1.2 The instructor conveyed the course content in an effective manner.	Strongly Disagree		Strongly Agree	n=37 av.=4.8 dev.=0.4
1.3 The instructor made the class interesting.	Strongly Disagree		Strongly Agree	n=38 av.=4.7 dev.=0.5
1.4 The instructor was enthusiastic about the subject matter.	Strongly Disagree		Strongly Agree	n=38 av.=4.8 dev.=0.4
1.5 The instructor was accessible outside of class time to respond to my questions or concerns.	Strongly Disagree		Strongly Agree	n=38 av.=4.6 dev.=0.6
1.6 I learned a great deal in this class.	Strongly Disagree		Strongly Agree	n=38 av.=4.6 dev.=0.5
1.7 The presentation of course content (lectures, web materials, and/or discussions, etc.) helped me learn in this class.	Strongly Disagree		Strongly Agree	n=37 av.=4.7 dev.=0.5
1.8 The tests were fair.	Strongly Disagree		Strongly Agree	n=37 av.=4.7 dev.=0.5

1.9 The tests reflected material presented in lecture and/or assigned reading.

Strongly Disagree

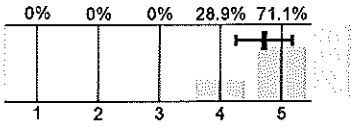


Strongly Agree

n=38
av.=4.7
dev.=0.5

1.10 Tests and/or assignments were graded within a reasonable period of time.

Strongly Disagree

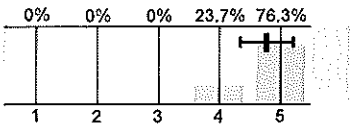


Strongly Agree

n=38
av.=4.7
dev.=0.5

1.11 I would recommend this instructor to other students if they wanted to learn this subject.

Strongly Disagree



Strongly Agree

n=38
av.=4.8
dev.=0.4

Appendix 4. Letters of support from various departments representative of students who are currently taking (fall 2010) or have taken (fall 2009) BIO 4990/6990 Special Topics in Biology: Ethnobotany.

MISSISSIPPI STATE UNIVERSITY

Department of Biological Sciences
114 Harned Hall
295 Lee Boulevard, P.O. Box GY
Mississippi State, MS 39762
Phone: 662-325-3120
FAX: 662-325-7939

To Whom It May Concern:

The Undergraduate Committee has examined the course proposal submitted by Dr. Lisa Wallace. This letter is in support of Dr. Wallace's proposal for the creation of a new course, BIO 4603/6603, Ethnobotany. Ethobotany is a course highly recommended for biology majors and would provide more flexibility in our plant biology offerings. The course will also be highly desirable for Anthropology majors and for other majors around campus.

The Department of Biological Science's Undergraduate Curriculum Committee feels that this course would benefit our students tremendously and we are in favor of permanently adding it to the list of courses that we offer.

Sincerely,

Dwayne A. Wise

Dwayne A. Wise
Professor and Chair, Undergraduate Committee

MISSISSIPPI STATE UNIVERSITY

Department of Biological Sciences
114 Harned Hall
295 Lee Boulevard, P.O. Box GY
Mississippi State, MS 39762
Phone: 662.325.3120
FAX: 662.325.7939

01 September 2010

Dr. Lisa Wallace
Department of Biological Sciences
Mississippi State University

RE: New course proposal – Ethnobotany

Dr. Wallace:

The Graduate Committee has examined your proposal to add Ethnobotany to the offerings of the Department of Biological Sciences. We all found the proposed course to be a useful addition to the Biology curriculum and are in favor of seeing this course added to the catalog.

Along with this letter, we are providing some suggestions for revision of your proposal, within an electronic copy of your proposal. These revisions should enhance the likelihood of success for the proposal and will correct a few areas where additional details are required by the UCCC course proposal guide. None of the revisions pertained to the actual course content, so we would not require an additional review of the proposal before you submit it for UCCC review.

Please be in touch if we can be of further assistance with this proposal submission.

Gary N. Ervin
Associate Professor and
Coordinator of On-Campus Graduate Studies

CC: Dr. Nancy Reichert, Head, Biological Sciences
Dr. Dwayne Wise, Chair of Undergraduate Curriculum Committee

Mississippi State UNIVERSITY

Department of Anthropology and Middle Eastern Cultures

Dr. Lisa Wallace
Assistant Professor
Department of Biological Sciences
Mississippi State University

Dear Dr. Wallace:

This letter is written in support of the proposed course BIO 4603/6603. Ethnobotany. Faculty members of the Department of Anthropology and Middle Eastern Cultures have reviewed the course proposal and extend full support to the proposal.

The course BIO 4603/6603. Ethnobotany as proposed contains no substantial overlap with any of the courses taught in either the undergraduate or graduate programs of AMEC. Furthermore, the Department agrees that this course, once approved, will serve as a viable outside graduate level course for some of the MA students in the Department's Applied Anthropology emphasis. The Department of Biological Sciences, therefore, may expect support also in the form of students from AMEC enrolled in the course.

Sincerely,

Paul Jacobs

Paul F. Jacobs, Head
Department of Anthropology and Middle Eastern Cultures

P.O. Box AR, Mississippi State, MS 39762 (662) 325-2013 Fax (662) 325-8690

MISSISSIPPI STATE
UNIVERSITY
Department of Plant and Soil Sciences

September 21, 2010

Lisa Wallace
Department of Biological Sciences
Box 9536
Mississippi State, MS 39762

Dr. Wallace:

The PSS Courses and Curriculum Committee finds the development of the proposed course BIO 4603/6603 Ethnobotany does not represent a duplication of course content by other courses offered in Plant and Soil Sciences. This course may be suitable as an elective for both undergraduate and graduate students in PSS and should prove to be a good contribution to the available courses in botany and plant sciences.

Sincerely,

Richard L. Harkess, Chair
PSS Courses & Curriculum Committee

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

c: Dan Reynolds, interim head PSS

MISSISSIPPI STATE UNIVERSITY™

Department of Curriculum, Instruction and Special Education
Box 9705
Mississippi State, MS 39762
(662) 325-3747
(662) 325-7857 Fax

September 15, 2010

Lisa Wallace, Ph.D.
Department of Biological Sciences
Mississippi State University
P.O. Box GY
Mississippi State, MS 39762

Dear Dr. Wallace,

I have reviewed the Biological Sciences proposal for the Ethnobotany course and have discussed the potential impact of the new course with Dr. Burnette Hamil, advisor for the Secondary Biology Education degree program. It is our understanding that if the proposal is approved, students majoring in biology education will be allowed to enroll in the course, and we deem this to be a positive elective option for our students. Hence, I offer this letter of support for your course proposal for the Ethnobotany course and recommend that the University on Courses and Curricula Committee approve your request for its offering.

In the event I can be of further assistance to you in this endeavor, please feel free to contact me.

Sincerely,

Susie Burroughs

Susie Burroughs, Ph.D.
Interim Department Head

ORIGINAL

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED
10/19/10

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: Arts & Sciences **Department:** English

Contact Person: Rich Raymond **E-mail:** rraymond@english.msstate.edu

Nature of Change: Modify prerequisite for EN 1173, Accelerated Comp II

Date Initiated: 9-14-2010 **Effective Date:** 8-15-2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours (3)
EN	1173	Accelerated Composition II	

Current Catalog Description:

(Prerequisite: EN 1163 or consent of instructor). Three hours lecture. An expanded study of and practice in stylistics, logic, and research as contributions to analytical writing, with emphasis on extensive study of diverse rhetorical models.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours (3)
EN	1173	Accelerated Composition II	

New or Modified Catalog Description:

(Prerequisite: EN 1163 or an ACT sub-score in English of 28 or higher). Three hours lecture. An expanded study of and practice in stylistics, logic, and research as contributions to analytical writing, with emphasis on extensive study of diverse rhetorical models.

Approved:	*Date:*
R Raymond — Department Head	9-14-2010
Wayne Durst — Chair, College or School Curriculum Committee	10/8/10
Dave Gray — Dean of College or School	10-8-10
[signature] — Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for J.A.G. — Chair, Deans Council	January 24th, 2011

Course Modification Proposal for
English 1173, Advanced Composition II

1. **Catalog Description:**

   EN 1173. Accelerated Composition II. (Prerequisite: EN 1163 or consent of the instructor). Three hours lecture. An expanded study of and practice in stylistics, logic, and research as contributions to analytical writing, with emphasis on extensive study of diverse rhetorical models.

2. **Itemized List and Description of Changes:**

   - **Change the prerequisite**: EN 1163 or an ACT sub-score in English of 28 or higher.
   - **Add the two paragraphs below** to section III of the *Mississippi State University Undergraduate Bulletin*, page 15, under major heading "Degrees, General Education Requirements, and Academic Records, Graduation," then under heading A, "Degrees, Degree Requirements, and Scheduling," just below the listing of courses in "English Composition—Freshman level (6 hours)":

     Students with **ACT English sub-scores of 28 or higher** may enroll in **EN 1173, Accelerated Composition II**. Those students earning a C or higher in EN 1173 will **also receive an "S" (credit) in EN 1103, Composition I**. Those students who earn less than a C in EN 1173 must complete the EN 1103/1113 sequence.

     Similarly, those students who have been admitted to the **Shackouls Honors College** and have an **ACT-E sub-scores of 32** or higher may enroll in **EN 1113H, Honors Composition II**. After earning a C or higher in 1113H, these students will receive an "S" (credit) in EN 1103, Composition I. Those students who earn less than a C in EN 1113H must complete the EN 1103/1113 sequence.

3 **Justification and Learning Outcomes:** In the fall semester of 2009, the Department of English devised this program to provide MSU's strongest freshmen a more sophisticated course in writing, one that meets—in a single semester—the **objectives** of Composition I and Composition II:

   - That students write well developed expository, persuasive, and critical essays.
   - That students design documents to meet the needs of readers.
   - That students edit documents effectively.
   - That students understand the rhetorical strategies writers use to achieve their purposes.

- That students learn to conduct research by finding and using sources in the library, on the internet, and in the field.
- That students attribute quotations and document sources correctly and ethically in essays based on research.

In offering this program to the MSU community in the fall semester of 2009, the Department of English, with the Provost's endorsement, distributed an e-letter to all advisors in all departments. Addressing first the enhanced quality issue, the letter explained that the Accelerated Composition II classes would be limited to 20 students (regular sections have 24 students) and that a senior instructor or a PhD, not a lecturer or teaching assistant, would teach each section. Further, the letter explained that the sections of Honors Composition II would be limited to 15 students and that a PhD would teach section. Finally, the letter explained that we would deem this pilot program successful if 80% of the students received a "C" or higher in EN 1173, Accelerated Composition II, or in EN 1113H, Honors Composition II. Having compiled records from the fall semester of 2009 and the spring semester of 2010, we found that **97% of the students in these courses earned a "C" or higher.**

The same e-letter explained a further justification for offering such a 'two-for-one' program to entering freshman with strong ACT-E scores: In continuing this program, we follow the lead of many of our peer institutions. The University of Tennessee at Knoxville, for example, offers EN 118, First-Year Honors Composition, for students with ACT-E scores of 29 or higher. This "accelerated, one-semester course covers the material of English 101 and 102" (UT website: http://web.utk.edu/~english/academics/f_honors.shtml). Similarly, students entering Auburn University with a 30+ on the ACT-E receive exemption form EN 1110 (Comp I) and "three hours of credit toward graduation"; they also get placed immediately in EN 1120 (Comp II) or EN 1127, Honors Writing Seminar: http://media.cla.auburn.edu/english/cs/policies.cfm. High-scoring students at LSU, Iowa State, and many other universities participate in similar, streamlined writing programs.

You will notice that these two-for-one programs at peer institutions specify a 29 or 30 on the ACT-E as a qualifying score. We lowered the qualifying score to 28 because our data warranted doing so. In the fall semester of 2008—the semester we examined before starting the pilot program in fall 2009—758 of the 2,398 entering freshmen had ACT-E scores of 28 or higher; students in this cohort enrolling in EN 1103, Composition I, earned an average grade point of 3.3 in that course, suggesting that students in this range, even those with little experience in academic writing, learn quickly. By placing strong students with strong students in a single writing course, we hoped to enhance learning; our data from 2009-2010, cited above, validates our decision to use the 28 ACT-E score as the qualifying score.

In the spring semester of 2010, I once again e-mailed all advisors, saying that we would continue our pilot program in fall 2010 and spring 2011, as warranted by

having far surpassed the benchmark for success described above. I also informed advisors that I would forward this proposal in the fall semester of 2010, hoping to make the program permanent by the fall semester of 2011.

These challenging times of fiscal distress may warrant mentioning a secondary justification for this two-for-one program: By having approximately 800 students every year take only one writing course instead of two, we reduce MSU's unfunded lecturer budget by $192,000 per year (lecturers teach 70% of the Composition I classes).

4. **Additional Information**

   Prerequisite for EN 1113H: The prerequisite for Honors Composition II, EN 1113H, does not need to be changed. This course receives sanction under the "Shackouls Honors College" section of the *MSU Bulletin*, under the heading "Departmental Honors Courses," where students learn that "Honors sections of departmental courses are identified by the letter "H" before the section number and/or with the word "Honors" in the title of the course" (222). Additionally, students can access the prerequisites discussed above—acceptance to the Honors College and an ACT-E score of 32 or higher—in Section III of the *Bulletin*, as described above. Further, the prerequisites for this course get encoded in Banner each semester.

5. **Effective Date:** The Department of English requests that these changes take effect by the beginning of the fall semester of 2011.

Mississippi State University

Department of English
P.O. Box E
Mississippi State, MS 39762-5505
(662) 325-3644 • FAX: (662) 325-3645

TO: Dr. Wayne Durst
Chair, A&S Curriculum Committee

FROM: Holly Johnson
Interim Chair, English Dept. Curriculum Committee

RE: Course Modification, English 1173, Accelerated Composition II

DATE: September 14, 2010

The English Department's curriculum committee and the English Department have approved the attached proposed modification for Accelerated Composition II (English 1173).

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 3/31/10

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: Arts & Sciences **Department:** Geosciences

Contact Person: Deepk R. Mishra **Mail Stop:** 9537 **E-mail:** d.mishra@msstate.edu

Nature of Change: Add **Date Initiated:** 02/17/10 **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	Credit Hours
GR	8333	Field Techniques in Remote Sensing	(3)

New or Modified Catalog Description:

(Prerequisite: Either GR 4333/6333, ECE4423/6423 or FO 4452/6452 or consent of the instructor). Three hours lecture. Field spectroscopy or proximal sensing; Experiment design and data collection using in situ sensors; Data analysis, model calibration, and validation to quantify environmental biophysical parameters.

Approved: _____ Department Head	*Date:* 02-18-10
_____ Chair, College or School Curriculum Committee	3/29/10
_____ Dean of College or School	3-29-10
_____ Chair, University Committee on Courses and Curricula	11-30-10
_____ Chair, Graduate Council (if applicable)	
Betty L. Ryan for J.A.G. Chair, Deans Council	January 24th, 2011

COURSE ADDITION PROPOSAL

1. CATALOG DESCRIPTION

GR 8333. Field Techniques in Remote Sensing. (3) (Prerequisite: Either GR 4333/6333, ECE4423/6423 or FO 4452/6452 or consent of the instructor). Three hours lecture. Field spectroscopy or proximal sensing; Experiment design and data collection using *in situ* sensors; Data analysis, model calibration, and validation to quantify environmental biophysical parameters.

2. DETAILED COURSE OUTLINE

Lecture

Theories and Issues in Proximal or *In Situ* Sensing	**12.0**
- Introduction to the course, syllabus, grading structure, expectations	(0.50)
- Fundamentals of field spectroscopy	(1.00)
-Introduction and laboratory demonstrations to various *in situ* sensors and associated radiometric quantities	
- Ocean Optics (USB 4000)	(1.00)
- Quantum Sensors and Pyranometers (Licor Inc.)	(1.00)
- Plant Canopy Analyzer (Licor's LAI-2000)	(1.00)
- SPAD Chlorophyll Meter	(0.50)
- Vegetation Fraction Remote Operated Camera (Konica/Minolta)	(1:00)
- Design and Operation of the Mounting Frame for all the sensors	(0.50)
- Introduction to the Data Collection Software (C-DAP)	(1.00)
- Student Practice Sessions (Connecting all instruments to the software interface and familiarizing with C-DAP)	(1.00)
-Controlled Data Collection Sessions in the Laboratory	(2.00)
- Cleaning and Maintenance Protocols of the Instruments	(0.50)
-Data Analysis and Noise Reduction Techniques	(1.00)
Practical Applications of Proximal or *In Situ* Sensing	**8.0**
-Proximal Sensing of Vegetation	
- Data Collection Techniques in Croplands, Wetlands, and Forests	(1:00)
- Application of Vegetation Indices (ex: NDVI, WDRVI, SAVI, VARI, SAVI) to map vegetation biophysical parameters such as chlorophyll content, leaf area index, vegetation fraction, and biomass	(2:00)
- Semi-analytical Modeling Using Proximal Sensing to Predict CO2 flux and leaf nitrogen content	(1:00)
-Proximal Sensing of Water	
- Data Collection Techniques in Lakes, Coastal and Open Ocean Waters	(1:00)
- Application of 2-band and 3-band algorithms to map water	

quality parameters such as concentrations of chlorophyll, suspended sediment, dissolved organic matter, and harmful algae (2:00)

-Proximal Sensing of Soil (1:00)

Proximal Sensing Data Collection Trips **15.0**

-Trip to the Mississippi Agricultural and Forestry Experiment Station (5.0)

-Data collection at each location/plot will include

- Vegetation Remote Sensing Reflectance
- Chlorophyll Concentration
- Vegetation Fraction
- Green Leaf Area Index and Green Biomass

-Trip to the Stoneville Catfish Ponds (5.0)

- Water quality data collection at each location will include
  - Water Remote Sensing Reflectance
  - Water Sample
- Water samples will be analyzed in the laboratory to measure:
  - Chlorophyll Concentration
  - Suspended Sediment Concentration
  - Dissolved Organic Matter Concentration
  - Harmful Algae Concentration (Phycocyanin)

-Trip to Weeks Bay Reserve, Alabama (5.0)

- Wetland data collection at each location/plot will include
  - Wetland Remote Sensing Reflectance
  - Chlorophyll Concentration
  - Vegetation Fraction
  - Green Leaf Area Index and Green Biomass
- Coastal water quality data collection at each location will include
  - Water Remote Sensing Reflectance
  - Water Samples to Measure:
    - Chlorophyll Concentration
    - Suspended Sediment Concentration
    - Dissolved Organic Matter Concentration
    - Harmful Algae Concentration (Phycocyanin)

Class Projects **10.0**

- Discussions of potential class projects (1.00)
- Class project proposal presentation (must include objectives, literature review, experimental design, and data collection approach) (1.00)
- Project progress report presentation (mid-semester; must include successes and challenges) (1.00)
- Assistance/recommendation/discussion on data analysis; model calibration and validation in class for individual projects (5.00)
- Final project presentation (departmental seminar style) (2.00)

Lecture Total **45 hours**

3. METHODS OF EVALUATION

Derivation of Final Grade:

Project Proposal Presentation	10%
Project Progress Report Presentation	10%
Field Report	10%
Final Project Presentation	20%
Final Project Report	45%
Attendance	5%
Total	100%

The intention of this proposed course is to give graduate students within the geospatial sciences experience collecting, analyzing, and verifying remotely sensed data. The bulk of the course work and the course grade will be based on the completion of a research project. The evaluation criteria for the research project will be based on the quality of work carried out by each graduate student. Initially, students will construct a research plan that will be formally outlined in an oral and written research proposal. Then, each student is expected to obtain their own field data using state-of-the-art remote sensing field equipment. Students are required to maintain a detailed field report for all the field trips and submit it before the final project presentation. The field report should document the experiment design and data collection techniques used in each field trip and the potential applications of the data. Students will analyze this field data to answer various research questions. It is expected that the final project report will be well thought-out including having a detailed description of the methodology and a thorough description of the results. The final paper should be in the format of a journal manuscript and should be at least 10 double spaced pages of text in length, exclusive of title page, abstract, references, figures, and tables. The oral component of the project is an in-class presentation (15 minutes) of the research project, which will be given during the last week of class.

The written report will be evaluated based on the following aspects:

1. Objectives: A specific (or a number of) objective(s).
2. Literature Review: A detailed review of literature on similar or related theoretical and practical material
3. Materials and Methods: This section should include details of the experiment design, data collection technique, methods used to analyze the data
4. Results and Discussion: The results derived from the application of the methodology including the model calibration and validation, and sensitivity analysis.
5. Conclusion(s): It should be based on what has been achieved in the project, successes, challenges, and recommendations for future research.

Grades for the written project will be based on organization, investigative procedure, degree of difficulty, and use of proper grammar and adherence to formal rules of writing.

The oral presentation will require that the concepts and methods used are explained in a clear, concise, and organized manner using proper visual aids.

100 point grading scale will be used:

A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
F = ≤ 59%

4. JUSTIFICATION

The Geosciences department comprises a wide range of educational opportunities including geology, geography, and meteorology. All the sub-disciplines use remote sensing technologies in various practical applications. The study of field techniques in remote sensing is aimed at educating students from different disciplines on the subject of field studies, especially related to remote sensing. Students will gain a clear understanding and practical experience using scientific instruments in both laboratory and field settings. Significant emphasis will be given to research methods, including experimental design, innovative approaches to data collection, *in situ* spectroscopy, and subsequent analysis of the remotely sensed data. Since there is no better way to learn about a subject than by doing field research, the graduate students will learn how satellite/airborne data are acquired and how the sensor technology actually works in situ. The students will also learn about remote sensing modeling processes and how to analyze real word data to answer research questions. The underlying rationale for the course is that students need to learn how remote sensing scientists conduct field research. In addition, students will get experience preparing their research results for publication in a professional scholarly journal. Therefore, it is our belief that this course will attract students from across disciplines. Also, with the addition of the new PhD program in Geosciences there is a real need to expand the advanced geospatial course offerings. Enrollment is expected to be 15 to 20 students per year. This enrollment estimate is based on discussions with current students in our department as well as with faculty from other departments interested in this course.

Remote sensing technologies are heavily used in the field of earth and environmental sciences for mapping and monitoring of various environmental resources. Advanced knowledge of these technologies is required for the interchange of ideas and concepts among higher education, research, industry, and government. The field of remote sensing has experienced a tremendous growth over the past decade due to the advances in satellite sensor technologies. There is a serious need for young researchers with expertise in various remote sensing applications in several federal agencies such as NASA, NOAA, EPA, USGS, and the US military (Office of Technology Assessment, U.S. Congress; http://www.fas.org/ota/reports/9348.pdf). Therefore, training MSU students in field remote sensing research is the proper step to prepare them for future workplace.

Learning Outcome: The overall goal is to stimulate research interests among graduate students and motivate them to peruse a career in remote sensing research. Specifically, on completion of this course students will be able to:

- Understand the operational aspects of remote sensor technologies
- Understand experiment design and data collection techniques using in situ sensors and their potential application
- Understand various aspects of remote sensing field collection in vegetation, water, and wetland
- Understand various aspects of modeling including model calibration and validation
- Understand how to write a professional report (manuscript style)
- Understand the importance of team effort

5. SUPPORT

The Department of Geosciences has a state-of-the-art spectroscopy lab. Spectrscopy Lab is equipped with all the instrumentation needed to carry out the field data collection for the course including, Ocean Optics Hyperspectral Sensors (USB 4000), Calibration Panels (Labsphere 95% and 5%), Fiber Optic Cables (30 m; 10m, 5m), Differentially Corrected GPS Pro XRS (GARMIN) system, LI-COR Quantum Sensor (LI-190SA), LI-COR Underwater Quantum Sensor (LI-192SA), LI-COR Pyranometer Sensor (LI-200SA), LI-COR Lowering Frame for Underwater Quantum Sensor, CR3000 Data loggers (Campbell Scientific), Pressure Sensor (In-Situ: PXD-261), SONY HIDEF Video Camera (HDRSR5), NIKON Digital SLR Camera (D40X DSLR) with undersea housing, Laptop w/5 serial ports (for use with equipment). Our recent acquisition includes a LAI 2000 meter from LI-COR to measure vegetation canopy biophysical parameters such as leaf area index (LAI). The lab supports the most commonly used remote sensing/GIS software including both ESRI products (ArcView 3.3, Arc GIS, Spatial Analyst, and 3-D Analyst,) ERDAS products (Imagine), and ENVI 4.7.

No other equipment is needed to offer this course. Library support is adequate.

6. INSTRUCTOR OF RECORD

One Geosciences professor is immediately available to each teach this course:

Dr. Deepak Mishra, Assistant Professor of Geography

Dr. Mishra has experience teaching remote sensing courses.

In addition, there are three faculty who are capable of teaching the advanced remote sensing course:

Dr. William H. Cooke, Associate Professor of Geography

Dr. John Rodgers, Associate Professor of Geography
Dr. Shrinidhi Ambinakudige, Assistant Professor of Geography

7. GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)

N/A

8. PLANNED FREQUENCY

This course will be offered each Spring semester beginning in 2011.

9. EXPLANATION OF ANY DUPLICATION

There are currently no courses on campus that duplicate this course.

10. METHOD OF INSTRUCTION CODE

C-Lecture
F-Face to Face

11. PROPOSED C.I.P. NUMBER

45-0701

12. PROPOSED 24-CHARACTER ABBREVIATION

Field Remote Sensing

13. PROPOSED SEMESTER EFFECTIVE

Spring 2011

14. OTHER APPROPRIATE INFORMATION

There will not be a preferred textbook for this course. All student readings would be taken from recent remote sensing publications in the academic literature. These would include, but are not limited to, the following refereed journals:

International Journal of Remote Sensing
Remote Sensing of the Environment
Applied Optics
Photogrammetric Engineering and Remote Sensing
IEEE Transactions in Geosciences and Remote Sensing

Geosciences is a broad discipline and the above journals publish articles encompassing a wide range of remote sensing field applications. Students are expected to perform a thorough literature review on their respective research topic by following any of these journal articles before presenting their research proposal or the data collection trips.

15. PROPOSAL CONTACT PERSON

Dr. Deepak Mishra
Assistant Professor
325-5821
d.mishra@msstate.edu

Department of Geosciences
108 Hilbun Hall
East Lee Blvd.
P.O. Box 5448
Mississippi State, MS 39762
Phone (662) 325-3915
FAX (662) 325-9423

February 18, 2010

University Courses and Curriculum Committee
Mississippi State University

RE: Course proposal for Dr. Deepak Mishra

Dear ASCC and UCCC:

This letter is in reference to the proposed course GR 8333 Field Techniques in Remote Sensing by Dr. Deepak Mishra. The Geosciences faculty reviewed and discussed the course proposal during the February 17th, 2010 faculty meeting. A motion was put forth by Dr. John Mylroie to accept the course proposal as is, and the motion was seconded by Dr. Mike Brown. The Geosciences faculty voted unanimously to support the GR 8333 course proposal. The details of the vote are recorded in the February Geosciences Department faculty meeting minutes. As the Geospatial program chair, I am happy to report that our department is fully behind this course proposal submitted by Dr. Mishra. Furthermore, we are very excited about this new graduate course because we just started a new PhD program. Our new PhD students will benefit greatly from this proposed course. If you have any specific questions about the faculty support, please feel free to contact me.

Regards,

John C. Rodgers III

John C. Rodgers III
Associate Professor
Department of Geosciences
662-325-0732
jcr100@msstate.edu

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 10/14/10

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: Arts and Sciences **Department:** Geosciences

Contact Person: William H. Cooke III **E-mail:** whc5@geosci.msstate.edu

Nature of Change: Course addition **Date Initiated:** 09-15-2010 **Effective Date:** Fall 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
GR	8563	GIS Research Applications	(3)

New or Modified Catalog Description:

GR 8563. GIS Research Applications (3) (Prerequisite: GR 6333, GR 6313, ST 8114 or equivalent, or Consent of Instructor). Two hours lecture. Two hours laboratory. This course examines the research cycle from proposal to peer-reviewed publication via case studies in GIS with applications for medical epidemiology, wildfire, and emergency management.

	Date:
Approved: _____ Department Head	09-16-10
_____ Chair, College or School Curriculum Committee	10/6/10
_____ Dean of College or School	10-8-10
_____ Chair, University Committee on Courses and Curricula	11.30.10
_____ Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th, 2011

Course Addition Proposal

1. CATALOG DESCRIPTION

GR 8563. GIS Research Applications (3) (Prerequisite: GR 6333, GR 6313, ST 8114 or equivalent, or Consent of Instructor). Two hours lecture. Two hours laboratory. This course examines the research cycle from proposal to peer-reviewed publication via case studies in GIS with applications for medical epidemiology, wildfire, and emergency management.

2. DETAILED COURSE OUTLINE

Lecture

I. Brief review of grant writing	**2.50**	
- Identifying the knowledge gap		(0.50)
- Hypothesis development		(0.50)
- Experimental design		(0.50)
- Collaboration and team building		(0.50)
- Writing the grant		(0.50)
II. Review of the cycle of research	**3.50**	
- Questioning		(0.50)
- Planning		(0.50)
- Gathering		(0.50)
- Sorting and Sifting		(0.50)
- Synthesizing		(0.50)
- Evaluating		(0.50)
- Reporting		(0.50)
III. Review of peer-reviewed topical GIS/RS research	**18.00**	
- Epidemiology		
- Arboviruses		
- Physical and Biological Factors		(0.50)
- Sociological Factors		(0.50)
- Model development, calibration, validation		(0.50)
- Other vector-borne diseases		(0.50)
- Discussion and presentation of alternatives		(2.00)
- Wildfire		
- Potential		
- Physical and Biological Factors		(0.50)

- Sociological Factors (0.50)
- Model development, calibration, validation (0.50)
- Wildfire and climate change (0.50)
- Discussion and presentation of alternatives (2.00)

- Hazards Analysis and Emergency Management Activities
  - Hurricane Damage Prediction
    - Physical and Biological Factors (0.50)
    - Sociological Factors (0.50)
    - Model development, calibration, validation (0.50)
  - Other disaster types (inland flooding, evacuation) (0.50)
  - Discussion and presentation of alternatives (2.00)

IV. Class Project **6.00**
- Topic choices predicated on discussion of alternatives (2.00)
- Presentation and discussion of lab results (4.00)

Lecture total **30.00 hours**

Lab

I. Class Project
- Data preparation (1.50)
- Database development (2.00)
- Experimental design and hypotheses development (3.00)
- Model fitting (8.00)
- Model validation (3.00)
- Presentation graphics development (3.00)
- Final oral presentation (0.50)
- Peer-reviewed style written manuscript (9.00)

Lab total **30.00 hours**

CONTACT HOURS

Two hours lecture. Two hours laboratory

3. METHOD OF EVALUATION

Class Participation	5%
First Exam (grant writing/cycle of research)	15%
Written Assignments (presentation of alternatives, 3 x 15%)	45%
Final Project	
Presentation graphics	10%
Oral presentation	5%
Written manuscript	20%

Grading Scale
Exams and all written assignments will be graded on a 100 point scale shown below.

100 point scale
A 90 —100
B 80 — 89
C 70 — 79
D 60 — 69

Class participation (total = 5% of grade) will be evaluated on the quality of discussion and presentation of research alternatives for each topical research section. Scores will be assigned according to the following criteria worth 25 points each:

1) Substantiation of viability of alternatives via peer-reviewed literature
2) Development of testable hypotheses
3) Development of reasonable validation criteria
4) Oral persuasiveness of alternatives (and reaction to criticism) in the group setting

OUT OF CLASS WORK
Outside readings that expand the students' knowledge of the subject will be required.

4. JUSTIFICATION & LEARNING OUTCOME

The Geosciences department has recently implemented a PhD program. There is a need within this program for a course that helps PhD students begin the development of lifelong research skills. These skills will be enhanced through study of topical research projects that illustrate the full cycle of research. Learning will be accomplished via educational components including: research knowledge gap identification; identification of funding mechanisms, grant proposal development, development and assessment of alternative research methodologies via experimental laboratory techniques, and a thorough review of research reporting criteria. The Geosciences' PhD program is growing each year and there is a need for additional 8000-level coursework and this course will partially fulfill that need. The Fall 2010 enrollment for the initial course offering includes 10 Geosciences students and 2 students from other MSU departments. Based on these numbers, estimated future enrollment is 15 – 20 students per semester.

5. SUPPORT

A letter of support from the Geosciences department curriculum committee is included with this proposal.

6. INSTRUCTOR OF RECORD

The instructor of record is Dr. William H. Cooke III

7. GRADUATE STUDENT REQUIREMENTS

The course is for graduate students only.

8. PLANNED FREQUENCY
The course will be offered every year in the Fall term.

9. EXPLANATION OF ANY DUPLICATION
There is no duplication with any other course offering in the current University Catalog.

10. METHOD OF INSTRUCTION CODE
Code B, Face to face delivery

11. PROPOSED CIP NUMBER
45-0701

12. PROPOSED 24-CHARACTER ABBREVIATION
GIS RES APPL

13. PROPOSED SEMESTER EFFECTIVE
Fall 2011

GIS Research Applications GR 8563

Instructor: Dr. William H. Cooke

Prerequisites: GR 6333, GR 6313, ST 8114 or equivalent, or Consent of Instructor
Course Description:

This course and the accompanying laboratory stress study of topical research projects that illustrate the full cycle of research. Learning will be accomplished via educational components including: research knowledge gap identification; identification of funding mechanisms, grant proposal development, development and assessment of alternative research methodologies via experimental laboratory techniques, and a thorough review of research reporting criteria.

Course Objectives:

1. Review of grant writing
2. Review of the cycle of research
3. Review of peer-reviewed GIS research
4. Development of alternative research methodologies
5. Class project
6. Manuscript

Text: *None*

Class Participation	5%
First Exam (grant writing/cycle of research)	15%
Written Assignments (presentation of alternatives, 3 x 15%)	45%
Final Project	
Presentation graphics	10%
Oral presentation	5%
Written manuscript	20%
Total	**100%**

Grading Scale
Exams and all written assignments will be graded on a 100 point scale shown below.

100 point scale
A 90 —100
B 80 — 89
C 70 — 79
D 60 — 69

Class participation (total = 5% of grade) will be evaluated on the quality of discussion and presentation of research alternatives for each topical research section. Scores will be assigned according to the following criteria worth 25 points each:

1) Substantiation of viability of alternatives via peer-reviewed literature
2) Development of testable hypotheses
3) Development of reasonable validation criteria
4) Oral persuasiveness of alternatives (and reaction to criticism) in the group setting

Office Hours: 9:00 a.m. - 11:00 a.m. Tues., Thurs.; or by appointment.
Phone: 325-9479, email whc5@geosci.msstate.edu

Student Responsibilities:

Please arrive in the class or lab prepared for the day's lecture by reading assigned material and by reviewing your notes. Assistance outside of regular class hours can be obtained either in regular office hours or by appointment.

Mississippi State University
Department of Geosciences
108 Hilbun Hall
East Lee Blvd.
P.O. Box 5448
Mississippi State, MS 39762
Phone (662) 325-3915
FAX (662) 325-9423

September 14, 2010

University Committee on Courses and Curricula
Mississippi State University
Mississippi State, MS 39762

To Whom It May Concern:

This letter is in reference to the course addition proposal for GR 8563 GIS Research Applications, which is being submitted by Dr. William Cooke from the Department of Geosciences. If approved, this course would be extremely valuable to our graduate students. It will provide hands on experience with real world geographic information systems problems, and in so doing, will help with their understanding of geospatial sciences. Further, this course would increase the number of 8000-level geospatial courses within our department, which is very important given that we have a new PhD program in Earth and Atmospheric Sciences. The course content would be very relevant and desirable to our PhD candidates.

In view of this, the Geosciences graduate faculty reviewed this course proposal on August 16, 2010, and a vote of the graduate faculty was unanimously in favor. The details of the vote are recorded in the August 2010 Geosciences Department faculty meeting minutes. We are excited about the changes to this curriculum as it will improve the quality of our program. If you have any specific questions about the faculty support, please feel free to contact me.

Sincerely,

John Rodgers
Associate Professor
Department of Geosciences
Jcr100@msstate.edu

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RECEIVED
11.1.2010

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: Business **Department:** Finance & Economics

Contact Person: Jon Rezek **Mail Stop:** 9580 **E-mail:** jon.rezek@msstate.edu

Nature of Change: Modify **Date Initiated:** 9-14-10 **Effective Date:** Spring 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
EC	3213	Labor Economics	(3)

Current Catalog Description:

(Prerequisites: EC 2113 and EC 2123.) Three hours lecture. Labor market behavior of households and firms. Emphasizes wage determination, optimal employment decisions, income distribution, unionization, human capital, and discrimination.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
EC	4233	Labor Economics	(3)

New or Modified Catalog Description:

(Prerequisites: EC 2113, EC 2123, and EC 3123). Three hours lecture. Labor market behavior of households and firms. Emphasizes wage determination, optimal employment decisions, income distribution, unionization, human capital, and discrimination.

Approved: _____ Department Head	*Date:* 10/29/10
_____ Chair, College or School Curriculum Committee	10-29-10
_____ Dean of College or School	10/29/10
_____ Chair, University Committee on Courses and Curricula	11.30.10
_____ Chair, Graduate Council (if applicable)	
Peter L. Ryan for J.A.G. Chair, Deans Council	January 24th, 2011

Course Modification
Department of Finance & Economics
EC 4233: Labor Economics

1. CATALOG DESCRIPTION

Current: (Prerequisites: EC 2113 and EC 2123.) Three hours lecture. Labor market behavior of households and firms. Emphasizes wage determination, optimal employment decisions, income distribution, unionization, human capital, and discrimination.

Proposed: (Prerequisites: EC 2113, EC 2123, **and EC 3123**.) Three hours lecture. Labor market behavior of households and firms. Emphasizes wage determination, optimal employment decisions, income distribution, unionization, human capital, and discrimination.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

- **Addition of prerequisite**
- **Number change (3000 to 4000 level)**

3. JUSTIFICATION AND LEARNING OUTCOMES

- JUSTIFICATION
  - Addition of EC3213 (Intermediate Microeconomics) as a prerequisite.
    - Including the additional prerequisite would free six contact hours currently used to review topics covered in Intermediate Microeconomics. These additional hours would allow current topics to be covered in greater depth. See "Course Content" below.
  - Course number change
    - Given the additional material and increased expectations for incoming students, this course is now better suited as a senior (4000) level course.
- LEARNING OUTCOMES

  On completion of the course, students are expected to be able to:
  - Understand the basic interactions of labor market supply, demand, and wage determination.
  - Describe labor market outcomes.
  - Analyze how individual and household decision making influence labor market outcomes.
  - Synthesize the implications of firms' motives and behaviors on labor market outcomes.
  - Characterize the influence of social institutions on labor market outcomes.
  - Evaluate alternative policies, interventions, and market allocations that can achieve different social and economic objectives with respect to labor market outcomes.

4. ADDITIONAL INFORMATION

a. **COURSE SYMBOL**

No change

b. **COURSE NUMBER**
The course number is changed from EC 3213 to EC 4233.

c. **COURSE TITLE**
No change

d. **CREDIT HOURS**
No change

e. **PRE-REQUISITE / CO-REQUISITE**
In addition to the existing prerequisites (EC 2113, EC2123), Intermediate Microeconomics (EC3123) is added.

f. **METHOD / HOURS OF INSTRUCTION**
No change

g. **METHOD OF DELIVERY**
No change

h. **COURSE DESCRIPTION**
No change

- **COURSE CONTENT**
Course content has been modified as follows:

Existing Course		Proposed Course	
Topic	**Contact Hours**	**Topic**	**Contact Hours**
Introduction to the labor market	2	Introduction to the labor market	2
Unemployment	2	Unemployment	2
Theory of Consumer Choice	3		
Labor/leisure decision for the individual	3	Labor/leisure decision for the individual	3
Labor/leisure decision for the household	1	Labor/leisure decision for the household	1
Institutional interaction with labor/leisure decision making	1	Institutional interaction with labor/leisure decision making	1
Labor force participation individual decision	2	Labor force participation individual decision	2
Institutional interaction with labor force participation decision making	2	Institutional interaction with labor force participation decision making	2
TEST 1	1	TEST 1	1
Costs of Production in the Short and Long Run	3		
Firm demand for labor in the short run	2	Firm demand for labor in the short run	2
Firm demand for labor in the long run	1	Firm demand for labor in the long run	1
Determination of wages in a competitive environment	2	Determination of wages in a competitive environment	2

Wage determination under different market structures	3	Wage determination under different market structures	3
Dual labor market theory and implications	2	Dual labor market theory and Implications	2
Test 2	1	Test 2	1
Theory of human capital	2	Theory of human capital	2
Education as human capital	2	Education as human capital	2
Training as human capital investments	1	Training as human capital investments	2
Compensating wage differentials	1	Compensating wage differentials	2
Occupational attainment and choice	1	Occupational attainment and choice	2
Theories of market discrimination	2	Theories of market discrimination	3
Life cycle implications of discrimination	1	Life cycle implications of discrimination	2
Market power- role of unions	1	Market power- role of unions	2
Final	3	*Final*	3
Total Hours	*45*	*Total Hours*	*45*

5. **GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)**
   No change
6. **METHOD OF EVALUATION**
   No change
7. **SUPPORT**
   See the attached letter of support from the economics faculty.

Labor Economics EC 3213-01(MWF 10 McCool 116) **Dr. Meghan Millea**
Office: McCool 312L **Hours: MWF 9:00-10:00 also by appt.**
Telephone: 325-7476 (office) **e-mail:** meghan.millea@msstate.edu

Prerequisites: Principles of Macroeconomics 2113 and Principles of Microeconomics 2123

Course Description:
Labor economics builds on the foundations developed in Principles of Macro- and Microeconomics. This course examines the special cases of market analysis as it relates to the labor market. Labor theory and applications at both the micro and macroeconomic scale will be covered including such topics as human capital investment, discrimination in the labor market, wage determination, unions, and unemployment.

Required Course Materials:
The Economics of Labor Markets Seventh Edition by Bruce E. Kaufman and Julie L. Hotchkiss.

Course Objectives:
This course will give you the tools to analyze the interactions of the labor market. The goal of this course is to develop a working understanding of the theoretical basis for labor theory and applications of these theories to current events. In particular, this course will address individual choice, labor conflicts, and labor policy.

Attendance Policy:
Class attendance is **highly** recommended. You are responsible for any work assigned or announcements made in any missed class. If you miss a class, you must follow the guidelines described under the "**Tests**" and "**Assignments**" sections below.

Assignments:
Assignments will be given in class or distributed via the course webpage (mycourses.msstate.edu). Some assignments will be performed during the class and others will be given as take-home assignments. Any missed in-class assignments must be turned in at the BEGINNING of the class after the assignment was given. If you cannot meet a deadline, you must contact me before deadline to discuss a potential extension, which will be given only under (documented) extenuating circumstances. Late assignments will not be accepted. It is your responsibility to check the course website regularly.

Grading Policies and Scale:
The grades for this course are based on the 3 term exams, homework, and the final exam.

Homework		20%
Term exams	3 @	20%
Final exam		20%
		100%

Letter grades are assigned according to a standard 10-point scale:

90-100%	A	79-70	C		
89-80	B	69-60	D	less than 60	F

Tests:
These tests will all be short answer questions. The coverage of material for each test will be noted in class. The final exam will be application of concepts from the material covered in this class primarily requiring analysis of current events. The final exam will be given according to the University final exam schedule on Thur. April 29th at 8:00 a.m.

MAKE-UP Exams
Make-up exams will be given if and only if the all of the following conditions are met:

1. You must contact me ***PRIOR*** to the exam. "Contact" means that you must actually talk to me- CALL HOME OR WORK IF NECESSARY.
2. You can ONLY get make up exams due to extenuating circumstances such as accidents or death/serious illness in the immediate family, personal medical emergencies. I will require documentation for a make-up exam to be given.
3. You must take a new and different exam at the earliest possible time which will be set when you contact me prior to the exam.
4. If an excused absence is known in advance, you must take your exam prior to the regularly scheduled exam and you must let me know about excused absences that conflict with exams as soon as that information is available. Late exams are only given under extenuating circumstances

Mississippi State University's Policies and Procedures for Handling Academic Misconduct will be followed.

This syllabus is subject to change, but all changes will be noted in class.

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 11.1.2010

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: Business **Department:** Finance & Economics

Contact Person: Jon Rezek **Mail Stop:** 9580 **E-mail:** jon.rezek@msstate.edu

Nature of Change: Modify **Date Initiated:** 9-14-10 **Effective Date:** Spring 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
EC	3223	Intro To I-O	(3)

Current Catalog Description:

(Prerequisites: EC 2113 and EC 2123). Three hours lecture. Structure and performance of large corporations, economic effects of antitrust, governmental policy toward competitive practices, regulation of monopoly and natural resources.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
EC	4713	Industrial Organization	(3)

New or Modified Catalog Description:

(Prerequisites: EC 2113, EC 2123, and EC 3123). Three hours lecture. Behavior of firms in imperfectly competitive markets. Analysis of market structure, strategic interaction, price and non-price competition with emphasis on the implications for public policy.

	Date:
Approved: Department Head	10/29/10
Chair, College or School Curriculum Committee	10-29-10
Dean of College or School	10/29/10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Chair, Deans Council Peter L. Ryan for J.A.G.	January 24th, 2011

Course Modification
Department of Finance & Economics
EC 4713: Industrial Organization

1. CATALOG DESCRIPTION

Current: (Prerequisites: EC 2113 and EC 2123). Three hours lecture. Structure and performance of large corporations, economic effects of antitrust, governmental policy toward competitive practices, regulation of monopoly and natural resources.

Proposed: (Prerequisites: EC 2113, EC 2123 **and EC 3123**). Three hours lecture. Behavior of firms in imperfectly competitive markets. Analysis of market structure, strategic interaction, price and non-price competition with emphasis on the implications for public policy.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

- Title change
- Addition of prerequisite
- Number change (3000 to 4000 level)
- Course description change

3. JUSTIFICATION AND LEARNING OUTCOMES

- JUSTIFICATION
  - Course title change
  - This is the only course the department offers in Industrial Organization; therefore the "Introduction to" phrase in the title is unnecessary.
  - Addition of EC3213 (Intermediate Microeconomics) as a prerequisite.
  - Including the additional prerequisite would free nine contact hours currently used to review topics covered in Intermediate Microeconomics. These additional hours would allow the breadth of topics covered to be expanded. See "Course Content" below.
  - Course number change
  - Given the additional material and increased expectations for incoming students, this course is now better suited as a senior (4000) level course.
  - Course description change
  - A typical Industrial Organization course deals primarily with the strategic interactions between firms in various market structures. The regulation and antitrust aspects of the class are largely covered in the Economics of Regulation and Antitrust course (formerly EC 3423 Government and Business). This course description is more informative concerning the topics unique to this class.
- LEARNING OUTCOMES

  On completion of the course, students are expected to be able to:
  - Explain the role of costs in the development of market structure.
  - Solve basic game theoretic models of industrial organization.
  - Explain how market structure affects the pricing practices available to firms and the welfare effects of those practices.

- Use the models developed to analyze the overall performance of a particular industry.
- Discuss the causes of market failure and the arguments for and against potential solutions.

4. ADDITIONAL INFORMATION

a. **COURSE SYMBOL**

No Change

b. **COURSE NUMBER**

The course number is changed from EC 3223 to EC 4713.

c. **COURSE TITLE**

The course title is changed from "Introduction to Industrial Organization" to "Industrial Organization".

d. **CREDIT HOURS**

No change

e. **PRE-REQUISITE / CO-REQUISITE**

In addition to the existing prerequisites (EC 2113, EC2123), Intermediate Microeconomics (EC3123) is added.

f. **METHOD / HOURS OF INSTRUCTION**

No change

g. **METHOD OF DELIVERY**

No change

h. **COURSE DESCRIPTION**

The course description has been changed from :

"Structure and performance of large corporations, economic effects of antitrust, governmental policy toward competitive practices, regulation of monopoly and natural resources."

to:

"Behavior of firms in imperfectly competitive markets. Analysis of market structure, strategic interaction, price and non-price competition with emphasis on the implications for public policy."

i. **COURSE CONTENT**

Course content has been modified as follows:

Existing Course		Proposed Course	
Topic	**Contact Hours**	**Topic**	**Contact Hours**
What is Industrial Organization?	1.5	What is Industrial Organization?	1.5
Perfect Competition and Monopoly	4	Perfect Competition and Monopoly	4
Allocative and Productive Efficiency	*2*		
Consumer Surplus, Producer Surplus,	*2.5*		

Total Welfare			
Market Structure and Costs	*5.5*	Market Structure and Costs	4.5
Price Discrimination	*4*	Price Discrimination	3
Basics of game theory (payoff matrix, Nash equilibrium, prisoner's dilemma)	*2.5*		
		Product Differentiation	**3**
Oligopoly and Strategic Interaction	4.5	Oligopoly and Strategic Interaction	4.5
Collusion, Cartels and Oligopoly in Practice	6	Collusion, Cartels and Oligopoly in Practice	6
Entry Deterrence and Predatory Practices	3	Entry Deterrence and Predatory Practices	3
Networks and Auctions	4.5	Networks and Auctions	4.5
		Contractual Relations Between Firms	**3**
		Research and Development and Patents	**3**
2 Midterms	2	2 Midterms	2
Final	3	Final	3

5. **GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)**
   N/A
6. **METHOD OF EVALUATION**
   No change
7. **SUPPORT**
   See the attached letter of support from the economics faculty.

EC 3223 Introduction to Industrial Organization Spring 2010
Syllabus

Time: Tuesday, Thursday 9:30-10:45 Place: MCC 116

Professor Blair
ben.blair@msstate.edu
Office Hours: Wed 9:00-11:00, 2:00-3:00
Office: MCC 312K
Phone: 325-1980
Fax: 325-1977

Content Overview:
Industrial organization is the branch of microeconomics that investigates how firm and industry structure influences the behavior of firms in a market and the characteristics of market outcomes arising from that behavior. The course material includes the theory of firm behavior under alternative market structures, empirical evidence on firm and industry behavior, and implications for public policy. Economists specializing in the field of industrial organization are in demand as consultants to business and government.

Prerequisites: EC 2113, EC 2123.

Required Text: *Industrial Organization, Contemporary Theory and Empirical Applications*, 4th edition, by Pepall, Richards, and Norman. ISBN 978-1-4051-7632-3

Recommended Text: Any Principles of Microeconomics textbook.

Course Grade: The course grade will be based on your performance on problem sets and exams.

- **Problem Sets:** During the semester there will be approximately 9 problem sets covering questions at the end of the chapters. The due dates are marked in the tentative course schedule below. Your problem set average will count 20% of your grade.
- **Exams:** There will be a total of 2 midterm exams and a cumulative final. Your average on these exams will count the remaining 80% of your grade. The midterm exam will be based on problems that are similar to the chapter examples and the homework questions. The final will be based on these types of problems as well as short answer questions based on the lectures and readings.

Grading Scale:

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

Please note that the grade cut-off lines are absolute. If your average is 79.99, you will get a C and not a B. I realize how unfair this seems and I will console you if this happens to you, however, I will not change your grade.

Academic Honesty:

Academic dishonesty is not tolerated. All occurrences of academic misconduct will be addressed in accordance with guidelines and procedures outlined in the Mississippi State University 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. Additional information can be found at http://students.msstate.edu/honorcode.

I expect that you will hold yourself to the highest standards of academic honesty and conduct. Academic misconduct is defined as any activity which may compromise the academic integrity of the University. Academic misconduct includes, but is not limited to: Using unauthorized materials (crib notes, books, etc.) as an aid during an examination. quiz, or other assignment; Looking at or using information from another person's examination, report or assignment; Taking a quiz or examination for someone else or having someone else take a quiz or examination for you; Submitting any course materials or activities that are not your own.

You are adults and you alone are responsible for your actions. If you are ill-prepared for an exam or homework, accept the implications. Do not be tempted to cheat. Any low grade you might receive by not cheating will be better than being branded as a dishonest person for the rest of your academic career.

Tentative Course Outline.

Jan 7	Classes Begin **Introduction** • PRN Chap 1
Jan 12, 14	**Perfect Competition and Monopoly** • PRN Chap 2,4
Jan 19,21,26	**Market Structure and Costs** • PRN Chap 3,4 **Homework Due Jan 26:** • Problem Set 1: p42 #1-6, +?
Jan 28, Feb 2	**Price Discrimination** • PRN Chap 5,6 • Reading? **Homework Due Feb 2:** • Problem Set 2: p57 #1,2 ; p82 #1,3,4,5 , +?
Feb 4, 9	**Product Differentiation** • PRN Chap 7-8 • Reading? **Homework Due Feb 9:** • Problem Set 3: p109 #1-5 ; p129 #3,4,5 , +?
Feb 11	**Review** **Homework Due Feb 11:** • Problem Set 4: p158 #1,2 ; p189 #1,2 , +?
Feb 16	**EXAM 1**
Feb 18, 23, 25	**Oligopoly and Strategic Interaction** • PRN Chap 9-11
Mar 2,4,9,11	**Collusion, Cartels, and Oligopoly in Practice** • PRN Chap 14,15 • Reading? **Homework Due Mar 4:** • Problem Set 5: p220 #3,4,5,6 ; p242 #1,2,4 , +?
Mar 15-19	**Spring Break**
Mar 23,25	**Entry Deterrence and Predatory Practices** • PRN Chap 12,13 • Reading? **Homework Due Mar 23:** • Problem Set 6: p260 #1,2 ; p349 #1-7 , +?
Mar 30	**Review** **Homework Due Mar 30:** • Problem Set 7: p288 #1-5 , +?
Apr 1	**EXAM 2**
Apr 6, 8	**Networks and Auctions** • PRN Chap 24, 25
Apr 13,15	**Contractual Relations Between Firms** • PRN Chap 16-19 **Homework Due Apr 15:** • Problem Set 8: ??
Apr 20,22	**Research and Development and Patents** • PRN Chap 22,23 **Homework Due Apr 22:** • Problem Set 9: ??
Apr 27	**FINAL EXAM: 8-11 AM**

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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11.1.2010

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: Business **Department:** Finance & Economics

Contact Person: Jon Rezek **Mail Stop:** 9580 **E-mail:** jon.rezek@msstate.edu

Nature of Change: Modify **Date Initiated:** 9-14-10 **Effective Date:** Spring 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
EC	3423	Government and Business	(3)

Current Catalog Description:

(Prerequisites: EC 2113 and EC 2123). Three hours lecture. Examination of the evolution and composition of the economic relationship between government and business in the U.S.; including the regulation of the public utilities and antitrust.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
EC	3423	Econ of Reg & Antitrust	(3)

New or Modified Catalog Description:

(Prerequisites: EC 2113 and EC 2123). Three hours lecture. Examination of the evolution and composition of the economic relationship between government and business in the U.S., focusing on regulation and antitrust.

Approved: _____ Department Head	*Date:* 10/29/10
_____ Chair, College or School Curriculum Committee	10-29-10
_____ Dean of College or School	10/28/10
_____ Chair, University Committee on Courses and Curricula	11.30.10
_____ Chair, Graduate Council (if applicable)	
Peter L. Ryan for J.A.G. Chair, Deans Council	January 24th, 2011

Course Modification
Department of Finance & Economics
EC 3423: Economics of Regulation & Antitrust

1. **CATALOG DESCRIPTION**

Current: (Prerequisites: EC 2113 and EC 2123). Three hours lecture. Examination of the evolution and composition of the economic relationship between government and business in the U.S.; including the regulation of the public utilities and antitrust.

Proposed: (Prerequisites: EC 2113 and EC 2123). Three hours lecture. Examination of the evolution and composition of the economic relationship between government and business in the U.S., focusing on regulation and antitrust.

2. **ITEMIZED LIST AND DESCRIPTION OF CHANGES**
   - Course title change
   - Course description change

3. **JUSTIFICATION AND LEARNING OUTCOMES**
   - The previous course title conveyed little information about the economic content of the class. The new course title is more descriptive of the content and consistent with titles used at peer institutions and within the discipline. It also conveys more information to potential employers perusing student transcripts.

   - The new course description is changed slightly to reflect the changes in the title. It eliminates the term "regulation of public utilities", one example of several types of regulated entities, and simply replaces it with the more general term "regulation".

   - Learning outcomes have not changed, nor has content. The change to the title is designed to provide more specificity for prospective students and potential employers.

4. **ADDITIONAL INFORMATION**

   a. **COURSE SYMBOL**
   No change

   b. **COURSE NUMBER**
   No change

   c. **COURSE TITLE**
   The course title is changed from "Government and Business" to "Economics of Regulation and Antitrust".

   d. **CREDIT HOURS**
   No change

   e. **PRE-REQUISITE / CO-REQUISITE**
   No change

f. **METHOD / HOURS OF INSTRUCTION**
No change

g. **METHOD OF DELIVERY**
No change

h. **COURSE DESCRIPTION**
Slight changes in the course description were made to remain consistent with the title change. The description has been changed from:

"Examination of the evolution and composition of the economic relationship between government and business in the U.S.; including the regulation of the public utilities and antitrust."

to:

"Examination of the evolution and composition of the economic relationship between government and business in the U.S., focusing on regulation and antitrust."

i. **COURSE CONTENT**
No change

5. **GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)**
No change

6. **METHOD OF EVALUATION**
No change

7. **SUPPORT**
See the attached letter of support from the economics faculty.

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College or School: Business **Department:** Finance & Economics

Contact Person: Jon Rezek **Mail Stop:** 9580 **E-mail:** jon.rezek@msstate.edu

Nature of Change: Modify **Date Initiated:** 9-14-10 **Effective Date:** Spring 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
EC	3513	Economic Systems	(3)

Current Catalog Description:

(Prerequisites: EC 2113 and EC 2123 or consent of instructor). Three hours lecture. Comparative analysis of economic systems ranging from capitalism to market socialism. Includes emerging market systems of Central and Eastern Europe, Asia, and Latin America

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
EC	3513	Comparative Econ Policy	(3)

New or Modified Catalog Description:

(Prerequisites: EC 2113 and EC 2123 or consent of instructor). Three hours lecture. Comparative analysis of major government policies, economic structures, institutions around the world, with emphasis on the organization of production and distribution of goods and resources.

Approved: Department Head	*Date:* 10/29/10
Chair, College or School Curriculum Committee	10-29-10
Dean of College or School	10/29/10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Chair, Deans Council	January 24th, 2011

Course Modification
Department of Finance & Economics
EC 3513: Comparative Economic Policy

1. **CATALOG DESCRIPTION**

Current: (Prerequisites: EC 2113 and EC 2123 or consent of instructor). Three hours lecture. Comparative analysis of economic systems ranging from capitalism to market socialism. Includes emerging market systems of Central and Eastern Europe, Asia, and Latin America.

Proposed: (Prerequisites: EC 2113 and EC 2123 or consent of instructor). Three hours lecture. Comparative analysis of major government policies, economic structures, institutions around the world, with emphasis on the organization of production and distribution of goods and resources.

2. **ITEMIZED LIST AND DESCRIPTION OF CHANGES**
   - Course title change
   - Course description change

3. **JUSTIFICATION AND LEARNING OUTCOMES**
   - In most universities, and in the parlance of the economics discipline, this course is titled "Comparative Economics" or "Comparative Economic Systems". We feel the title "Comparative Economic Policy" is more descriptive and may attract students majoring in public policy and administration or political science, for whom this course may be interesting and useful as an elective.

   - In the current course description the term "economic system" is used. An economic system is a combination of economic institutions, structures and policies. Explicitly including these terms in the new course description provides students with a more detailed explanation of coverage. The new description focuses on how economic systems differ – namely in terms of government policies regarding the organization of production and distribution – instead of their titles (capitalism, market socialism), since all economic systems are hybrids in practice. Finally, the geographic identifiers are removed so as to remain within the 24 word limit.

   - Learning outcomes have not changed, nor has content. The changes to the title and description are merely designed to provide more specificity for prospective students.

4. **ADDITIONAL INFORMATION**

   a. **COURSE SYMBOL**
   No change

   b. **COURSE NUMBER**
   No change

   c. **COURSE TITLE**

The course title is changed from "Economic Systems of the World" to "Comparative Economic Policy".

d. **CREDIT HOURS**
No change

e. **PRE-REQUISITE / CO-REQUISITE**
No change

f. **METHOD / HOURS OF INSTRUCTION**
No change

g. **METHOD OF DELIVERY**
No change

h. **COURSE DESCRIPTION**
Additional specificity is added to the course description. The course description has been changed from :

"Comparative analysis of economic systems ranging from capitalism to market socialism. Includes emerging market systems of Central and Eastern Europe, Asia, and Latin America."

to:

"Comparative analysis of major government policies, economic structures, institutions around the world, with emphasis on the organization of production and distribution of goods and resources."

i. **COURSE CONTENT**
No change

5. **GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)**
No change

6. **METHOD OF EVALUATION**
No change

7. **SUPPORT**
See the attached letter of support from the economics faculty.

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College or School: Business **Department:** Finance & Economics

Contact Person: Jon Rezek **Mail Stop:** 9580 **E-mail:** jon.rezek@msstate.edu

Nature of Change: Modify **Date Initiated:** 9-14-10 **Effective Date:** Spring 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
EC	4303	Theo Of Ec Devel	(3)

Current Catalog Description:

(Prerequisites: EC 2113 and EC 2123). Analysis of problems involving developing economies as they relate to the world economy: population, trade, agriculture, industry, and technology. Policies for promoting economic growth.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
EC	4303	Internat Econ Develop	(3)

New or Modified Catalog Description:

(Prerequisites: EC 2113 and EC 2123). An analysis of problems facing developing economies and policies designed to promote economic growth with an emphasis on income distribution, trade, agriculture, industry, and technology.

Approved: _____ Department Head	*Date:* 10/29/2010
_____ Chair, College or School Curriculum Committee	10-29-10
_____ Dean of College or School	10/28/10
_____ Chair, University Committee on Courses and Curricula	11.30.10
_____ Chair, Graduate Council (if applicable)	
_____ Chair, Deans Council	January 24th, 2011

Course Modification
Department of Finance & Economics
EC 4303: International Economic Development

1. **CATALOG DESCRIPTION**

Current: (Prerequisites: EC 2113 and EC 2123). Analysis of problems involving developing economies as they relate to the world economy: population, trade, agriculture, industry, and technology. Policies for promoting economic growth.

Proposed: (Prerequisites: EC 2113 and EC 2123). An analysis of problems facing developing economies and policies designed to promote economic growth with an emphasis on income distribution, trade, agriculture, industry, and technology.

2. **ITEMIZED LIST AND DESCRIPTION OF CHANGES**
   - Title change

3. **JUSTIFICATION AND LEARNING OUTCOMES**
   - There are two main reasons for changing the title of this course.
     - First, the Finance & Economics department offers three courses on economic development: Introduction to Regional Economic Development (EC 4313), Applied Regional Economic Development (EC 4333), and this course, Theory of Economic Development (EC 4303). The first two courses deal with local and regional (ie domestic) economic development. This course analyzes economic development from an international perspective, focusing on economic growth in developing economies. In the economics discipline regional economics and development economics are quite different. However, the current title of this course does not reflect that difference.
     - Second, EC 4323 serves as an international elective for economics, international business and other students in the College of Business. This change will make it more obvious to students that this course has an international focus.

   - Learning outcomes have not changed, nor has content. The change to the title is merely designed to provide better information to students concerning course content and to differentiate it from other courses in economic development.

4. **ADDITIONAL INFORMATION**

   a. **COURSE SYMBOL**
   No change

   b. **COURSE NUMBER**
   No change

   c. **COURSE TITLE**

The course title is changed from "Theory of Economic Development" to "International Economic Development".

d. **CREDIT HOURS**
No change

e. **PRE-REQUISITE / CO-REQUISITE**
No change

f. **METHOD / HOURS OF INSTRUCTION**
No change

g. **METHOD OF DELIVERY**
No change

h. **COURSE DESCRIPTION**
The course description has been changed from:

"Analysis of problems involving developing economies as they relate to the world economy: population, trade, agriculture, industry, and technology. Policies for promoting economic growth."

to

"An analysis of problems facing developing economies and policies designed to promote economic growth with an emphasis on income distribution, trade, agriculture, industry, and technology."

i. **COURSE CONTENT**
No change

5. **GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)**
No change

6. **METHOD OF EVALUATION**
No change

7. **SUPPORT**
See the attached letter of support from the economics faculty.

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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: Business **Department:** Finance and Economics

Contact Person: Jon Rezek **Mail Stop:** 9580 **E-mail:** jon.rezek@msstate.edu

Nature of Change: Modify **Date Initiated:** 9-14-10 **Effective Date:** Spring 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
EC	4323	Internat Ec Rel	(3)

Current Catalog Description:

(Prerequisites: EC 2113 and EC 2123). Three hours lecture. The nature of international trade. International economic theory. Current problems affecting international economic relations.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
EC	4323	International Economics	(3)

New or Modified Catalog Description:

(Prerequisites: EC 2113 and EC 2123). Three hours lecture. The nature of international trade. International economic theory. Economic analysis of the movement of goods, resources, and financial assets across national borders.

	Approved:	*Date:*
Department Head		10/29/10
Chair, College or School Curriculum Committee		10-29-10
Dean of College or School		10/24/10
Chair, University Committee on Courses and Curricula		11.30.10
Chair, Graduate Council (if applicable)		
Chair, Deans Council	Peter L. Ryan for T.A.G.	January 24th 2011

Course Modification
Department of Finance & Economics
EC 4323: International Economics

1. **CATALOG DESCRIPTION**

Current: (Prerequisites: EC 2113 and EC 2123). Three hours lecture. The nature of international trade. International economic theory. Current problems affecting international economic relations.

Proposed: (Prerequisites: EC 2113 and EC 2123). Three hours lecture. The nature of international trade. International economic theory. Economic analysis of the movement of goods, resources, and financial assets across national borders.

2. **ITEMIZED LIST AND DESCRIPTION OF CHANGES**
   - Title change
   - Course description change

3. **JUSTIFICATION AND LEARNING OUTCOMES**
   - The previous title (International Economic Relations) contains the term "relations", which is amorphous and unnecessary. It gives the vague impression that the course deals with international political relationships. As noted in the course description (both old and new), this course is centered on international economic theory. The new title brings us in line with common parlance in the discipline and the description of this course used by peer universities.

   - The new course description provides students with a more detailed delineation of the topics taught in the course. International economics is, at its core, is the study of the movement of goods, services, factors of production, and financial resources across international borders. This is clarified in the new course description.

   - Learning outcomes have not changed, nor has content. The changes to the title and description are merely designed to provide more specificity for prospective students.

4. **ADDITIONAL INFORMATION**

   a. **COURSE SYMBOL**
   No change

   b. **COURSE NUMBER**
   No change

   c. **COURSE TITLE**
   The course title is changed from "International Economic Relations" to "International Economics".

   d. **CREDIT HOURS**
   No change

e. **PRE-REQUISITE / CO-REQUISITE**
No change

f. **METHOD / HOURS OF INSTRUCTION**
No change

g. **METHOD OF DELIVERY**
No change

h. **COURSE DESCRIPTION**
Additional specificity is added to the course description. The course description has been changed from :

"The nature of international trade. International economic theory. Current problems affecting international economic relations."

to:

"The nature of international trade. International economic theory. Economic analysis of the movement of goods, resources, and financial assets across national borders."

i. **COURSE CONTENT**
No change

5. **GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)**
No change

6. **METHOD OF EVALUATION**
No change

7. **SUPPORT**
See the attached letter of support from the economics faculty.

MISSISSIPPI STATE UNIVERSITY

DEPARTMENT OF FINANCE AND ECONOMICS
COLLEGE OF BUSINESS

To: University Committee on Courses and Curriculum

From: Economic faculty, Department of Finance and Economics

Date: October 22, 2010

Subject: Support for modifications of five economics courses

The undersigned Economics faculty unanimously support all eight modifications to course titles and descriptions detailed in the accompanying approval forms. These include: EC 4323 International Economics, EC 4303 International Economic Development, EC 3513 Comparative Economic Policy, EC 4433 State and Local Finance, EC 3423 Economics of Regulation and Antitrust, EC 4233 Labor Economics, EC 4713 Industrial Organization, and EC 4423 Public Finance.

If you have any questions or need any further information, please feel free to contact Dr. Jon Rezek (325-1970) or Dr. Michael Highfield, department head (325-1984).

Thank you for your consideration,

Benjamin Blair

Jon Rezek

Meghan Millea

Randy Campbell

Kevin Rogers

Paul Grimes

Kathleen Thomas

Rebecca Smith

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College or School: Business **Department:** Finance & Economics

Contact Person: Jon Rezek **Mail Stop:** 9580 **E-mail:** jon.rezek@msstate.edu

Nature of Change: Modify **Date Initiated:** 9-14-10 **Effective Date:** Spring 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
EC	4423	Intro Public Finance	(3)

Current Catalog Description:

(Prerequisites: EC 2113 and EC 2123). Three hours lecture. Economics of the public sector. Analysis of government on distribution, allocation, and stabilization functions. Emphasis on public goods, externalities, social insurance, public choice, and taxation.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
EC	4423	Public Finance	(3)

New or Modified Catalog Description:

(Prerequisites: EC 2113, EC 2123, and EC 3123). Three hours lecture. Economics of the public sector. Analysis of government's influence on distribution, allocation, and stabilization functions. Emphasis on public goods, externalities, social insurance, and taxation.

Approved: _____ Department Head	*Date:* 10/29/10
_____ Chair, College or School Curriculum Committee	10-29-10
_____ Dean of College or School	10/28/10
_____ Chair, University Committee on Courses and Curricula	11.30.10
_____ Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th, 2011

Course Modification
Department of Finance & Economics
EC 4423: Public Finance

1. CATALOG DESCRIPTION

Current: (Prerequisites: EC 2113 and EC 2123). Three hours lecture. Economics of the public sector. Analysis of government on distribution, allocation, and stabilization functions. Emphasis on public goods, externalities, social insurance, public choice, and taxation.

Proposed: (Prerequisites: EC 2113, EC 2123, **and EC 3123**). Three hours lecture. Economics of the public sector. Analysis of government's influence on distribution, allocation, and stabilization functions. Emphasis on public goods, externalities, social insurance, and taxation.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

- Title change
- Addition of prerequisite
- Description change

3. JUSTIFICATION AND LEARNING OUTCOMES

- JUSTIFICATION
  - Course title change
    - This course is one of two courses the department offers in the field of public finance. However, the courses are independent. The title often leads some students to incorrectly this this course is a prerequisite for the other public finance course (State and Local Finance, formerly Problems in State and Local Finance). Eliminating the "Introduction to" from this course title may alleviate some of this confusion.
  - Addition of EC3213 (Intermediate Microeconomics) as a prerequisite.
    - Including the additional prerequisite would free six contact hours currently used to review topics covered in Intermediate Microeconomics. These additional hours would allow current topics to be covered in greater depth. See "Course Content" below.
  - Description change
    - The title was changed to make it more grammatically correct.

- LEARNING OUTCOMES
  - Identify the ways in which markets fail
  - Understand the appropriate roles that federal, state, and local governments play in the economy
  - Describe government expenditures on various programs
  - Examine how taxation can alter behavior
  - Identify the major sources of tax revenue

4. **ADDITIONAL INFORMATION**

a. **COURSE SYMBOL**

No change

b. **COURSE NUMBER**

No change

c. **COURSE TITLE**

The course title is changed from "Introduction to Public Finance" to "Public Finance".

d. **CREDIT HOURS**

No change

e. **PRE-REQUISITE / CO-REQUISITE**

In addition to the existing prerequisites (EC 2113, EC2123), Intermediate Microeconomics (EC3123) is added.

f. **METHOD / HOURS OF INSTRUCTION**

No change

g. **METHOD OF DELIVERY**

No change

a. **COURSE DESCRIPTION**

The course description has been changed from :

"Economics of the public sector. Analysis of government on distribution, allocation, and stabilization functions. Emphasis on public goods, externalities, social insurance, public choice, and taxation."

to:

"Economics of the public sector. Analysis of government's influence on distribution, allocation, and stabilization functions. Emphasis on public goods, externalities, social insurance, and taxation."

h. **COURSE CONTENT**

Course content has been modified as follows:

Existing Course		**Proposed Course**	
Topic	**Contact Hours**	**Topic**	**Contact Hours**
Introduction to Public Finance	2	Introduction to Public Finance	2
Consumer Theory	*3*	**Review of Consumer Theory**	**1**
Tools of Welfare Analysis	*3*	**Review of Welfare Analysis**	**1**
Public Goods	2	Public Goods	2
Externalities	2	Externalities	2
Political Economy	2	Political Economy	2
Funding of Education	*2*	**Funding of Education**	**3**
The Health Care Market	2	The Health Care Market	2
Government and the Market for Health Care	2	Government and the Market for Health Care	2

Income Redistribution-Conceptual Issues	2	Income Redistribution-Conceptual Issues	2
Expenditure Programs for the Poor	1	**Expenditure Programs for the Poor**	**2**
Midterm	1	*Midterm*	1
Social Security	*2*	**Social Security**	**3**
Taxation and Income Distribution	*2*	**Taxation and Income Distribution**	**3**
Taxation and Efficiency	3	Taxation and Efficiency	3
Efficient and Equitable Taxation	3	Efficient and Equitable Taxation	3
The Personal Income Tax	2	The Personal Income Tax	2
Personal Taxation and Behavior	2	Personal Taxation and Behavior	2
The Corporation Tax	2	The Corporation Tax	2
Taxes on Consumption and Wealth	2	Taxes on Consumption and Wealth	2
Final	3	*Final*	3
Total Hours	*45*	*Total Hours*	*45*

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

   No change

6. **METHOD OF EVALUATION**

   No change

7. **SUPPORT**

   See the attached letter of support from the economics faculty.

EC 4423/6423: Introduction Public Finance
McCool 202
MWF 11:00-11:50 AM
Fall 2009

Dr. M. Kathleen Thomas
McCool 316-A
Office Hours: MWF 10 – 10:45 AM and MW 1:30 – 2:45 PM and by appointment
Telephone: 325-2561
Email kthomas@cobilan.msstate.edu Email through myCourses is the best way to reach me. Please reserve my cobilan address for emergencies only.

Prerequisite: EC 2113 and EC 2123

Text: Public Finance. 8th ed. By Harvey S. Rosen and Ted Gayer. McGraw-Hill Publishing (paperback)

Course Description: This course will provide you with an introduction to public economics and the role federal, state and local governments play in the economy. Topics include government expenditures on programs such as welfare, social security and health care, as well as the sources of tax revenue such as the personal income tax and the corporation tax.

Part I - Getting Started

Chapter 1: Introduction
Chapter 2: Tools of Positive Analysis
Chapter 3: Tools of Normative Analysis

Part II - Public Expenditure: Public Goods and Externalities

Chapter 4: Public Goods
Chapter 5: Externalities
Chapter 6: Political Economy
Chapter 7: Education
Chapter 8: Cost-Benefit Analysis

Part III - Public Expenditure: Social Insurance and Income Maintenance

Chapter 9: The Health Care Market
Chapter 10: Government and the Market for Health Care
Chapter 11: Social Security
Chapter 12: Income Redistribution - Conceptual Issues
Chapter 13: Expenditure Programs for the Poor

Part IV - A Framework for Tax Analysis

Chapter 14: Taxation and Income Distribution
Chapter 15: Taxation and Efficiency
Chapter 16: Efficient and Equitable Taxation

Part V - The United States Revenue System

Chapter 17: The Personal Income Tax
Chapter 18: Personal Taxation and Behavior
Chapter 19: The Corporation Tax
Chapter 20: Deficit Finance
Chapter 21: Fundamental Tax Reform - Taxes on Consumption and Wealth

Attendance Policy: Although I will not take roll, I strongly encourage you to attend class.

Exams and Grading: I will assign a course grade based on your performance on a midterm, a final exam, and homework (undergraduates) or a paper (graduate students). The final exam is not comprehensive. The test schedule is as follows:

Midterm Exam: October 14—select topics from Parts I-III
Final Exam: December 9, 12:00-3:00pm, select topics from Parts IV-V

Undergraduate Students:
In addition to the exams, undergraduate students will complete periodic homework assignments. You are responsible for finding out the homework assignments if you miss class. *I will not accept late assignments.* They will be due at the *beginning* of class.

Graduate Students:
Instead of weekly homework assignments, graduate students will write a paper of journal quality to be turned in on Nov. 23rd. The paper should be either 1) a comprehensive review of the literature on a chosen public finance topic or 2) an empirical analysis of a question of interest related to public finance. A review of the literature should be more than just reporting the findings of other researchers. It should also be a critique of existing work and present suggestions for further research. An empirical paper should present a research question, a brief discussion of the relevant literature and why answering the stated research question will fill a gap in that literature, a statistical description of the data necessary to answer the question, justification for a particular statistical/econometric approach, empirical results and the policy implications of those results. ***I must approve all paper topics no later than September 30th.*** Therefore, in the event that I may not approve the topic you have chosen, you would be wise to discuss a topic with me well in advance of September 30th. Discussion via email is fine. ***An abstract of no more than 300 words is due October 21.*** If you are writing an empirical piece, this abstract should include preliminary statistical results. I highly recommend you turn in a rough draft to me no later than November 4th, although this is not mandatory. By reading your rough draft, I will be able to identify major problems and refer you to the writing center if necessary. The final paper should be at least 10 pages double-spaced and not more than 15 pages.

Your final grade will be determined using the following weights:
Homework/Paper: 1/3
Midterm Exam: 1/3
Final Exam: 1/3

I will assign final course grades based on the following scale:

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

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 please visit: http://students.msstate.edu/honorcode/
Below are specific definitions of academic dishonesty relevant to this class.

1. **Cheating:**
   Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.
   Clarification:

   a. Students completing any examination are prohibited from looking at another student's examination and from using external aids (for example, books, notes, calculators, conversation with others, electronic devices) unless specifically allowed in advance by the instructor.

   b. Students may not have others conduct research or prepare work for them without advance authorization from the instructor.

   c. Students may not acquire answers for any assigned work or examination from any unauthorized source. This includes, but is not limited to, the services of commercial term paper companies; purchasing answer sets to homework from tutoring companies; and students who have previously taken the examination.

   d. Collaboration with other students in the completion of assigned work is also prohibited unless specifically authorized by course instructor. Students should assume that all assignments are to be completed individually unless the instructor indicates otherwise.

2. **Fabrication:** Making up data or results and recording or reporting them.
   Clarification:

   a. The intentional invention and unauthorized alteration of any information or citation in any academic exercise.

   b. "Invented" information shall not be used in any laboratory experiment, report of results or academic exercise. It would be improper, for example, to analyze one sample in an experiment and then "invent" data based on that single experiment for several more required analyses.

   c. Students shall acknowledge the actual source from which cited information was obtained. For example, a student shall not take a quotation from a book review and then indicate that the quotation was obtained from the book itself.

d. Changing information on tests, quizzes, examinations, reports, or any other material that has been graded and resubmitting it as original for the purpose of improving the grade on that material.

3. **Falsification:**
Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research or academic work is not accurately represented in the research or work record.

4. **Multiple Submission:**
The submission of substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructor of the class for which the student submits the work.
Clarification:

a. Submitting the same paper for credit in more than one course in the same semester without the instructor's permission.

b. Making revisions in a paper or report (including oral presentations) which has been submitted and graded in a previous semester and submitting it for credit in another class without the instructor's permission.

c. Representing group work done in one class as one's own work for the purpose of using it in another class.

5. **Plagiarism:**
The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.
Clarification:

a. Intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without proper credit).

b. Failing to credit sources used in a work product in an attempt to pass off the work as one's own.

c. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.

d. The internet, data bases and other electronic resources must be cited if they are utilized in any way as resource material in an academic exercise.

General information pertaining to plagiarism:

e. Faculty members are responsible for identifying any specific style/format requirement for the course. Examples include, but are not limited to, American Psychological Association (APA) style and Modern Languages Association (MLA) style.

f. Direct Quotation: Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged in the text by citation or in a footnote or endnote.

g. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized, in whole or in part, in one's own words. To acknowledge a paraphrase properly, one might state: "To paraphrase Locke's comment,..." and then conclude with a footnote or endnote identifying the exact reference.

h. Borrowed facts: Information gained in reading or research, which is not common knowledge, must be acknowledged.

i. Common knowledge: Common knowledge includes generally known facts such as the names of leaders of prominent nations, basic scientific laws, etc. Materials, which add only to a general understanding of the subject, may be acknowledged in the bibliography and need not be footnoted or endnoted.

j. Footnotes, endnotes, and in-text citations: One footnote, endnote, or in-text citation is usually enough to acknowledge indebtedness when a number of connected sentences are drawn from one source. When direct quotations are used, however, quotation marks must be inserted and acknowledgment made. Similarly, when a passage is paraphrased, acknowledgment is required.

6. **Complicity:**
Intentionally or knowingly helping, or attempting to help, another to commit an act of academic dishonesty.
Clarification:

   a. Knowingly allowing another to copy from one's paper during an examination or test.

   b. Distributing test questions or substantive information about the materials to be tested without the instructor's permission.

   c. Collaborating on academic work knowing that the collaboration will not be reported.

   d. Taking an examination or test for another student.

   e. Signing another's name on an academic exercise.

   f. Conspiring or agreeing with one or more persons to commit, or attempting to commit, any act of scholastic dishonesty.

At the beginning of each test, I will require you to sign the following statement: "I pledge I did not give or receive aid during this exam."

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11.1.2010

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: Business **Department:** Finance & Economics

Contact Person: Jon Rezek **Mail Stop:** 9580 **E-mail:** jon.rezek@msstate.edu

Nature of Change: Modify **Date Initiated:** 10-14-10 **Effective Date:** Spring 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
EC	4433	Prob In State & Loc F	(3)

Current Catalog Description:

(Prerequisites: EC 2113 and EC 2123). Three hours lecture. Fiscal importance and economic effects of state and local budgets; trends in taxation, expenditures, fiscal administration, and budgeting fiscal economic development.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
EC	4433	State & Local Finance	(3)

New or Modified Catalog Description:

(Prerequisites: EC 2113 and EC 2123). Three hours lecture. Fiscal and economic effects of state and local budgets; alternative tax and expenditure models; fiscal administration and budgeting with emphasis on local economic development.

	Date:
Approved: _____ Department Head	10/29/10
Chair, College or School Curriculum Committee	10-29-10
Dean of College or School	10/28/10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Chair, Deans Council — Peter A. Ryan for J.A.G.	January 24th, 2011

Course Modification
Department of Finance & Economics
EC 4433: State & Local Finance

1. CATALOG DESCRIPTION

Current: (Prerequisites: EC 2113 and EC 2123). Three hours lecture. Fiscal importance and economic effects of state and local budgets; trends in taxation, expenditures, fiscal administration, and budgeting fiscal economic development.

Proposed: (Prerequisites: EC 2113 and EC 2123). Three hours lecture. Fiscal and economic effects of state and local budgets; alternative tax and expenditure models; fiscal administration and budgeting with emphasis on local economic development.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

- Title change
- Description change

3. JUSTIFICATION AND LEARNING OUTCOMES

- "Problems in" in the title is unnecessary.
- The current course description is grammatically questionable. In the proposed version *"trends"* in taxation and expenditure is replaced with *"alternative models"* of taxation and expenditure. This places an emphasis not just on what is new in taxation, but also the various arrangements available to policymakers.

- Learning outcomes have not changed, nor has content.

4. ADDITIONAL INFORMATION

a. COURSE SYMBOL
No change

b. COURSE NUMBER
No change

c. COURSE TITLE
The course title is changed from "Problems in State and Local Finance" to "State and Local Finance".

d. CREDIT HOURS
No change

e. PRE-REQUISITE / CO-REQUISITE
No change

f. METHOD / HOURS OF INSTRUCTION
No change

g. **METHOD OF DELIVERY**
No change

h. **COURSE DESCRIPTION**
The course description has been changed from:

"Fiscal importance and economic effects of state and local budgets; trends in taxation, expenditures, fiscal administration, and budgeting fiscal economic development."

to

"Fiscal and economic effects of state and local budgets; alternative tax and expenditure models; fiscal administration and budgeting with emphasis on local economic development."

i. **COURSE CONTENT**
No change

5. **GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)**
No change

6. **METHOD OF EVALUATION**
No change

7. **SUPPORT**
See the attached letter of support from the economics faculty.

RECEIVED

9/28/10

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SEP 24 2010
DEAN OF ENGINEERING

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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).

College or School: BCOE **Department:** ABE

Contact Person: Tom Cathcart **E-mail:** tc@abe.msstate.edu

Nature of Change: New Course **Date Initiated:** 8/3/10
Effective Date: Spr '11

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
ABE	4844/6844	Sustainable Communities	(4)

New or Modified Catalog Description:

Three hours lecture. Two hours laboratory/studio. Theory and practices that minimize resource use and pollutant production in the human landscape (same as LA 4844).

Approved: ***Date:***

Department Head — 8/18/10

Chair, College or School Curriculum Committee — 9/24/10

Dean of College or School — 24SEP2010

Chair, University Committee on Courses and Curricula — 11/30/10

Chair, Graduate Council (if applicable)

Chair, Deans Council — Patty L. Ryan for J.A.G. — January 24th, 2011

1. Catalog Description:

Proposed:

ABE	4844/6844	Sustainable Communities	Three hours lecture. Two hours laboratory/studio. Theory and practices that minimize resource use and pollutant production in the human landscape (same as LA 4844).

2. Detailed Course Outline

Lecture:

- Introduction to Sustainability (2 contact hours)
- Landscapes and the Natural Model (1 contact hour)
- Water Quality (4 contact hours)
- Gray Water Use (1 contact hour)
- Rain Water Harvesting (2 contact hours)
- Elements of Shelter Design (4 contact hours)
- Earth Sheltering (1 contact hour)
- Heating Shelters with the Sun (2 contact hours)
- Reflectivity and Emittance (2 contact hours)
- Biomass and Bioenergy (2 contact hours)
- Indoor Air Quality (1 contact hour)
- Humidity and Human Comfort (1 contact hour)
- Energy and Energy Efficiency (3 contact hours)
- Energy Use in Buildings (3 contact hours)
- Energy Conservation (2 contact hours)
- Solar Hot Water (2 contact hours)
- Photovoltaic Energy Production (3 contact hours)
- Food Production and Sustainable Agriculture (4 contact hours)
- Biological Sewage Treatment (3 contact hours)
- Composting (1 contact hour)
- Use of the Landscape in Sun and Wind control (1 contact hour)

Laboratory:

- Flow Diagrams (2 contact hours)
- Climatology (2 contact hours)
- Rainwater Harvesting Design (2 contact hours)
- Analemmas for Solar Elevations (2 contact hours)
- Humidity and Dewpoint (2 contact hours)
- Passive Solar Heating Design (2 contact hours)
- Solar Hot Water Design (2 contact hours)
- Photovoltaic Energy System Design (4 contact hours)

- Windows and Window Selection (2 contact hours)
- Insulation (2 contact hours)
- Daylighting (2 contact hours)
- Constructed Wetland Design (2 contact hours)
- Final Project Presentations (4 contact hours)

3. Method of Evaluation

Undergraduates:

• Homework/Quizzes	40%
• Projects	40%
• Final Project and Report	20%
Total	100%

Graduate Students:

• Homework/Quizzes	32%
• Projects	32%
• Final Project and Report	16%
• Sustainable House Pres.	20%
Total	100%

Grading Scale

A	90-100
B	80-89
C	70-79
D	65-69
F	below 65

4. Justification and Learning Outcome
   - Need for the proposed course: This course is an applied environmental sustainability experience for MSU students that is currently unavailable. Additionally, it represents a true interdisciplinary course which is an important accreditation outcome in engineering.
   - Expected enrollment: Graduate and undergraduate engineers from across the college and graduate and undergraduate Landscape Architecture students.
   - Benefit to curriculum: This course is a part of the development of the Ecological Engineering option in ABE. It represents a strengthening of the partnership of ABE and LA.
   - Learning outcomes for this course (as mapped to ABET learning outcomes):
     - Demonstrate an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
     - Demonstrate an ability to function on multidisciplinary teams.

5. Letter of Support (see next page)

August 14, 2010

UCCC
Mail Stop: 9699
25 Morgan Ave.

Dear Sir/Madam:

The ABE Courses and Curriculum Committee unanimously endorses creation of ABE 4844/6844 (Sustainable Communities). Financial and infrastructural support is already in place for this course. Our staff is adequate for instruction and technical support.

Sincerely,

James Warnock, Chair

Undersigned by Committee Members:

6. Instructors of Record: Pete Melby and Tom Cathcart

7. Graduate Student Requirements: In addition to the overall coursework, graduate students will have to design and present a sustainable house or other specific purpose building. The design will be detailed and will be presented via a professional quality poster.

8. Planned Frequency: Every spring semester.

9. Explanation of Duplication: Not duplicated elsewhere.

10. Method of Instruction: A. Lecture/Lab

    - Method of Delivery: F. Face to face.

11. Proposed C.I.P. Number: 14.0301

12. Proposed 24 Character Abbreviation: **Sustainable Communities**

13. Proposed Semester Effective: Spring, 2011

14. Other Appropriate Information: Text – Applied Regenerative Techniques (Melby and Cathcart, authors).

15. Proposal contact person: Thomas Cathcart (5-3282) and Pete Melby (5-3012)

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MISSISSIPPI STATE UNIVERSITY

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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: Engineering **Department: Civil and Environmental**

Contact Person: Isaac L. Howard **E-mail: ilhoward@cee.msstate.edu**

Nature of Change: New Course **Date Initiated: 3/17/2010 Effective Date: Spring 2011**

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
No Course Currently Exists.			

Current Catalog Description:
None.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CE	8333	Advanced Pavement Materials	(3)

New or Modified Catalog Description:
CE 8333. Advanced Pavement Materials. (3) (Prerequisites: CE 3413 and CE 3313, or equivalent). Three hours lecture. Properties, behavior and performance of highway and airfield paving materials; principally asphalt and concrete. Quality control and assurance. Constituent material properties and specifications.

Approved: _____ Department Head	*Date:* 28 OCTOBER 2010
_____ Chair, College or School Curriculum Committee	10/28/2010
_____ Dean of College or School	28 OCT 2010
_____ Chair, University Committee on Courses and Curricula	11.30.10
_____ Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th, 2011

1. CATALOG DESCRIPTION

CE 8333. Advanced Pavement Materials. (3) (Prerequisites: CE 3413 and CE 3313, or equivalent). Three hours lecture. Properties, behavior and performance of highway and airfield paving materials; principally asphalt and concrete. Quality control and assurance. Constituent material properties and specifications.

2. DETAILED COURSE OUTLINE

This course will closely follow the topics identified within the proposed text with some supplemental information provided by the instructor.

Major Topic	Meetings	Sub-Topics Within Major Topic
Constituent Paving Materials	10	---
	2	Asphalt Binders
	2	Supplementary Cementitious Materials
	2	Effect of Aggregate Properties on Performance
	2	Specialty Additives and Admixtures
	2	Recycling Paving Materials
Mixture Designs	12	---
	1	Past Approaches to Mix Design
	1	Sustainability in Mixture Design
	3	Superpave Mix Design
	2	Effect of Aggregate Gradation on Mixture Properties
	2	Volumetric Properties of Mixtures
	3	Mixture Design Properties and Performance Relation

Paving Material Specifications	6	---
	3	Quality Control and Quality Assurance Programs
	3	Method and Performance Specifications
Graduate Student Project Presentations	2	Students Presenting Results of Semester Projects
Exams	2	Exams

Note 1. 75 minute class periods. Calculations based on 2 meetings per week for 16 weeks (32).

Note 2. Sub-topics could vary depending on student backgrounds, current interests in paving area, and similar.

Note 3. This proposal is for a Campus 1 offering. A campus 5 offering of this course is proposed under separate cover. Course outlines and content for each of these offerings are identical.

3. METHOD OF EVALUATION

Grading Criteria	Grade Components
A (90-100)	Mid Term Exam-30%
B (80-89)	Final Exam-30%
C (70-79)	Individual Study Project 25%
D (60-69)	Homework-15%
F (< 60)	

Each exam will be administered in class and will be based on lecture material and homework assignments. Each student in the course will be required to complete an individual study project related to the theme of the course. They will first prepare a description of they topic they desire to study and submit for review and modification. The accepted topic will be studied throughout the semester with guidance from professor in the form of individual guidance and meetings. The final products of the project will be a formal report submitted to professor and a presentation to all students in the class.

4. JUSTIFICATION & LEARNING OUTCOME

A course of this nature is not being offered at MSU. The course would use fundamental concepts learned in CE 3313: Construction Materials where students are introduced to rudimentary material properties and testing concepts. CE 3313 is part of the CEE undergraduate curriculum and stops short of advanced understanding of the materials needed for optimal field use via mix design and specification.

Materials used for paving are a substantial part of materials engineering. Recent environmental, energy, and economic factors have further heightened the importance for an advanced course in paving materials. For example, recycling paving materials has numerous environmental, energy, and economic implications and is occurring worldwide. Infrastructure deterioration across the US also heightens the need to educate Civil Engineers with the tools needed to produce innovative paving material solutions.

The Transportation Research Board of the National Academics and the American Society of Civil Engineers are among the largest Civil Engineering entities in existence. Both are promoting advanced paving materials through formed committees, sessions at conferences, and similar. Both agencies and private interests would benefit from hiring employees with an advanced background in paving materials. Additionally, graduate students would be much more able to conduct state of the art research with this type of background (three externally funded projects within CEE at present deal solely with these topics).

The expected enrollment is graduate students in Civil and Environmental Engineering. Some students will be traditional students on campus that are performing research in the area of materials engineering. Others are anticipated to be non traditional students working for the US Army Corps of Engineers and private consultants. The basis for this anticipation is a special topics course taught in the Fall of 2009 with similar subject matter.

By the end of the course students should be able to:

1. Select appropriate constituent paving materials for an application.
2. Design an aggregate gradation and complimentary properties for a paving application.
3. Design a paving mixture and evaluate its anticipated performance characteristics.
4. Develop a draft paving material specification.

Target audience for the course – Our distance program targets those engineering graduates who are unable to leave work and return to campus. As such, many of these individual are obtaining education on a career path to becoming a professional engineer or are continuing their as part of the requirements to maintain professional licensure. Others are engaged in research or specific consulting activities that require graduate education in our specific fields of study. Most are civilian engineers, working for a consulting firm or a state or federal agency.

If approved, the class will complement the offering of the same class on the Mississippi State campus. However, only students with an engineering undergraduate or with the prerequisite STEM background will be admitted to the class as it is graduate only. The course proposal was developed at the request of the faculty and supports our continuing efforts to improve and expand our graduate program; on campus and off.

5. SUPPORT

A letter of support from the Curriculum Committee of the Department of Civil and Environmental Engineering Department is provided as enclosure one to this document. This course will be supported as part of the graduate curriculum in the CEE department. No special staffing, library support, laboratories, or equipment are required.

6. INSTRUCTOR OF RECORD (GRADUATE COURSE)

Dr. Isaac Howard
Assistant Professor
Department of Civil and Environmental Engineering
Box 9546
Walker Hall, 501 Hardy Road, Room 235
Mississippi State, MS 39762-9546

7. GRADUATE STUDENT REQUIREMENTS (SPLIT LEVEL COURSES)

This course is to be offered as a graduate only course, so there are no special requirements.

8. PLANNED FREQUENCY

A minimum of one offering in a three year period; more offerings depending on student need.

9. EXPLANATION OF ANY DUPLICATION

This course introduces no duplication with courses that remain in the CEE graduate program. Slight overlap will occur (estimated 5%) with the CEE undergraduate course CE 3313: Construction Materials to provide brief review of key concepts. This review would often be the first couple of minutes of the lecture where the advanced topic was to be covered.

10. METHOD OF INSTRUCTION CODE

Code	Name	Description
C	Lecture	Students receive structure units of information and accompanying material through direct contact with the instructor in a traditional classroom setting.

Method of Delivery: The primary method of delivery of the course will be code F (face to face). Course instruction and structured units of information delivered in person by the instructor.

11. PROPOSED C.I.P. NUMBER

14.0801 Civil Engineering, General

12. PROPOSED 24-CHARACTER ABBREVIATION

"Adv. Pavement Materials"

13. PROPOSED SEMESTER EFFECTIVE

Spring 2011

14. OTHER APPROPRIATE INFORMATION

Proposed Texts:

The primary textbook to be used in the course is: Hot Mix Asphalt Materials, Mixture Design and Construction, National Asphalt Pavement Association, Lanham, MD. Applicable ASTM and AASHTO test standards alongside the American Concrete Institute Manual of Practice will also be incorporated as needed.

Other:

This proposal is for a Campus 1 offering. A campus 5 offering of this course is proposed under separate cover. Course outlines and content for each of these offerings are identical.

15. PROPOSAL CONTACT PERSON

Dr. Isaac L. Howard

Assistant Professor
Department of Civil and Environmental Engineering
Box 9546
Walker Hall, 501 Hardy Road, Room 235
Mississippi State, MS 39762-9546

ilhoward@cee.msstate.edu Tel: (662) 325-7193

MISSISSIPPI STATE UNIVERSITY

Civil and Environmental Engineering

Subject: CE 8333 Advanced Pavement Materials

Date: September 30, 2010

From: Chairman, Curriculum Committee Department of Civil and Environmental Engineering

To: Department Head, Department of Civil and Environmental Engineering

The subject course proposal has been reviewed by the faculty members of the Department of Civil and Environmental Engineering and the Department's Curriculum Committee. It is forwarded with our approval and a recommendation for endorsement for both Campus One and Campus Five programs.

Benjamin S. Magbanua, Jr., Ph.D., P.E.
Associate Professor of Civil and Environmental Engineering
Chairman, Curriculum Committee Department of Civil and Environmental Engineering

Thomas D. White, Ph.D., P.E.
Construction and Materials Industries Chair and Professor of Civil and Environmental Engineering
Member, Curriculum Committee Department of Civil and Environmental Engineering

Dennis D. Truax, Ph.D., P.E., BCEE, F.ASCE
James T. White Chair and Professor of Civil and Environmental Engineering
Member, Curriculum Committee Department of Civil and Environmental Engineering

JAMES WORTH BAGLEY COLLEGE OF ENGINEERING
MISSISSIPPI STATE UNIVERSITY

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ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED
10.29.2010

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: Engineering **Department:** Computer Science and Engg

Contact Person: Yogi Dandass **Mail Stop:** 9637 **E-mail:** yogi@cse.msstate.edu

Nature of Change: Add **Date Initiated:** 9/20/20 **Effective Date:** Jan 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CSE	6753	Foundations in Computation	(3)

New or Modified Catalog Description:

(Prerequisite: CSE 1213 or CSE 1233 or CSE 1273 or CSE 1284 with a grade of C or better, or permission of instructor). Foundational concepts of computational algorithm design and analysis. (No credit for students in Computer Science, Computer Engineering, or Software Engineering degree programs).

Approved: Donna S Reese Department Head	*Date:* 10/28/10
Y. Dandass Chair, College or School Curriculum Committee	10/28/2010
Robert A. M Dean of College or School	28 OCT 2010
Ana S Ramos Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for J.A.G. Chair, Deans Council	January 24th, 2011

Proposal to Add
CSE 6753
Foundations in Computation

1. **Catalog Description**
   CSE 6753: Foundations in Computation. (Prerequisite: CSE 1213 or CSE 1233 or CSE 1273 or CSE 1284 with a grade of C or better, or permission of instructor) Three hours lecture. Foundational concepts of computational algorithm design and analysis. (No credit for students in Computer Science, Computer Engineering, or Software Engineering degree programs).

2. **Detailed Course Outline**

1. Course introduction, syllabus review	1 hour
2. Pointers & arrays	3 hours
3. Introduction to asymptotic analysis & linear structures	9 hours
a. Lists	
b. Stacks	
c. Queues	
4. Sets & combinatorics	3 hours
5. Logic	3 hours
6. Proof methods	3 hours
7. Graph structures	6 hours
a. Graphs and Trees	
b. Algorithms	
c. Recurrence	
8. Binary relations, functions, and equivalences	3 hours
9. Hash tables	1 hour
10. Multidimensional structures and graphs	6 hours
a. Arrays	
b. Lists	
c. Graphs	
11. Application programming interfaces (API)	4 hours
a. Using APIs	
b. Object-oriented Interfaces	
12. Exams	3 hours

3. **Method of Evaluation**

   Grades will be assigned on a standard 100 point scale (90-100 is an A, 80-89 is a B, 70-79 is a C, 60-69 is a D and 0-59 is an F). The assignments for this class and their contribution to the final average are shown below.

   30% - Programming Assignments

40% - In class Exams
10% - Homework
20% - Final Exam

3. Justification & Learning Outcome

Justification

There is a growing need for graduate students outside of the computer science program to gain access to computation oriented graduate level CSE classes. However, many of these classes require a long chain of undergraduate prerequisite knowledge that present a significant barrier to these multidisciplinary graduate students. This class would provide a single course where the core computer science knowledge specific to the area of computation would be introduced in an accelerated setting. This course is intended for non Computer Science, Computer Engineering, and Software Engineering majors. It can be taken by Computer Science, Computer Engineering, and Software Engineering majors for remedial reasons but not for credit. The course also cannot be taken to meet any CSE degree program prerequisites.

Learning Outcomes

Students will gain the skills and knowledge of computational algorithms needed to successfully complete advanced computation oriented CSE classes. Specifically, students will gain the following skills:

1) Ability to apply asymptotic analysis to compare the relative performance of selected algorithms
2) Understanding of basic linear and non-linear data structures
3) Ability to develop programs that manage advanced linear and nonlinear data-structures such as lists, stacks, queues, and trees
4) An ability to apply foundational mathematical concepts such as set theory and combinatorics to the analysis of computational algorithms
5) Ability to build software using basic Object-Oriented application programming interfaces (API)

4. Support

No additional support is required for this course.

5. Instructor of Record

Ed Luke

6. Graduate Student Requirements

This course will only be offered at the graduate level (there is no CSE 4753).

7. Planned Frequency

This course will be taught once every year in the Fall semester.

8. Explanation of Duplication

This course duplicates materials spread across CSE 1384, CSE 2383, and CSE 2813. However, these courses also includes material preparing computer science students for engineering large software systems such as advanced object oriented development methodologies. This course, conversely, will provide a compact route to gain the background specifically needed for non-majors interested in computational methods.

9. Method of Instruction

C (lecture)

10. Method of Delivery

F (face-to-face)

11. Proposed CIP Number

11.0701

12. Proposed 24 Character Abbreviation

Computation Fundamentals

13. Proposed Semester Effective

Spring 2011

14. Proposal Contact Person

Yogi Dandass, (662)325-7502

MISSISSIPPI STATE
UNIVERSITY

Computer Science and Engineering

October 12, 2010

To whom it may concern:

This letter from the CSE Course and Curricula Committee documents the support of the CSE faculty for the proposal to add CSE 6753

Sincerely,

Yogi Dandass
CSE Course and Curricula Committee Chair

T.J. Jankun-Kelly
Committee Member

Andy Perkins
Committee Member

J. Edward Swan II
Committee Member

JAMES WORTH BAGLEY COLLEGE OF ENGINEERING
MISSISSIPPI STATE UNIVERSITY

Yoginder S. Dandass, PhD • Associate Professor
665 George Perry Street • 314 Butler Hall • Post Office Box 9637 • Mississippi State, MS 39762
yogi@cse.msstate.edu • 662.325.7502 Phone • 662.325.8997 Fax • www.cse.msstate.edu

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 11/2/10

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: Engineering **Department:** Mechanical Engineering

Contact Person: Mary C. Emplaincourt **E-mail:** emplaincourt@me.msstate.edu

Nature of Change: New **Date Initiated:** Summer 2009 **Effective Date:** Spring 2010

New Listing for Catalog:

Symbol	Number	Title	Credit Hours
ME	3103	Experimental Measurements and Techniques	(3)

New Catalog Description:

ME 3103 Experimental Measurements and Techniques. (3) (Prerequisites: credit or registration in ME 3523 and a technical junior-level writing course) Two hours lecture, two hour laboratory. Measurements: their accuracy and usefulness; reporting; uncertainty analysis and design of experiments; data acquisition; measurements of length, area, volume, temperature, pressure, flow, strain, and force.

Approved: S R Daniewicz Department Head	*Date:* 10/21/10
Y. Dandavy Chair, College or School Curriculum Committee	10/28/2010
Robert A. Young Dean of College or School	26 JAN 2011
Ann E. Bourgeois Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th, 2011

MISSISSIPPI STATE UNIVERSITY

Mechanical Engineering

October 5, 2009

TO: UCCC

FROM: Mechanical Engineering Laboratory Committee

RE: New Course Proposal ME 3103, Experimental Measurements and Techniques

A recently formed Experimental Committee was appointed by the faculty of Mechanical Engineering to review the current structure of the ME department laboratory sequence (in existence since 1988) and to make recommendations for the ME department's consideration.

This letter addresses adding a new course proposed as ME 3103.

The Committee recommended that the current one-semester hour laboratory course content, ME 3401, Experimental Orientation, be eliminated and in its place a new three-semester hour course (two hours lecture and two hours laboratory) be developed that would combine basic measurements knowledge (currently be taught in ME 3701), uncertainty analysis (currently taught in ME 4721) and data acquisition management via a virtual instruments (VI's) software such as LabVIEW. Additionally, the new course will utilize the Bagley College Of Engineering Technical Writing staff in the grading of laboratory reports thus allowing the instructor of the course to concentrate on the technical content of the reports, while the students' benefit from professional assessments of their technical writing skills.

Current faculty that teach ME 3701 will teach ME 3103. The software LabVIEW is provided to the students through the department.

Thank you.

Judy Schneider 10/26/10

Rogelio Luck 10/21/2010

Pedro Mago 10/26/10

Kalyan Srinivasan SRD 10/26/10

Richard Patton 10/21/10

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662.325.3260 Phone • 662.325.7223 Fax • www.me.msstate.edu

II. COURSE ADDITION
1. CATALOG DESCRIPTION

ME 3103 Experimental Measurements and Techniques. (3) (Prerequisites: credit or registration in ME 3523 and a technical junior-level writing course) Two hours lecture, two hour laboratory. Measurements: their accuracy and usefulness; reporting; uncertainty analysis and design of experiments; data acquisition; measurements of length, area, volume, temperature, pressure, flow, strain, and force.

2. DETAILED COURSE OUTLINE
(Two fifty-minute lectures per week and one two-hour laboratory per week.)

Virtual *instrument* (VI's) software is a graphical programming system used for data acquisition, analysis, and instrumental controls. LabView, VI software used by Mechanical Engineering, appears in the course outline.

Wk.	Lecture #	Contact Hrs	Topic	Wk.	Lecture #	Contact Hrs	Topic
1	**Lecture 1**	.83	Introduction	9	**Lecture 17**	.83	Invited Lecture on Oral Presentations from Technical Writing Program.
	Lecture 2	.83	Basic Concepts		**Lecture 18**	.83	Report Writing: Elements of an experimental report
	Lab 1	2	Lab 1 – Instrument Resolution		**Lab 9**	2	Lab 9: LabVIEW Measurements Project.
2	**Lecture 3**	.83	Sample distributions. Precision, bias, and uncertainty limits. Data rejection.	10	**Lecture 19**	.83	Analog & Digital Devices
	Lecture 4	.83	Introduction to uncertainty analysis.		**Lecture 20**	.83	Temperature Measurements
	Lab 2	2	Lab 2: Distributions in Measurements.		**Lab 10**	2	Lab 10: Temperature
3	**Lecture 5**	.83	General uncertainty analysis and its use in planning.	11	**Lecture 21**	.83	Data & Uncertainty Analysis for Lab 10
	Lecture 6	.83	Introduction to detailed uncertainty analysis.		**Lecture 22**	.83	Pressure Measurements
	Lab 3	2	Lab 3: Basic Measurements: dimensions		**Lab 11**	2	Lab 11: Pressure
4	**Lecture 7**	.83	Propagation of precision limits.	12	**Lecture 23**	.83	Data & Uncertainty Analysis for Lab 11
	Lecture 8	.83	Systematic errors and correlation.		**Lecture 24**	.83	Flow Measurements
	Lab 4	2	Lab 4: Basic Measurements: electrical		**Lab 12**	2	Lab12: Flow

Wk.	Lecture #	Contact Hrs	Topic	Wk.	Lecture #	Contact Hrs	Topic
5	**Lecture 9**	.83	Propagation of bias limits.	13	**Lecture 25**	.83	Data & Uncertainty Analysis for Lab 12
	Lecture 10	.83	Designing experiments.		**Lecture 26**	.83	Strain/Stress Measurements
	Lab 5	2	Lab 5: National Instruments Speaker: Data Acquisition Presentation.		**Lab 13**	2	Lab13: Strain Gauge
6	**Lecture 11**	.83	Dimension and Units	14	**Lecture 27**	.83	Data & Uncertainty Analysis for Lab 13
	Lecture 12	.83	Significant Figures		**Lecture 28**	.83	Oral Presentations
	Lab 6	2	Lab 6: LabVIEW, Installation & Introduction	15	**Lecture 29**	.83	Oral Presentations
7	**Lecture 13**	.83	Signals		**Lecture 30**	.83	Oral Presentations
	Lecture 14	.83	Detailed uncertainty analysis: Precision limits from multiple tests.		**31**	3	Final Exam
	Lab 7	2	Lab 7: LabVIEW Programming 1			**Total 54**	
8	**Lecture 15**	.83	System Behavior				
	Lecture 16	.83	Mid-Term Exam				
	Lab 8	2	Lab 8: LabVIEW Programming 2				

3. METHOD OF EVALUATION

Mid-Term Exam	25%
Final Exam	25%
Lab Reports	20%
Presentation	15%
Homework and Quizzes	15%
	100%

Grading scale:

A: 90 —100
B: 80 — 89
C: 70 — 79
D: 60 — 69
F: below 60

4. JUSTIFICATION & LEARNING OUTCOME

Purpose

The purpose of developing ME 3103 (one of several lab-based course changes) is to improve the students' capabilities to use data acquisition software to interface actual engineering measurements with uncertainty analysis testing.

Enrollment

An expected average of 36 students per semester will be enrolled in ME 3103. This average is based on averaging the actual enrollment of ME 3701 (current course) over the last twelve semesters. Future students of ME 3103 would have been expected to enroll in ME 3701.

New Course Curriculum Benefits

To introduce types of transducers used to make engineering measurements (how they are used, how they operate, and how they can produce false information). To introduce data acquisition software for making engineering measurements. To provide a more consistent introduction to and application of experimental analyses. To reinforce the concepts learned in the technical communications program by requiring both formal written and formal oral reports.

Expected Learning Outcomes

Demonstrate an understanding of the dimension or property being measured with a given transducer. Demonstrate an understanding of the phenomena used by each transducer to produce measurements. Demonstrate the ability to use selected types of transducers for each type of measurement in an experiment. Demonstrate the ability to calibrate transducers. Demonstrate the ability to use general uncertainty analysis, and to show how the uncertainty in each of the measurements contributes to the uncertainty in the results. Demonstrate appropriate use of units and significant digits to report measurements. Demonstrate the ability to work in groups and to present group work in the forms of formal written and oral reports. Demonstrate the competence in basic programming using VI software for measuring.

5. SUPPORT

See attached letter.

8. PLANNED FREQUENCY (or schedule of offering)

Fall and Spring Semesters

10. METHOD OF INSTRUCTION CODE

C

METHOD OF DELIVERY:

Face to face

11. PROPOSED C.I.P. NUMBER

14.1901

12. PROPOSED 24-CHARACTER ABBREVIATION (of the course title)

Exp Meas and Technique **(23 characters with spaces)**

13. PROPOSED SEMESTER EFFECTIVE

Spring 2010

14. OTHER APPROPRIATE INFORMATION

LabVIEW software or comparable will be provided by the department

(LabVIEW is a graphical programming system used for data acquisition, analysis, and instrumental controls. LabView is a *virtual instrument* (VI's) software.)

15. PROPOSAL CONTACT PERSON

Mary C. Emplaincourt
emplaincourt@me.msstate.edu
662-325-8787

ORIGINAL

RECEIVED
11/2/10

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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College or School: Engineering **Department:** Mechanical Engineering

Contact Person: Mary C. Emplaincourt **E-mail:** emplaincourt@me.msstate.edu

Nature of Change: Deletion **Date Initiated:** Summer 2009 **Effective Date:** Spring 2010

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
ME	3701	Experimental Orientation	(1)

Current Catalog Description:

(Prerequisites: credit or registration in ME 3523 and a technical junior level writing course). Three hours laboratory. Measurements: their accuracy and usefulness; reporting; measurements of pressure, temperature, mass, weight, volume, speed, time, frequency, torque, power, area, force, and displacement.

Approved: S R Daniewicz Department Head	*Date:* 10/21/10
M. Saunders Chair, College or School Curriculum Committee	10/28/2010
Robert O. Ham Dean of College or School	26 JAN 2011
Ana Ebrahimi Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January, 24th, 2011

MISSISSIPPI STATE UNIVERSITY

Mechanical Engineering

October 5, 2009

TO: UCCC

FROM: Mechanical Engineering Laboratory Committee

RE: Deletion ME 3701

A recently formed Experimental Committee was appointed by the faculty of Mechanical Engineering to review the current structure of the ME department laboratory sequence (in existence since 1988) and to make recommendations for the ME department's consideration.

The Experimental Committee proposed the following recommendations that were approved by the ME faculty.

Eliminate existing course 3701, Experimental Orientation

The Committee recommended that the current ME 43701be eliminated and in its place a three-hour course be developed (ME 3103) that will reflect the contact time needed to cover VI software applications.

Thank you.

Judy Schneider 10/26/10

Rogelio Luck 10/21/2010

Pedro Mago 10/26/10.

Kalyan Srinivasan SRD 10/26/10

Richard Patton 10/21/10

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662.325.3260 Phone • 662.325.7223 Fax • www.me.msstate.edu

III. COURSE DELETION

1. CATALOG DESCRIPTION:

Measurements: their accuracy and usefulness; reporting; measurements of pressure, temperature, mass, weight, volume, speed, time, frequency, torque, power, area, force, and displacement.

Deletion of ME 3701

2. JUSTIFICATION

More class contact time is needed to teach VI software applications.

2. EFFECTIVE DATE
Spring 2010

4. SUPPORT
See Attachment

ORIGINAL

RECEIVED 11/2/10

APPROVAL FORM FOR

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College or School: Engineering **Department:** Mechanical

Contact Person: Mary C. Emplaincourt **E-mail:** emplaincourt@me.msstate.edu

Nature of Change: New Course **Date Initiated:** Fall 2009 **Effective Date:** Spring 2011

New Listing for Catalog:

Symbol	Number	Title	Credit Hours
ME	4111	Professional Development Seminar	(1)

New or Modified Catalog Description:

Prepare for professional licensure, introduce life-long learning concepts, expose students to forensic engineering, and develop understanding of the impact of engineering on global societal challenges

Approved:	Date:
SR Daniewicz Department Head	10/21/10
M. Dandas Chair, College or School Curriculum Committee	10/28/2010
Dean of College or School	
[signature] Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for J.A.G. Chair, Deans Council	January 24th, 2011

MISSISSIPPI STATE UNIVERSITY

Mechanical Engineering

October 5, 2009

TO: UCCC

FROM: Department of Mechanical Engineering

RE: New Course Proposal ME 4111, Professional Development Seminar

This letter addresses the recommendation to add a new course proposed as ME 4111, Professional Development Seminar.

The Department recommended that the new course ME 4111 be required of ME seniors for the purpose of exposing the students one last time to the need to attempt professional licensure, to balance professional behavior and ethics with a demanding business environment, to engage in team work, life-long learning, to realize the importance of a balanced life style and finally to realize the impact of their work on the global/societal environments.

Thank you,

Steve Daniewicz
Interim Head of Mechanical Engineering

S R Daniewicz 10/26/10

Dr. Steve Daniewicz

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662.325.3260 Phone • 662.325.7223 Fax • www.me.msstate.edu

II. COURSE ADDITION
A. PROPOSAL FORMAT
1. CATALOG DESCRIPTION

ME 4111. Professional Development Seminar. (1) (Prerequisite: Senior Standing or consent of instructor). Two hours laboratory. Preparation toward professional licensure, professional development trends, introduction of forensic engineering, impact of engineering on global societal challenges.

2. DETAILED COURSE

Wk	Contact Hrs	Topic
1	2	Announce required book reading and Fundamentals of Engineering (FE) examination application process
2	2	Review of statics and strength of materials*
3	2	Review of dynamics and fluids*
4	2	Review of thermodynamics*
5	2	Review of materials and engineering economy*
6	2	Review of mathematics*
7	2	Professional ethics
8	2	Forensic engineering and engineering standards
9	2	Meeting societal challenges through engineering
10	2	Impact of engineering on globalization
11	2	Need for life-long learning
12	2	Importance of team work
13	2	Understanding business acumen
14	2	Work/Life balancing
15	2	Discussion of book reading

*FE study material may be purchased or found on-line.

3. METHOD OF EVALUATION

Attendance and Participation: 20%

Oral Presentations of Assigned Solutions to FE Problems

Research and Make an Oral presentation on an Engineering-Based Ethical Dilemma Case Study

Research and make an oral presentation on an engineering standard

Engage in Group Activities as Assigned that Emphasize Building Team Work skills

Engage in class discussions on topics listed in the course outline

Homework: 60%

Written Book Report: 20%

100%

Grading Scale: A 90 -100

B 80-89

C	70-79
D	60-69
F	< 60

4. JUSTIFICATION & LEARNING OUTCOME

Purpose

This course provides a bridge for the emergence of engineering students into the professional workplace. The course prepares students for professional licensure, introduces current trends as they relate to the engineering profession and develops an understanding of the impact engineering has on global societal challenges.

Enrollment

An expected average of 36 students per semester will be enrolled in ME 4111. This average is based on averaging the actual enrollment over the last twelve semesters of current required senior-level undergraduate 1-hour lab courses.

New Course Curriculum Benefits

Recognize that engineers do not exist in a world unto themselves rather they must engage in teamwork to meet challenges that have global/societal impact
Recognize that business acumen expectations must be aligned continually with ethical and professional responsibilities
Take first step toward professional licensure by taking the Fundamentals of Engineering (FE) examination in the senior year
Recognize that the notion of continuous learning (improvement) should never cease
Recognize the need to build a healthy life style through work and pleasure

Expected Learning Outcomes

Facing the challenge of taking the first step to professional licensure
An understanding of professional and ethical responsibility
Relating ethical behavior to the business acumen environment
The broad education necessary to understand the impact of engineering solutions in a global/societal content
Recognition of the need for and ability to engage in life-long learning and work/life balancing
An understanding of the importance for team work

5. SUPPORT

See attached letter.

8. PLANNED FREQUENCY (or schedule of offering)

Fall and Spring

10. METHOD OF INSTRUCTION CODE

L

METHOD OF DELIVERY:

F

11. PROPOSED C.I.P. NUMBER

14.901

12. PROPOSED 24-CHARACTER ABBREVIATION (of the course title)

Professional Development

13. PROPOSED SEMESTER EFFECTIVE

Spring 2011

15. PROPOSAL CONTACT PERSON
Mary C. Emplaincourt
662-325-8787
emplaincourt@me.msstate.edu

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED
11/2/10

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: Engineering **Department: Mechanical Engineering**

Contact Person: Mary C. Emplaincourt **E-mail: emplaincourt@me.msstate.edu**

Nature of Change: New **Date Initiated: Summer 2009** **Effective Date: Fall 2010**

New Listing for Catalog:

Symbol	Number	Title	Credit Hours
ME	4301	Thermal-Fluids Laboratory	(1)

New Catalog Description:

ME 4301Thermo-Fluids Laboratory (1) (Prerequisites: ME 3103, EM 3313, ME 3313, ME 3523, a technical junior-level writing course) Two hour laboratory. Selection, use of pressure, temperatures, fluid flow, heat transfer instrumentation. Experiments with fluid flow, thermodynamic systems, heat transfer. Statistical design of experiments, writing proficiency required.

Approved:	Date:
SR Daniewicz — Department Head	10/28/10
M. Dandas — Chair, College or School Curriculum Committee	10/28/2010
Robert A. Green — Dean of College or School	26 JAN 2011
[signature] — Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for J.A.G. — Chair, Deans Council	January 24th, 2011

MISSISSIPPI STATE UNIVERSITY

Mechanical Engineering

October 5, 2009

TO: UCCC

FROM: Mechanical Engineering Laboratory Committee

RE: New Course Proposal ME 4301 Thermal-Fluids Laboratory

This letter addresses the recommendation to add ME 4301, Solid Mechanics Laboratory.

The Committee recommended that the current ME 4721 be eliminated and in its place a one-hour be developed that would take the knowledge (measurements, data acquisition, design of experiments and uncertainty analysis) learned in ME 3103 and apply it in a laboratory designed to test solid mechanics' applications.

Current faculty members that teach ME 4721 will teach ME 4301. The required equipment, testing fixtures, software and materials needed for these two courses currently exist in the department.

Thank you.

Judy Schneider 10/26/10

Rogelio Luck 10/21/2010

Pedro Mago 10/26/10

Kalyan Srinivasan Kalyan Srinivasan SRD 10/26/10

Richard Patton Richard Patton 10/21/10

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662.325.3260 Phone • 662.325.7223 Fax • www.me.msstate.edu

II. COURSE ADDITION
1. CATALOG DESCRIPTION

ME 4301Thermo-Fluids Laboratory (1) (Prerequisites: ME 3103, EM 3313, ME 3313, ME 3523, a technical junior-level writing course) Two hour laboratory. Selection, use of pressure, temperatures, fluid flow, heat transfer instrumentation. Experiments with fluid flow, thermodynamic systems, heat transfer. Statistical design of experiments, writing proficiency required.

2. DETAILED COURSE OUTLINE

Wk	Contact Hrs	Topic
1	2	Review of significant digits
2	2	Review of design of experiments
3	2	Review of uncertainty analysis
4	2	*Fluids Experiment* Each student group will submit a proposal for the experiment above listing applicable engineering relationships, measurement devices and accuracy/resolution parameters.
5	2	Each student group will utilize the laboratory's resources to conduct the *Fluids Experiment.*
6	2	Each student group will have completed the *Fluids Experiment* and must submit a formal laboratory report documenting findings.
7	2	*Thermodynamics Experiment* Each student group will submit a proposal for the experiment listing applicable engineering relationships, measurement devices and accuracy/resolution parameters.
8	2	Each student group will utilize the laboratory's resources to conduct the *Thermodynamics Experiment.*
9	2	Each student group will have completed the *Thermodynamics Experiment* and must submit a formal laboratory report documenting findings.
10	2	*Heat Exchanger Experiment* Each student group will submit a proposal for the testing listing applicable engineering relationships, measurement devices and accuracy/resolution parameters.
11	2	Each student group will utilize the laboratory's resources to conduct the *Heat Exchanger Experiment.*
12	2	Each student group will have completed the *Heat Exchanger Experiment* and must submit a formal I report documenting findings.
13	2	*Heat Transfer Experiment* Each student group will submit a proposal for the testing listing applicable engineering relationships, measurement devices and accuracy/resolution parameters.
14	2	Each student group will utilize the laboratory's resources to conduct *Heat Transfer Experiment.*
15	2	Each student group will have completed *Heat Transfer Experiment* and must submit a formal report documenting findings.

I. A review of significant digits (2 contact hours)
II. A review of design of experiments (2 contact hours)
III. A review of uncertainty analysis (2 contact hours)
IV. Introduce the *Fluids Experiment* (6 contact hours)
    A. Introduce the objective: to determine losses in pipes and accessories
    B. Introduce the types of equipment needed to conduct the experiment
    C. Introduce the tests to conduct
    D. Introduce the instrumentation needed to conduct the experiment
    E. Submit the proposal for the experiment
    E. Conduct the experiment
    F. Submit laboratory report
V. Introduce the *Thermodynamics Experiment* (6 contact hours)
    A. Introduce the objective: to determine the performance of a vapor compression system
    B. Introduce the types of equipment needed to conduct the experiment
    C. Introduce the tests needed to conduct the experiment
    D. Introduce the instrumentation needed to conduct the experiment
    E. Submit the proposal for the experiment
    E. Conduct the experiment
    F. Submit laboratory report
VI. Introduce *Heat Exchanger Experiment* (6 contact hours)
    A. Introduce the objective: to analyze different heat exchanger configurations
    B. Introduce the types of equipment needed to conduct the experiment
    C. Introduce the tests to conduct
    D. Introduce the instrumentation needed to conduct the experiment
    E. Submit the proposal for the experiment
    E. Conduct the experiment
    F. Submit laboratory report
VII. Introduce *Heat Transfer Experiment* (6 contact hours)
    A. Introduce the objective: to measure convection and radiation
    B. Introduce the types of equipment needed to conduct the experiment
    C. Introduce the tests to conduct
    D. Introduce the instrumentation needed to conduct the experiment
    E. Submit the proposal for the experiment
    E. Conduct the experiment
    F. Submit laboratory report

3. METHOD OF EVALUATION

Grading:

Homework, exams	20%
Experiment #1 Formal Laboratory Report	20%
Experiment #2 Formal Laboratory Report	20%
Experiment #3 Formal Laboratory Report	20%
Experiment #4 Formal Laboratory Report	20%
	100%

Grading Scale:	A	90 -100
	B	80-89
	C	70-79

D	60-69
F	< 60

4. JUSTIFICATION & LEARNING OUTCOME

Purpose:
The purpose of developing ME 4301(one of several lab-based course changes) is to improve the students' hands-on educational opportunities through the design of thermal-fluids' experiments to learn to apply and relate engineering equations to improve understanding of uncertainty in an experimental set-up, to define and measure the relationship of independent variables and dependent variables, and to define technical proposals and write corresponding final technical reports.

Enrollment
An expected average of 36 students per semester will be enrolled in ME 4401. This average is based on averaging the actual enrollment over the last twelve semesters of current required undergraduate 1-hour lab courses.

New Course Curriculum Benefits
Demonstrate the ability to relate thermal-fluid equations to a thermal-fluid experimental design environment. Define and relate independent and dependent variables. Demonstrate the ability to design and perform a detail uncertainty analysis on experimental data. Demonstrate capability to perform system testing to compare system testing data with manufacturer's data. Prepare written proposals and final reports in the context of a professional engineer.

Expected Learning Outcomes
Use experiments to verify and validate fundamental engineering equations and relationships regarding thermal-fluid systems. Relate significance of measured parameters with uncertainty of experimental setup. Design an experiment to measure the effect of a set of independent variables on a set of dependent variables with a minimal number of tests. Write technical reports with coherent, logical, and carefully edited prose illustrated with appropriate graphical materials. Reports should discuss significance and accuracy of the results and explore possible sources of error.

5. SUPPORT
See attached letter.

8. PLANNED FREQUENCY (or schedule of offering)

Fall and Spring

10. METHOD OF INSTRUCTION CODE

L

METHOD OF DELIVERY
F

11. PROPOSED C.I.P. NUMBER

14.901

12. PROPOSED 24-CHARACTER ABBREVIATION (of the course title)
Thermo-Fluids Laboratory

13. PROPOSED SEMESTER EFFECTIVE

Fall 2010

14. OTHER APPROPRIATE INFORMATION

Equipment, tests, software and materials exists in the department.

15. PROPOSAL CONTACT PERSON

Mary C. Emplaincourt
662-325-8787
emplaincourt@me.msstate.edu

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIV
11/2/10

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: Engineering   Department: Mechanical Engineering

Contact Person: Mary C. Emplaincourt   E-mail: emplaincourt@me.msstate.edu

Nature of Change: New   Date Initiated: Summer 2009   Effective Date: Fall 2010

New Listing for Catalog:

Symbol	Number	Title	Credit Hours
ME	4401	Solid Mechanics Laboratory	(1)

New Catalog Description:

ME 4401 Solid Mechanics Laboratory. (1) (Prerequisites: EM 3213, ME 3103, ME 3403, EM 2433, a technical junior-level writing course) two hour laboratory. Selection and use of strain gages, dimensional measurements, load cells, accelerometers; Hands-on experiments with quasi-static and dynamic-impact testing, spring constants, vibrations and reporting of results.

Approved:	Date:
SR Daniewicz Department Head	10/21/10
Y. Dandass Chair, College or School Curriculum Committee	10/28/2010
Robert O. [signature] Dean of College or School	26 JAN 2011
Angi [signature] Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for J.A.G Chair, Deans Council	January 24th, 2011

MISSISSIPPI STATE UNIVERSITY

Mechanical Engineering

October 5, 2009

TO: UCCC

FROM: Mechanical Engineering Laboratory Committee
RE: New Course Proposal ME 4401, Solid Mechanics

This letter addresses the recommendation to add ME 4401, Thermal Science Laboratory.

The Committee recommended that the current ME 4731 be eliminated and in its place a one-hour be developed that would take the knowledge (measurements, data acquisition, design of experiments and uncertainty analysis) learned in ME 3103 and apply it in a laboratory designed to test thermal-fluids applications.

Current faculty members that teach ME 4731 will teach ME 4401. The required equipment, testing fixtures, software and materials needed for these two courses currently exist in the department.

Thank you.

Judy Schneider 10/26/10

Rogelio Luck 10/21/2010

Pedro Mago 10/26/10.

Kalyan Srinivasan SRP 10/21/10

Richard Patton 10/21/10

JAMES WORTH BAGLEY COLLEGE OF ENGINEERING
MISSISSIPPI STATE UNIVERSITY

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662.325.3260 Phone • 662.325.7223 Fax • www.me.msstate.edu

II. COURSE ADDITION
1. CATALOG DESCRIPTION

ME 4401 Solid Mechanics Laboratory. (1) (Prerequisites: EM 3213, ME 3103, ME 3403, EM 2433, a technical junior-level writing course) Two hour laboratory. Selection and use of strain gages, dimensional measurements, load cells, and accelerometers. Hands-on experiments with quasi-static testing, dynamic impact testing, spring constants, and vibrations.

2. Detailed Course Outline

Wk	Contact Hrs	Topic
1	2	Review of significant digits
2	2	Review of design of experiments
3	2	Review of uncertainty analysis
4	2	*Introduction of Quasi-Static Tensile Response Experiment* Each student group will submit a proposal for the experiment above listing applicable engineering relationships, measurement devices and accuracy/resolution parameters.
5	2	Each student group will utilize the laboratory's resources to conduct the *Quasi-Static Tensile Response Experiment.*
6	2	Each student group will have completed the *Quasi-Static Tensile Response Experiment* and must submit a formal laboratory report documenting findings.
7	2	*Dynamic Response of Polymers Experiment* Each student group will submit a proposal for the experiment listing applicable engineering relationships, measurement devices and accuracy/resolution parameters.
8	2	Each student group will utilize the laboratory's resources to conduct the *Dynamic Response of Polymers Experiment*
9	2	Each student group will have completed the *Dynamic Response of Polymers Experiment* and must submit a formal laboratory report documenting findings.
10	2	*System Dynamics Testing* Each student group will submit a proposal for the testing listing applicable engineering relationships, measurement devices and accuracy/resolution parameters.
11	2	Each student group will utilize the laboratory's resources to conduct the *System Dynamics Testing.*
12	2	Each student group will have completed the *System Dynamics Testing* and must submit a formal l report documenting findings.
13	2	*Vibrations Testing* Each student group will submit a proposal for the testing listing applicable engineering relationships, measurement devices and accuracy/resolution parameters.
14	2	Each student group will utilize the laboratory's resources to conduct *Vibrations Testing.*
15	2	Each student group will have completed *Vibrations Testing* and must submit a formal report documenting findings.

I. A review of significant digits (2 contact hours)
II. A review of design of experiments (2 contact hours)
III. A review of uncertainty analysis (2 contact hours)
IV. Introduce the Quasi-Static Tensile Response Experiment (6 contact hours)
    A. Introduce the objective: to determine stress vs. strain response of materials
    B. Introduce the types of equipment needed to conduct the experiment
    C. Introduce the tests to conduct: tension testing of flat samples < 0.25" thick
    D. Introduce the instrumentation needed to conduct the experiment
    E. Submit the proposal for the experiment
    E. Conduct the experiment
    F. Submit laboratory report
V. Introduce the Dynamic Response of Polymers Experiment (6 contact hours)
    A. Introduce the objective: to determine the effect of temperature on fracture toughness
    B. Introduce the types of equipment needed to conduct the experiment
    C. Introduce the tests to conduct: Charpy impact test, Izod impact strength test, Flat panel test
    D. Introduce the instrumentation needed to conduct the experiment
    E. Submit the proposal for the experiment
    E. Conduct the experiment
    F. Submit laboratory report
VI. Introduce System Dynamics Testing (6 contact hours)
    A. Introduce the objective: to determine effect of damper on spring constant
    B. Introduce the types of equipment needed to conduct the experiment
    C. Introduce the tests to conduct:
    D. Introduce the instrumentation needed to conduct the experiment
    E. Submit the proposal for the experiment
    E. Conduct the experiment
    F. Submit laboratory report
VII. Introduce Vibrations Testing (6 contact hours)
    A. Introduce the objective: to measure vibrations and examine data using FFT
    B. Introduce the types of equipment needed to conduct the experiment
    C. Introduce the tests to conduct:
    D. Introduce the instrumentation needed to conduct the experiment
    E. Submit the proposal for the experiment
    E. Conduct the experiment
    F. Submit laboratory report

3. METHOD OF EVALUATION

Homework, exams	20%
Experiment #1 Formal Laboratory Report	20%
Experiment #2 Formal Laboratory Report	20%
Experiment #3 Formal Laboratory Report	20%
Experiment #4 Formal Laboratory Report	20%
	100%

Grading Scale:	A	90 -100
	B	80-89
	C	70-79
	D	60-69
	F	< 60

4. JUSTIFICATION & LEARNING OUTCOME

Purpose
The purpose of developing ME 4401(one of several lab-based course changes) is to improve the students' hands-on educational opportunities through the design of mechanics' experiments to learn to apply and relate engineering equations to improve understanding of uncertainty in an experimental set-up, to define and measure the relationship of independent variables and dependent variables, and to define technical proposals and write corresponding final technical reports.

Enrollment
An expected average of 36 students per semester will be enrolled in ME 4301. This average is based on averaging the actual enrollment over the last twelve semesters of current required undergraduate 1-hour lab courses.

New Course Curriculum Benefits
Demonstrate the ability to relate mechanics' equations to a mechanic's experimental design environment. Define and relate independent and dependent variables. Demonstrate the ability to design and perform a detail uncertainty analysis on experimental data. Demonstrate capability to perform system testing to compare system testing data with manufacturer's data. Prepare written proposals and final reports in the context of a professional engineer.

Expected Learning Outcomes
Use experiments to verify and validate fundamental engineering equations and relationships regarding solid mechanics.
Relate significance of measured parameters with uncertainty of experimental setup.
Design an experiment to measure the effect of a set of independent variables on a set of dependent variables with a minimal number of tests.
Write technical reports with coherent, logical, and carefully edited prose illustrated with appropriate graphical materials. Reports should discuss significance and accuracy of the results and explore possible sources of error.

5. SUPPORT

See attached letter.

8. PLANNED FREQUENCY (or schedule of offering)
Fall and Spring

10. METHOD OF INSTRUCTION CODE
L

METHOD OF DELIVERY:
F

11. PROPOSED C.I.P. NUMBER

14.901

12. PROPOSED 24-CHARACTER ABBREVIATION (of the course title)

Solid Mechanics Lab

13. PROPOSED SEMESTER EFFECTIVE

Fall 2010

14. OTHER APPROPRIATE INFORMATION
Equipment, tests, software and materials exists in the department.

15. PROPOSAL CONTACT PERSON
Mary C. Emplaincourt
662-325-8787
emplaincourt@me.msstate.edu

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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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: Engineering **Department:** Mechanical Engineering

Contact Person: Mary C. Emplaincourt **E-mail:** emplaincourt@me.msstate.edu

Nature of Change: Deletion **Date Initiated:** Summer 2009 **Effective Date:** Fall 2010

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
ME	4721	Experimental Techniques I	(1)

Current Catalog Description:

(Prerequisites: ME 3701, EM 3313, and credit or registration in ME 3313). Three hours laboratory. Application of principles of experimental design, statistics, uncertainty analysis, instrument response, data acquisition and data reduction to obtain experimental solutions to problems in engineering.

Approved: S R Daniewicz Department Head	*Date:* 10/21/10
N. Dandavo Chair, College or School Curriculum Committee	10/28/2010
Robert A. Shaw Dean of College or School	26 JAN 2011
Angie Bourgeois Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan J.A.C. Chair, Deans Council	January 24th, 2011

MISSISSIPPI STATE UNIVERSITY

Mechanical Engineering

October 5, 2009

TO: UCCC

FROM: Mechanical Engineering Laboratory Committee

RE: Deletion ME 4721

A recently formed Experimental Committee was appointed by the faculty of Mechanical Engineering to review the current structure of the ME department laboratory sequence (in existence since 1988) and to make recommendations for the ME department's consideration.

The Experimental Committee proposed the following recommendations that were approved by the ME faculty.

Eliminate existing course 4721, Experimental Techniques I

The Committee recommended that the current ME 4721 be eliminated and in its place a one-hour be developed that would take the knowledge (measurements, data acquisition, design of experiments and uncertainty analysis) taught in a prior course.

Thank you.

Judy Schneider 10/20/10

Rogelio Luck 10/21/2010

Pedro Mago 10/26/10

Kalyan Srinivasan SED 10/26/10

Richard Patton 10/21/10

JAMES WORTH BAGLEY COLLEGE OF ENGINEERING
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662.325.3260 Phone • 662.325.7223 Fax • www.me.msstate.edu

III. COURSE DELETION

1. CATALOG DESCRIPTION:

Application of principles of experimental design, statistics, uncertainty analysis, instrument response, data acquisition and data reduction to obtain experimental solutions to problems in engineering

DELETE ME 4721 Experimental Techniques I

2. JUSTIFICATION

Deleting ME 4721 reflects a need to change the content of the course that will reflect changes being made for similar courses at peer institutions.

2. EFFECTIVE DATE
Fall 2010

4. SUPPORT
See attachment

RECEIVED
11/2/10

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

ORIGINAL

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: Engineering **Department:** Mechanical Engineering

Contact Person: Mary C. Emplaincourt **E-mail:** emplaincourt@me.msstate.edu

Nature of Change: Deletion **Date Initiated:** Summer 2009 **Effective Date:** Spring 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
ME	4731	Experimental Orientation II	(1)

Current Catalog Description:

(Prerequisite: ME 4721). Three hours laboratory. Continuation of ME 4721. Plan and use the microcomputer to record data and control experiments in traditional mechanical engineering subject areas. Analyze and report results.

		Date:
Approved:	S R Daniewicz	10/21/10
Department Head		
	M. Dandar	10/28/2010
Chair, College or School Curriculum Committee		
	Robert A. Hu	26 JAN 2011
Dean of College or School		
	Angie Ellancourt	11.30.10
Chair, University Committee on Courses and Curricula		
Chair, Graduate Council (if applicable)		
	Peter L. Ryan J.A.G.	January 24th, 2011
Chair, Deans Council		

MISSISSIPPI STATE UNIVERSITY

Mechanical Engineering

October 5, 2009

TO: UCCC

FROM: Mechanical Engineering Laboratory Committee

RE: Deletion ME 4731

A recently formed Experimental Committee was appointed by the faculty of Mechanical Engineering to review the current structure of the ME department laboratory sequence (in existence since 1988) and to make recommendations for the ME department's consideration.

The Experimental Committee proposed the following recommendations that were approved by the ME faculty.

Eliminate existing course 4731, Experimental Techniques II

The Committee recommended that the current ME 4731 be eliminated and in its place a one-hour be developed that would take the knowledge (measurements, data acquisition, design of experiments and uncertainty analysis) taught in a prior course.

Thank you.

Judy Schneider 10/26/10

Rogelio Luck 10/21/2010

Pedro Mago 10/26/10

Kalyan Srinivasan SRD 10/26/10

Richard Patton 10/21/10

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662.325.3260 Phone • 662.325.7223 Fax • www.me.msstate.edu

III. COURSE DELETION

1. CATALOG DESCRIPTION

Plan and use the microcomputer to record data and control experiments in traditional mechanical engineering subject areas. Analyze and report results.

Deletion of ME 4731

2. JUSTIFICATION

Deleting ME 4731 reflects a need to change the content of the course that will reflect changes being made for similar courses at peer institutions.

2. EFFECTIVE DATE

Spring 2011

4. SUPPORT

See attachment

ORIGINAL

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MISSISSIPPI STATE UNIVERSITY

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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: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina J Brotherton **E-mail:** brotherton@cvm.msstate.edu

Nature of Change: Modify **Date Initiated:** 10-25-10 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	3012	Small Animal Diseases & Management	(2)

Current Catalog Description:

(Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). Two hours lecture. Pathophysiology, transmission, diagnostic process, clinical management and prevention of canine and feline diseases.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	3013	Small Animal Diseases & Management	(3)

New or Modified Catalog Description:

(Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). Three hours lecture Pathophysiology, transmission, diagnostic process, clinical management and prevention of canine and feline diseases as well as emergency and critical care.

Approved: _____ Department Head	*Date:* 11/1/10
_____ Chair, College or School Curriculum Committee	11/1/10
Kent H. Hoblet Dean of College or School	11/1/10
_____ Chair, University Committee on Courses and Curricula	11.30.10
_____ Chair, Graduate Council (if applicable)	_____
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th, 2011

CVM 3012 – Currently; Small Animal Diseases and Management
CVM 3013 – Proposed; Small Animal Diseases and Management

CATALOG DESCRIPTION
Old: (Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). Two hours lecture. Pathophysiology, transmission, diagnostic process, clinical management and prevention of canine and feline diseases.

New: (Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). Three hours lecture Pathophysiology, transmission, diagnostic process, clinical management and prevention of canine and feline diseases as well as emergency and critical care.

ITEMIZED LIST AND DESCRIPTION OF CHANGES
1. The number of the course is changed to reflect the increase in credit hours from 2 to 3.
2. Increased hours to extend curricula in areas of hospital procedures, case management, nutrition, and emergency/critical care.

JUSTIFICATION & LEARNING OUTCOME
The course is being modified to include additional material in the area of case management; isolation wards, sanitation, OSHA guidelines, critical care, triage, nutritional components, and disease prevention. The technologist not only needs to be aware of agents of disease and how they work, but they also need to know the practical nature that applies to them as future animal nurse in clinical practice. By placing an additional emphasis on nutrition and the inclusion of critical care nursing in this course, the students gain valuable educational experiences that are not part of the original curriculum.

ADDITIONAL INFORMATION

COURSE SYMBOL
Course symbol will remain CVM.

COURSE NUMBER
The course number will change from 3012 to 3013 to reflect change in credit hours.

COURSE TITLE
The course title will remain unchanged.

CREDIT HOURS
Credit hours will change from 2 to 3.

PRE-REQUISITE/CO-REQUISITE
Be enrolled as a junior in the veterinary medical technology program

METHOD/HOUR OF INSTRUCTION
45 hours of lecture
Class will meet twice weekly (1.5 hours T, & Th) for a total of 3 hours weekly for 15 weeks.

METHOD OF DELIVERY
Face to Face

COURSE DESCRIPTION
(Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). Three hours lecture Pathophysiology, transmission, diagnostic process, clinical management and prevention of canine and feline diseases as well as emergency and critical care.

COURSE CONTENT
CVM 3012 Small Animal Diseases and Management
Old Content (total hours 30)

- System Diseases and Disorders 30 hours
  - Ear Disorders
  - Dental Disease
  - Ophthalmic Disorders
  - Dermatologic Disorders
  - Respiratory Disorders

- Cardiovascular Disorders
- Urinary Tract Disorders
- Reproductive Disorders
- Neurologic Disorders
- Neoplastic Disease
- Endocrine Disorders
- Musculoskeletal Disorders
- Alimentary Tract Disorders
- Neonatal Disease
- Dentistry

CVM 3013 Small Animal Diseases and Management
New (Additional) Content (15 hours)- *italicized items*
Total Content of new curriculum (45 hours)

- *Introduction to Preventative Care* *3 hours*
  - *Internal Parasites*
  - *Vaccinology*
  - *Nutrition*

- *Hospital Procedures* *10 hours*
  - *Management of Sick Animals*
  - *Nursing Care of Hospitalized Patients*
  - *Critical Care Nursing*
  - *Triage (emergency/critical care)*
  - *Medical Records*
  - *Communication*
  - *Client Interaction*
  - *Sanitation Procedures*
  - *Equipment/ Design*
  - *Regulatory Agencies (OSHA)*

- *Zoonotic Diseases* *2 hours*
  - *Introduction to Small Animal Diseases*
  - *Prevention*
  - *Treatment*
  - *Client Education*
  - *Management*

- System Diseases and Disorders 30 hours
  - Ear Disorders
  - Dental Disease
  - Ophthalmic Disorders
  - Dermatologic Disorders
  - Respiratory Disorders
  - Cardiovascular Disorders
  - Urinary Tract Disorders
  - Reproductive Disorders
  - Neurologic Disorders
  - Neoplastic Disease
  - Endocrine Disorders
  - Musculoskeletal Disorders
  - Alimentary Tract Disorders
  - Neonatal Disease
  - Dentistry

GRADUATE STUDENT REQUIREMENTS
Not applicable, this is not a graduate level course.

METHOD OF EVALUATION
Grade in course is based on:

Short Quizzes:		100pts.
Hourly Exams	(3):	300pts.
Final Exam:		200pts.

Distribution of Points for Letter Grades:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Less than 60%

SUPPORT

A letter of support is attached.

PROPOSAL CONTACT PERSON

Dr. Regina J Brotherton
662-325-7487
brotherton@cvm.msstate.edu

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

November 1, 2010

Dear Dr. Bourgeois,

The curriculum committee has reviewed and accepts the request for degree modification of the Veterinary Medical Technology Program and its associated course proposals. This letter represents our support of the course proposals submitted by Dr. Regina Brotherton for those changes in the Veterinary Medical Technology Program.

Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

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College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina Brotherton **E-mail:** Brotherton@cvm.msstate.edu

Nature of Change: Modify **Date Initiated:** 10/25/2010 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	3021	Small Animal Technical Skills and Nursing Care	(1)

Current Catalog Description:

(Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). Two hours laboratory. Principles of restraint, physical examination, medical management techniques, and behavior of common companion animals. Recognition of common canine and feline breeds.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	3022	Small Animal Technical Skills and Nursing Care	(2)

New or Modified Catalog Description:

(Prerequisite: Admissions to the junior year of the Veterinary Medical Technology Program). One hour lecture. Two hours of laboratory. Principles of small animal medical management topics and techniques, behavior, and an overview of critical care techniques for small animals.

	Date:
Approved: _____ Department Head	11/1/10
_____ Chair, College or School Curriculum Committee	11/1/10
Kent H Hoblet Dean of College or School	11/1/10
_____ Chair, University Committee on Courses and Curricula	11.30.10
_____ Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th, 2011

CVM 3021 – Currently; Small Animal Technical Skills and Nursing Care
CVM 3022 – Proposed; Small Animal Technical Skills and Nursing Care

CATALOG DESCRIPTION

Old: (Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). Two hours laboratory. Principles of restraint, physical examination, medical management techniques, and behavior of common companion animals. Recognition of common canine and feline breeds.

New: (Prerequisite: Admissions to the junior year of the Veterinary Medical Technology Program). One hour lecture. Two hours laboratory. Principles of small animal medical management topics and techniques, behavior, and an overview of critical care techniques for small animals.

ITEMIZED LIST AND DESCRIPTION OF CHANGES

1. The course format has been changed. It will now consist of one hour of lecture and two hours of laboratory.
2. The course credit hours were increased to two credit hours (2) to include new lecture component.
3. The catalog description has been altered/ reworded slightly. See the new description listed above.

JUSTIFICATION & LEARNING OUTCOME

1. The new design will enhance the laboratory experience by providing the students with a separate lecture time to explain how to perform the task/ technique and to discuss potential complications, etc.

ADDITIONAL INFORMATION

COURSE SYMBOL
Course symbol will remain CVM.

COURSE NUMBER
The course number will change to CVM3022 to reflect the increase in credit hours.

COURSE TITLE
The course title will remain the same.

CREDIT HOURS
Credit hours will increase to two hours (2).

PRE-REQUISITE/CO-REQUISITE
Be enrolled as a junior in the veterinary medical technology program

METHOD/HOUR OF INSTRUCTION
Face to face instruction. Students will attend a one hour lecture and a two hour lab weekly for 15 weeks.

METHOD OF DELIVERY
Face to Face

COURSE DESCRIPTION
(Prerequisite: Admissions to the junior year of the Veterinary Medical Technology Program). One hour of lecture. Two hours of laboratory. Principles of small animal medical management topics and techniques, behavior, and an overview of critical care techniques for small animals.

COURSE CONTENT
CVM 3022 Small Animal Technical Skills and Nursing Care

There is no change to the lab content. The only alteration is the additional 15 lecture hours.
New Lecture Content provided below.

- Vaccinology 1hour
  - Storage of Vaccines

- Vaccine reactions
- Administration Techniques
- Vaccination Sites

- Venipuncture 1 hour
  - Sites
  - Complications
  - Techniques
  - Equipment

- Exam Room 1 hour
  - Conduct
  - Professionalism
  - Communication

- Examination procedures 3 hours
  - Set up room
  - Physical exam
  - Patient history
  - Medical records

- Critical Care 7 hours
  - Fluids
    - Delivery methods
    - Fluid types
    - Additives
  - Catheter Placement
    - Catheter size
    - Cather types/ selection
    - Placement techniques
    - Complications
  - CPR
    - Method/ Techniques
    - Equipment
  - Emergency Tube Placement (chest tubes/ stomach tubes)
    - Tube types
    - Selection
    - Placement Techniques
    - Complications

- Nutrition 1 hour
  - Life stages
  - Therapeutic Foods
  - Supplements

- Bandaging/ Rehabilitation 1 hour
  - Bandaging Techniques
  - Rehabilitation Techniques

GRADUATE STUDENT REQUIREMENTS
Not applicable, this is not a graduate level course.

METHOD OF EVALUATION
The student's ability to correctly perform the required laboratory task will be determined by how closely they followed the steps listed on the essential task/ technique check-off form. The student will also be graded using the following grading criteria/ assignment breakdown.

Student Notebook	20%
Lab Assignments	20%

Presentations	15%
Client Brochure/ Handout	15%
Final Exam	30%

Distribution of Points for Letter Grades:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Less than 60%

SUPPORT

A letter of support is attached.

PROPOSAL CONTACT PERSON

Dr. Regina J Brotherton
662-325-7487
brotherton@cvm.msstate.edu

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

November 1, 2010

Dear Dr. Bourgeois,

The curriculum committee has reviewed and accepts the request for degree modification of the Veterinary Medical Technology Program and its associated course proposals. This letter represents our support of the course proposals submitted by Dr. Regina Brotherton for those changes in the Veterinary Medical Technology Program.

Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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☐ ORIGINAL

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: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina J Brotherton **E-mail:** brotherton@cvm.msstate.edu

Nature of Change: Add **Date Initiated:** 10-25-10 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	3112	Animal Handling, Husbandry, and Nutrition	(2)

New or Modified Catalog Description:

(Prerequisite: Admissions to the veterinary medical technology program). One hour lecture one hour laboratory. General handling and restraint, basic husbandry techniques, and the nutritional needs for companion animals and production animals.

Approved: Regina Brotherton *Date:* 11/1/10

Department Head

11/1/10

Chair, College or School Curriculum Committee

Kent H. Hobbet 11/1/10

Dean of College or School

11.30.10

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Peter L. Ryan for T.A.G. January 24th, 2011

Chair, Deans Council

CVM 3112 – Animal Handling, Husbandry, and Nutrition

CATALOG DESCRIPTION
(Prerequisite: Admissions to the veterinary medical technology program). One hour lecture one hour laboratory. General handling and restraint, basic husbandry techniques, and the nutritional needs for companion animals and production animals.

DETAILED COURSE OUTLINE

Introduction: **7 hours lecture / 3 hours lab**

I. Introduction of the course
II. Introduction to common Feline and Canine breeds
III. Introduction to common Equine and Bovine breeds
IV. Introduction to common Sheep and Goat breeds

Restraint/handling: **3 hours lecture / 7 hours lab**

V. Restraint/Handling techniques for companion animals
    a. Cats
    b. Dogs
    c. Exotic pets
    d. Horses
VI. Restraint/Handling techniques for production animals
    a. Cows
    b. Sheep
    c. Pigs

Husbandry: **5 hours lecture / 20 hours lab**

VII. Basic Husbandry Techniques for companion animals (Cats, Dogs, Exotic Pets, and Horses)
    a. Environmental/ housing needs
    b. Healthcare needs
    c. Activity/ enrichment needs
VIII. Basic Husbandry Techniques for production animals (Cows, Sheep, Pigs)
    a. Environmental/ housing needs
    b. Healthcare needs
    c. Management requirements
IX. Nutritional Needs of Companion Animals (Cats, Dogs, Exotic Pets, and Horses)
    a. Nutritional requirements for life-stages
    b. Nutritional requirements for specific diseases
    c. Overview of common food substances and supplements
    d. Common toxicities
X. Nutritional Needs of Production Animals (Cows, Sheep, and Pigs)
    a. Nutritional requirements for life stages
    b. Nutritional requirement for specific diseases
    c. Overview of common food substances and supplements
    d. Common toxicities

Lab hours will include care of the MSU-CVM animals through interaction with LARAC department.

METHOD OF EVALUATION
EVALUATION AND GRADING:

Daily grade for quizzes	10%
Assignments	20%
Midterm	25%
Breed Binder	25%
Final	20%

A=90-100%	(900-1000 pts.)
B=80-89%	(800-899.9999 pts)
C=70-79 %	(700-799.9999 pts)
D=60-69%	(600-699.9999 pts)
FAIL= <60%	(<599.9999 pts)

JUSTIFICATION & LEARNING OUTCOME
This course was designed to provide

...production animals to Veterinary Medical

Technology (VMT) students during their Sophomore/Junior year.
2. students with a basic understanding of husbandry concepts for companion animals and production animals.
3. instruction about the nutritional needs/requirements of both companion and production animals. This course will provide the necessary skills and knowledge base that the VMT students will need before taking more advanced courses.

SUPPORT
A letter of support is attached.

INSTRUCTOR OF RECORD
Allison Gardner, DVM

GRADUATE STUDENT REQUIREMENTS
Not applicable, this is not a graduate level course.

PLANNED FREQUENCY
Spring Semester of the Sophomore year and/or summer semester between sophomore and junior year.

EXPLANATION OF ANY DUPLICATION
There is no duplication.

METHOD OF INSTRUCTION CODE
B

METHOD OF DELIVERY CODE
F

PROPOSED C.I.P. NUMBER
51.0808

PROPOSED 24-CHARACTER APPREVIATION
An Hand, Husb, Nutrition

PROPOSED SEMESTER EFFECTIVE
Summer 2011

OTHER APPROPRIATE INFORMATION
n/a

PROPOSAL CONTACT PERSON
Dr. Regina J Brotherton
662-325-7487
brotherton@cvm.msstate.edu

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

November 1, 2010

Dear Dr. Bourgeois,

The curriculum committee has reviewed and accepts the request for degree modification of the Veterinary Medical Technology Program and its associated course proposals. This letter represents our support of the course proposals submitted by Dr. Regina Brotherton for those changes in the Veterinary Medical Technology Program.

Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina Brotherton **E-mail:** Brotherton@cvm.msstate.edu

Nature of Change: Modify **Date Initiated:** 10/25/2010 **Effective Date:** _Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	3131	Clinical Pathology Laboratory Techniques I	(1)

Current Catalog Description:

(Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). Two hours lecture/laboratory. Veterinary clinical pathology laboratory including diagnostic procedures in hematology, serology and ELISA methodology.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	3132	Clinical Pathology Laboratory Techniques	(2)

New or Modified Catalog Description:

(Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program) One hour Lecture, two hour laboratory course. Procedures in hematology, serology and ELISA methodology, cytology, urology, chemistries, and microbiology (culture and sensitivity).

Approved: Regina Brotherton Department Head	*Date:* 11/1/10
Chair, College or School Curriculum Committee	11/1/10
Kent H. Hoblet Dean of College or School	11/1/10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G Chair, Deans Council	January 24th, 2011

CVM 3131-Currently-Clinical Pathology Laboratory Techniques I
CVM 3132- Proposed-Clinical Pathology Laboratory Techniques

CATALOG DESCRIPTION
Old: (Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). Two hours lecture/laboratory. Veterinary clinical pathology laboratory including diagnostic procedures in hematology, serology and ELISA methodology.

New:
(Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program) One hour Lecture, two hour laboratory course. Procedures in hematology, serology and ELISA methodology, cytology, urology, chemistries, and microbiology (culture and sensitivity).

ITEMIZED LIST AND DESCRIPTION OF CHANGES

1. The name of the course is changed. There will no longer be two separate courses (Clinical Pathology Laboratory Techniques I and Clinical Pathology Laboratory II). The course will be called Clinical Pathology Laboratory Techniques. It will include the information and skills from both of the previous two courses.
2. The course hours will increase to two credit hours.
3. The course number will change to CVM 3132 to reflect the increase in course hours.
4. The catalog description was reworded slightly to reflect the content changes.

JUSTIFICATION & LEARNING OUTCOME
This course is being modified to meet / provide all the required educational information and required skills set forth by the accrediting body the AVMA/ CVTEA. Combining courses to make one allows students to have all course content in one semester *which allows for better course sequencing* since the students only have junior year to complete all lecture/lab courses before entering the clinical experience senior year.

The class also will have a lecture component which will *enhance the delivery of material in lab and provide a better lab experience for the student.*

ADDITIONAL INFORMATION

COURSE SYMBOL
Course symbol will remain CVM.

COURSE NUMBER
The course number will be changed to 3132 to reflect the increase in credit hours.

COURSE TITLE
The course title will be changed from "Clinical Pathology Laboratory Technique I" to "Clinical Pathology Laboratory Technique".

CREDIT HOURS
Credit hours will increase to two credit hours (2). One (1) hour lecture, two (2) hour lab.

PRE-REQUISITE/CO-REQUISITE
Be enrolled as a junior in the veterinary medical technology program

METHOD/HOUR OF INSTRUCTION
B
Lecture will meet once weekly from 8-8:50 for 15 weeks
Lab will meet 2 hours weekly for 15 weeks

METHOD OF DELIVERY
Face to Face

COURSE DESCRIPTION
(Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program) One hour Lecture, two hour laboratory course. Procedures in hematology, serology and ELISA methodology, [illegible] chemistries, and microbiology (culture and sensitivity).

COURSE CONTENT

Old Content

1.CVM 3131 Clinical Pathology Laboratory Techniques I (15 hours)

- Introduction to Clinical Pathology
- Specimens
- Chemistries
    - Enzymes
    - Electrolytes
    - Special chemistries
- Serology
    - Overview
    - Test kits
- Hematology
    - Overview
    - Cells and differentials
    - Cell counts

2. CVM 3231 Clinical Pathology Laboratory Techniques II (15 hours)

- Urinalysis
    - Analysis
    - Chemical analysis
    - Specific gravity
    - Complete urinalysis
- Microbiology
    - Gram positive organisms
    - Gram negative organisms
    - Dermatophytes
    - Sensitivity testing
- Cytology
    - Ear
    - Skin
    - Fluid with cell counts
    - Fluid bacteriology

New Content

CVM 3132 Clinical Laboratory Pathology Techniques

Laboratory (30 hours)

- Introduction to Clinical Pathology
- Specimens
- Chemistries
    - Enzymes
    - Electrolytes
    - Special chemistries
- Serology
    - Overview
    - Test kits
- Hematology
    - Overview
    - Cells and differentials
    - Cell counts
- Urinalysis
    - Analysis

    - Specific gravity
    - Complete urinalysis
- Microbiology
    - Gram positive organisms
    - Gram negative organisms
    - Dermatophytes
    - Sensitivity testing
- Cytology
    - Ear
    - Skin
    - Fluid with cell counts
    - Fluid bacteriology

Lecture (15 hours)

- Specimens
    - Collection devices
    - Collection sites
    - Materials needed
    - Shipping
    - Precautions/ complications
- Chemistry
    - Overview
    - Equipment
    - How to read chemistries
- Serology
    - Overview
    - Common test in Small Animal Medicine
    - Interpretation
- Microbiology
    - How to identify gram pos and gram neg organisms
    - Types of dermatophytes
    - Testing media
    - Handling/ testing precautions

GRADUATE STUDENT REQUIREMENTS

Not applicable, this is not a graduate level course.

METHOD OF EVALUATION

Assignment Breakdown (grade criteria):	**Pre and Post labs**	**40%**
	Clinical Notebook	**20%**
	Lab Practical (Exam)	**40%**

Distribution Points for Letter Grades:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Less than 60%

SUPPORT

A letter of support is attached.

PROPOSAL CONTACT PERSON

Dr. Regina J Brotherton
662-325-7487
brotherton@cvm.msstate.edu

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

November 1, 2010

Dear Dr. Bourgeois,

The curriculum committee has reviewed and accepts the request for degree modification of the Veterinary Medical Technology Program and its associated course proposals. This letter represents our support of the course proposals submitted by Dr. Regina Brotherton for those changes in the Veterinary Medical Technology Program.

Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

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APPROVAL FORM FOR

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MISSISSIPPI STATE UNIVERSITY

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College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina J Brotherton **E-mail:** brotherton@cvm.msstate.edu

Nature of Change: Add **Date Initiated:** 10-25-10 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	3201	Dental Principles for Veterinary Technologists	(1)

New or Modified Catalog Description:
(Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). One hour laboratory. Students are expected to become proficient in dental techniques of all small animal species, instrumentation, and dental radiology positioning in addition to common dental disorders.

Approved: _____ *Date:* 11/1/10
Department Head

_____ 11/1/10
Chair, College or School Curriculum Committee

Kent H. Hoblet 11/1/10
Dean of College or School

_____ 11.30.10
Chair, University Committee on Courses and Curricula

_____ _____
Chair, Graduate Council (if applicable)

Peter L. Ryan for T.A.G. January 24th 2011
Chair, Deans Council

CVM 3201- Dental Principles for Veterinary Technologists

Catalog Description

(Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). One hour laboratory. Students are expected to become proficient in dental techniques of all small animal species, instrumentation, and dental radiology positioning in addition to common dental disorders.

Detailed Course Outline

Oral Exam and Charting	2 hours
Dental Instruments & Equipment	2 hours
Pathogenesis of Periodontal Dz	4 hours
Complete Prohy & Dental Home Care	6 hours
Dental Radiology	4 hours
Periodontal Therapy, Exodontics	2 hours
Advanced Veterinary Dental Procedures	2 hours
Feline Dentistry	4 hours
Pocket Pet Dentistry	2 hours
Marketing Veterinary Dentistry	2 hours
	30

Students will meet for a 2 hour lab weekly for a total of 15 weeks.

METHOD OF EVALUATION

Grade in course is based on (% for each):

Four quizzes (25 points each)	100 pts
Project	100 pts
Homework (questions at end of each chapter)	50
Two Exams (100 points each)	200 pts
Total	**450 pts**

Distribution Points for Letter Grades:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = less than 60%

Justification & Learning Outcome

A large part of what a veterinary technologist does on a daily basis includes performing prophylaxis (dentals) on patients. The addition of the course is essential as it not only

prepares students both academically and technically but ensures that the content for national board examination is included in the VMTP curriculum. The VTNE; Veterinary Technician National Examination consists of 8% dental questions.

The addition of the course will ensure that students gain knowledge and skills in dentistry as it relates to anatomy, physiology, radiography, technical skill, and critical thinking skill in multiple species.

SUPPORT
A letter of support is attached.

INSTRUCTOR OF RECORD
Dr. Diana Euabanks

GRADUATE STUDENT REQUIREMENTS
Not applicable, this is not a graduate level course.

PLANNED FREQUENCY
Junior Year, Fall or Spring Semester.

EXPLANATION OF ANY DUPLICATION
There is no duplication.

METHOD OF INSTRUCTION CODE
B

METHOD OF DELIVERY CODE
F

PROPOSED C.I.P. NUMBER
51.0808

PROPOSED 24-CHARACTER APPREVIATION
Dental Princ for VTGs

PROPOSED SEMESTER EFFECTIVE
Fall 2011

OTHER APPROPRIATE INFORMATION
n/a

PROPOSAL CONTACT PERSON
Dr. Regina J Brotherton
662-325-7487
brotherton@cvm.msstate.edu

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

November 1, 2010

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There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

ORIGINAL

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College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina J Brotherton **E-mail:** brotherton@cvm.msstate.edu

Nature of Change: Modify **Date Initiated:** 10-25-10 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	3012	Small Animal Diseases & Management	(2)

Current Catalog Description:

(Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). Two hours lecture. Pathophysiology, transmission, diagnostic process, clinical management and prevention of canine and feline diseases.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	3013	Small Animal Diseases & Management	(3)

New or Modified Catalog Description:

(Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). Three hours lecture Pathophysiology, transmission, diagnostic process, clinical management and prevention of canine and feline diseases as well as emergency and critical care.

Approved: _____ Department Head	*Date:* 11/1/10
_____ Chair, College or School Curriculum Committee	11/1/10
Kent H. Hoblet Dean of College or School	11/1/10
_____ Chair, University Committee on Courses and Curricula	11.30.10
_____ Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th, 2011

CVM 3012 – Currently; Small Animal Diseases and Management
CVM 3013 – Proposed; Small Animal Diseases and Management

CATALOG DESCRIPTION
Old: (Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). Two hours lecture. Pathophysiology, transmission, diagnostic process, clinical management and prevention of canine and feline diseases.

New: (Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). Three hours lecture Pathophysiology, transmission, diagnostic process, clinical management and prevention of canine and feline diseases as well as emergency and critical care.

ITEMIZED LIST AND DESCRIPTION OF CHANGES
1. The number of the course is changed to reflect the increase in credit hours from 2 to 3.
2. Increased hours to extend curricula in areas of hospital procedures, case management, nutrition, and emergency/critical care.

JUSTIFICATION & LEARNING OUTCOME
The course is being modified to include additional material in the area of case management; isolation wards, sanitation, OSHA guidelines, critical care, triage, nutritional components, and disease prevention. The technologist not only needs to be aware of agents of disease and how they work, but they also need to know the practical nature that applies to them as future animal nurse in clinical practice. By placing an additional emphasis on nutrition and the inclusion of critical care nursing in this course, the students gain valuable educational experiences that are not part of the original curriculum.

ADDITIONAL INFORMATION

COURSE SYMBOL
Course symbol will remain CVM.

COURSE NUMBER
The course number will change from 3012 to 3013 to reflect change in credit hours.

COURSE TITLE
The course title will remain unchanged.

CREDIT HOURS
Credit hours will change from 2 to 3.

PRE-REQUISITE/CO-REQUISITE
Be enrolled as a junior in the veterinary medical technology program

METHOD/HOUR OF INSTRUCTION
45 hours of lecture
Class will meet twice weekly (1.5 hours T, & Th) for a total of 3 hours weekly for 15 weeks.

METHOD OF DELIVERY
Face to Face

COURSE DESCRIPTION
(Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). Three hours lecture Pathophysiology, transmission, diagnostic process, clinical management and prevention of canine and feline diseases as well as emergency and critical care.

COURSE CONTENT
CVM 3012 Small Animal Diseases and Management
Old Content (total hours 30)

- System Diseases and Disorders 30 hours
  - Ear Disorders
  - Dental Disease
  - Ophthalmic Disorders
  - Dermatologic Disorders

- Cardiovascular Disorders
- Urinary Tract Disorders
- Reproductive Disorders
- Neurologic Disorders
- Neoplastic Disease
- Endocrine Disorders
- Musculoskeletal Disorders
- Alimentary Tract Disorders
- Neonatal Disease
- Dentistry

CVM 3013 Small Animal Diseases and Management
New (Additional) Content (15 hours)- *italicized items*
Total Content of new curriculum (45 hours)

- *Introduction to Preventative Care* *3 hours*
  - *Internal Parasites*
  - *Vaccinology*
  - *Nutrition*

- *Hospital Procedures* *10 hours*
  - *Management of Sick Animals*
  - *Nursing Care of Hospitalized Patients*
  - *Critical Care Nursing*
  - *Triage (emergency/critical care)*
  - *Medical Records*
  - *Communication*
  - *Client Interaction*
  - *Sanitation Procedures*
  - *Equipment/ Design*
  - *Regulatory Agencies (OSHA)*

- *Zoonotic Diseases* *2 hours*
  - *Introduction to Small Animal Diseases*
  - *Prevention*
  - *Treatment*
  - *Client Education*
  - *Management*

- System Diseases and Disorders 30 hours
  - Ear Disorders
  - Dental Disease
  - Ophthalmic Disorders
  - Dermatologic Disorders
  - Respiratory Disorders
  - Cardiovascular Disorders
  - Urinary Tract Disorders
  - Reproductive Disorders
  - Neurologic Disorders
  - Neoplastic Disease
  - Endocrine Disorders
  - Musculoskeletal Disorders
  - Alimentary Tract Disorders
  - Neonatal Disease
  - Dentistry

GRADUATE STUDENT REQUIREMENTS
Not applicable, this is not a graduate level course.

METHOD OF EVALUATION
Grade in course is based on:

Short Quizzes:		100pts.
Hourly Exams	(3):	300pts.
Final Exam:		200pts.

Distribution of Points for Letter Grades:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Less than 60%

SUPPORT

A letter of support is attached.

PROPOSAL CONTACT PERSON

Dr. Regina J Brotherton
662-325-7487
brotherton@cvm.msstate.edu

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

November 1, 2010

Dear Dr. Bourgeois,

The curriculum committee has reviewed and accepts the request for degree modification of the Veterinary Medical Technology Program and its associated course proposals. This letter represents our support of the course proposals submitted by Dr. Regina Brotherton for those changes in the Veterinary Medical Technology Program.

Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 11/2/10

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College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina Brotherton **E-mail:** Brotherton@cvm.msstate.edu

Nature of Change: Modify **Date Initiated:** 10/25/2010 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	3021	Small Animal Technical Skills and Nursing Care	(1)

Current Catalog Description:

(Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). Two hours laboratory. Principles of restraint, physical examination, medical management techniques, and behavior of common companion animals. Recognition of common canine and feline breeds.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	3022	Small Animal Technical Skills and Nursing Care	(2)

New or Modified Catalog Description:

(Prerequisite: Admissions to the junior year of the Veterinary Medical Technology Program). One hour lecture. Two hours of laboratory. Principles of small animal medical management topics and techniques, behavior, and an overview of critical care techniques for small animals.

Approved: _____ Department Head	*Date:* 11/1/10
_____ Chair, College or School Curriculum Committee	11/1/10
Kent H Hoblet Dean of College or School	11/1/10
_____ Chair, University Committee on Courses and Curricula	11.30.10
_____ Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th, 2011

CVM 3021 – Currently; Small Animal Technical Skills and Nursing Care
CVM 3022 – Proposed; Small Animal Technical Skills and Nursing Care

CATALOG DESCRIPTION

Old: (Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). Two hours laboratory. Principles of restraint, physical examination, medical management techniques, and behavior of common companion animals. Recognition of common canine and feline breeds.

New: (Prerequisite: Admissions to the junior year of the Veterinary Medical Technology Program). One hour lecture. Two hours laboratory. Principles of small animal medical management topics and techniques, behavior, and an overview of critical care techniques for small animals.

ITEMIZED LIST AND DESCRIPTION OF CHANGES

1. The course format has been changed. It will now consist of one hour of lecture and two hours of laboratory.
2. The course credit hours were increased to two credit hours (2) to include new lecture component.
3. The catalog description has been altered/ reworded slightly. See the new description listed above.

JUSTIFICATION & LEARNING OUTCOME

1. The new design will enhance the laboratory experience by providing the students with a separate lecture time to explain how to perform the task/ technique and to discuss potential complications, etc.

ADDITIONAL INFORMATION

COURSE SYMBOL
Course symbol will remain CVM.

COURSE NUMBER
The course number will change to CVM3022 to reflect the increase in credit hours.

COURSE TITLE
The course title will remain the same.

CREDIT HOURS
Credit hours will increase to two hours (2).

PRE-REQUISITE/CO-REQUISITE
Be enrolled as a junior in the veterinary medical technology program

METHOD/HOUR OF INSTRUCTION
Face to face instruction. Students will attend a one hour lecture and a two hour lab weekly for 15 weeks.

METHOD OF DELIVERY
Face to Face

COURSE DESCRIPTION
(Prerequisite: Admissions to the junior year of the Veterinary Medical Technology Program). One hour of lecture. Two hours of laboratory. Principles of small animal medical management topics and techniques, behavior, and an overview of critical care techniques for small animals.

COURSE CONTENT
CVM 3022 Small Animal Technical Skills and Nursing Care

There is no change to the lab content. The only alteration is the additional 15 lecture hours.
New Lecture Content provided below.

- Vaccinology 1hour
  Storage of Vaccines

- Vaccine reactions
- Administration Techniques
- Vaccination Sites

- Venipuncture 1 hour
  - Sites
  - Complications
  - Techniques
  - Equipment

- Exam Room 1 hour
  - Conduct
  - Professionalism
  - Communication

- Examination procedures 3 hours
  - Set up room
  - Physical exam
  - Patient history
  - Medical records

- Critical Care 7 hours
  - Fluids
    - Delivery methods
    - Fluid types
    - Additives
  - Catheter Placement
    - Catheter size
    - Cather types/ selection
    - Placement techniques
    - Complications
  - CPR
    - Method/ Techniques
    - Equipment
  - Emergency Tube Placement (chest tubes/ stomach tubes)
    - Tube types
    - Selection
    - Placement Techniques
    - Complications

- Nutrition 1 hour
  - Life stages
  - Therapeutic Foods
  - Supplements

- Bandaging/ Rehabilitation 1 hour
  - Bandaging Techniques
  - Rehabilitation Techniques

GRADUATE STUDENT REQUIREMENTS
Not applicable, this is not a graduate level course.

METHOD OF EVALUATION
The student's ability to correctly perform the required laboratory task will be determined by how closely they followed the steps listed on the essential task/ technique check-off form. The student will also be graded using the following grading criteria/ assignment breakdown.

Student Notebook	20%
Lab Assignments	20%

Presentations	15%
Client Brochure/ Handout	15%
Final Exam	30%

Distribution of Points for Letter Grades:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Less than 60%

SUPPORT

A letter of support is attached.

PROPOSAL CONTACT PERSON

Dr. Regina J Brotherton
662-325-7487
brotherton@cvm.msstate.edu

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

November 1, 2010

Dear Dr. Bourgeois,

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Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED

☐ ORIGINAL

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College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina J Brotherton **E-mail:** brotherton@cvm.msstate.edu

Nature of Change: Add **Date Initiated:** 10-25-10 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	3112	Animal Handling, Husbandry, and Nutrition	(2)

New or Modified Catalog Description:

(Prerequisite: Admissions to the veterinary medical technology program). One hour lecture one hour laboratory. General handling and restraint, basic husbandry techniques, and the nutritional needs for companion animals and production animals.

	Date:
Approved: Regina Brotherton Department Head	11/1/10
Chair, College or School Curriculum Committee	11/1/10
Kent H. Hobbet Dean of College or School	11/1/10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th, 2011

CVM 3112 – Animal Handling, Husbandry, and Nutrition

CATALOG DESCRIPTION

(Prerequisite: Admissions to the veterinary medical technology program). One hour lecture one hour laboratory. General handling and restraint, basic husbandry techniques, and the nutritional needs for companion animals and production animals.

DETAILED COURSE OUTLINE

Introduction: **7 hours lecture / 3 hours lab**

I. Introduction of the course
II. Introduction to common Feline and Canine breeds
III. Introduction to common Equine and Bovine breeds
IV. Introduction to common Sheep and Goat breeds

Restraint/handling: **3 hours lecture / 7 hours lab**

V. Restraint/Handling techniques for companion animals
    a. Cats
    b. Dogs
    c. Exotic pets
    d. Horses
VI. Restraint/Handling techniques for production animals
    a. Cows
    b. Sheep
    c. Pigs

Husbandry: **5 hours lecture / 20 hours lab**

VII. Basic Husbandry Techniques for companion animals (Cats, Dogs, Exotic Pets, and Horses)
    a. Environmental/ housing needs
    b. Healthcare needs
    c. Activity/ enrichment needs
VIII. Basic Husbandry Techniques for production animals (Cows, Sheep, Pigs)
    a. Environmental/ housing needs
    b. Healthcare needs
    c. Management requirements
IX. Nutritional Needs of Companion Animals (Cats, Dogs, Exotic Pets, and Horses)
    a. Nutritional requirements for life-stages
    b. Nutritional requirements for specific diseases
    c. Overview of common food substances and supplements
    d. Common toxicities
X. Nutritional Needs of Production Animals (Cows, Sheep, and Pigs)
    a. Nutritional requirements for life stages
    b. Nutritional requirement for specific diseases
    c. Overview of common food substances and supplements
    d. Common toxicities

Lab hours will include care of the MSU-CVM animals through interaction with LARAC department.

METHOD OF EVALUATION

EVALUATION AND GRADING:

Daily grade for quizzes	10%
Assignments	20%
Midterm	25%
Breed Binder	25%
Final	20%

A=90-100%	(900-1000 pts.)
B=80-89%	(800-899.9999 pts)
C=70-79 %	(700-799.9999 pts)
D=60-69%	(600-699.9999 pts)
FAIL= <60%	(<599.9999 pts)

JUSTIFICATION & LEARNING OUTCOME

This course was designed to provide

Technology (VMT) students during their Sophomore/Junior year.
2. students with a basic understanding of husbandry concepts for companion animals and production animals.
3. instruction about the nutritional needs/requirements of both companion and production animals. This course will provide the necessary skills and knowledge base that the VMT students will need before taking more advanced courses.

SUPPORT
A letter of support is attached.

INSTRUCTOR OF RECORD
Allison Gardner, DVM

GRADUATE STUDENT REQUIREMENTS
Not applicable, this is not a graduate level course.

PLANNED FREQUENCY
Spring Semester of the Sophomore year and/or summer semester between sophomore and junior year.

EXPLANATION OF ANY DUPLICATION
There is no duplication.

METHOD OF INSTRUCTION CODE
B

METHOD OF DELIVERY CODE
F

PROPOSED C.I.P. NUMBER
51.0808

PROPOSED 24-CHARACTER APPREVIATION
An Hand, Husb, Nutrition

PROPOSED SEMESTER EFFECTIVE
Summer 2011

OTHER APPROPRIATE INFORMATION
n/a

PROPOSAL CONTACT PERSON
Dr. Regina J Brotherton
662-325-7487
brotherton@cvm.msstate.edu

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

November 1, 2010

Dear Dr. Bourgeois,

The curriculum committee has reviewed and accepts the request for degree modification of the Veterinary Medical Technology Program and its associated course proposals. This letter represents our support of the course proposals submitted by Dr. Regina Brotherton for those changes in the Veterinary Medical Technology Program.

Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

ORIGINAL

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COURSES

MISSISSIPPI STATE UNIVERSITY

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College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina Brotherton **E-mail:** Brotherton@cvm.msstate.edu

Nature of Change: Modify **Date Initiated:** 10/25/2010 **Effective Date:** _Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	3131	Clinical Pathology Laboratory Techniques I	(1)

Current Catalog Description:

(Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). Two hours lecture/laboratory. Veterinary clinical pathology laboratory including diagnostic procedures in hematology, serology and ELISA methodology.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	3132	Clinical Pathology Laboratory Techniques	(2)

New or Modified Catalog Description:

(Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program) One hour Lecture, two hour laboratory course. Procedures in hematology, serology and ELISA methodology, cytology, urology, chemistries, and microbiology (culture and sensitivity).

Approved: _____ Department Head	*Date:* 11/1/10
_____ Chair, College or School Curriculum Committee	11/1/10
Kent H. Hoblet Dean of College or School	11/1/10
_____ Chair, University Committee on Courses and Curricula	11.30.10
_____ Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G Chair, Deans Council	January 24th, 2011

CVM 3131-Currently-Clinical Pathology Laboratory Techniques I
CVM 3132- Proposed-Clinical Pathology Laboratory Techniques

CATALOG DESCRIPTION

Old: (Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). Two hours lecture/laboratory. Veterinary clinical pathology laboratory including diagnostic procedures in hematology, serology and ELISA methodology.

New:
(Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program) One hour Lecture, two hour laboratory course. Procedures in hematology, serology and ELISA methodology, cytology, urology, chemistries, and microbiology (culture and sensitivity).

ITEMIZED LIST AND DESCRIPTION OF CHANGES

1. The name of the course is changed. There will no longer be two separate courses (Clinical Pathology Laboratory Techniques I and Clinical Pathology Laboratory II). The course will be called Clinical Pathology Laboratory Techniques. It will include the information and skills from both of the previous two courses.
2. The course hours will increase to two credit hours.
3. The course number will change to CVM 3132 to reflect the increase in course hours.
4. The catalog description was reworded slightly to reflect the content changes.

JUSTIFICATION & LEARNING OUTCOME

This course is being modified to meet / provide all the required educational information and required skills set forth by the accrediting body the AVMA/ CVTEA. Combining courses to make one allows students to have all course content in one semester *which allows for better course sequencing* since the students only have junior year to complete all lecture/lab courses before entering the clinical experience senior year.

The class also will have a lecture component which will *enhance the delivery of material in lab and provide a better lab experience for the student.*

ADDITIONAL INFORMATION

COURSE SYMBOL

Course symbol will remain CVM.

COURSE NUMBER

The course number will be changed to 3132 to reflect the increase in credit hours.

COURSE TITLE

The course title will be changed from "Clinical Pathology Laboratory Technique I" to "Clinical Pathology Laboratory Technique".

CREDIT HOURS

Credit hours will increase to two credit hours (2). One (1) hour lecture, two (2) hour lab.

PRE-REQUISITE/CO-REQUISITE

Be enrolled as a junior in the veterinary medical technology program

METHOD/HOUR OF INSTRUCTION

B
Lecture will meet once weekly from 8-8:50 for 15 weeks
Lab will meet 2 hours weekly for 15 weeks

METHOD OF DELIVERY

Face to Face

COURSE DESCRIPTION

(Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program) One hour Lecture, two hour laboratory course. Procedures in hematology, serology and ELISA methodology, cytology, urology, chemistries, and microbiology (culture and sensitivity).

COURSE CONTENT

Old Content

1.CVM 3131 Clinical Pathology Laboratory Techniques I (15 hours)

- Introduction to Clinical Pathology
- Specimens
- Chemistries
    - Enzymes
    - Electrolytes
    - Special chemistries
- Serology
    - Overview
    - Test kits
- Hematology
    - Overview
    - Cells and differentials
    - Cell counts

2. CVM 3231 Clinical Pathology Laboratory Techniques II (15 hours)

- Urinalysis
    - Analysis
    - Chemical analysis
    - Specific gravity
    - Complete urinalysis
- Microbiology
    - Gram positive organisms
    - Gram negative organisms
    - Dermatophytes
    - Sensitivity testing
- Cytology
    - Ear
    - Skin
    - Fluid with cell counts
    - Fluid bacteriology

New Content

CVM 3132 Clinical Laboratory Pathology Techniques

Laboratory (30 hours)

- Introduction to Clinical Pathology
- Specimens
- Chemistries
    - Enzymes
    - Electrolytes
    - Special chemistries
- Serology
    - Overview
    - Test kits
- Hematology
    - Overview
    - Cells and differentials
    - Cell counts
- Urinalysis
    - Analysis

    - Specific gravity
    - Complete urinalysis
- Microbiology
    - Gram positive organisms
    - Gram negative organisms
    - Dermatophytes
    - Sensitivity testing
- Cytology
    - Ear
    - Skin
    - Fluid with cell counts
    - Fluid bacteriology

Lecture (15 hours)

- Specimens
    - Collection devices
    - Collection sites
    - Materials needed
    - Shipping
    - Precautions/ complications
- Chemistry
    - Overview
    - Equipment
    - How to read chemistries
- Serology
    - Overview
    - Common test in Small Animal Medicine
    - Interpretation
- Microbiology
    - How to identify gram pos and gram neg organisms
    - Types of dermatophytes
    - Testing media
    - Handling/ testing precautions

GRADUATE STUDENT REQUIREMENTS

Not applicable, this is not a graduate level course.

METHOD OF EVALUATION

Assignment Breakdown (grade criteria):	**Pre and Post labs**	**40%**
	Clinical Notebook	**20%**
	Lab Practical (Exam)	**40%**

Distribution Points for Letter Grades:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Less than 60%

SUPPORT

A letter of support is attached.

PROPOSAL CONTACT PERSON

Dr. Regina J Brotherton
662-325-7487
brotherton@cvm.msstate.edu

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

November 1, 2010

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

ORIGINAL

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COURSES

MISSISSIPPI STATE UNIVERSITY

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College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina J Brotherton **E-mail:** brotherton@cvm.msstate.edu

Nature of Change: Add **Date Initiated:** 10-25-10 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	3201	Dental Principles for Veterinary Technologists	(1)

New or Modified Catalog Description:
(Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). One hour laboratory. Students are expected to become proficient in dental techniques of all small animal species, instrumentation, and dental radiology positioning in addition to common dental disorders.

Approved: _____ *Date:* 11/1/10
Department Head

_____ 11/1/10
Chair, College or School Curriculum Committee

Kent H. Hoblet 11/1/10
Dean of College or School

_____ 11.30.10
Chair, University Committee on Courses and Curricula

_____ _____
Chair, Graduate Council (if applicable)

Peter L. Ryan for T.A.G. January 24th 2011
Chair, Deans Council

CVM 3201- Dental Principles for Veterinary Technologists

Catalog Description

(Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). One hour laboratory. Students are expected to become proficient in dental techniques of all small animal species, instrumentation, and dental radiology positioning in addition to common dental disorders.

Detailed Course Outline

Oral Exam and Charting	2 hours
Dental Instruments & Equipment	2 hours
Pathogenesis of Periodontal Dz	4 hours
Complete Prohy & Dental Home Care	6 hours
Dental Radiology	4 hours
Periodontal Therapy, Exodontics	2 hours
Advanced Veterinary Dental Procedures	2 hours
Feline Dentistry	4 hours
Pocket Pet Dentistry	2 hours
Marketing Veterinary Dentistry	2 hours
	30

Students will meet for a 2 hour lab weekly for a total of 15 weeks.

METHOD OF EVALUATION

Grade in course is based on (% for each):

Four quizzes (25 points each)	100 pts
Project	100 pts
Homework (questions at end of each chapter)	50
Two Exams (100 points each)	200 pts
Total	**450 pts**

Distribution Points for Letter Grades:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = less than 60%

Justification & Learning Outcome

A large part of what a veterinary technologist does on a daily basis includes performing prophylaxis (dentals) on patients. The addition of the course is essential as it not only

prepares students both academically and technically but ensures that the content for national board examination is included in the VMTP curriculum. The VTNE; Veterinary Technician National Examination consists of 8% dental questions.

The addition of the course will ensure that students gain knowledge and skills in dentistry as it relates to anatomy, physiology, radiography, technical skill, and critical thinking skill in multiple species.

SUPPORT
A letter of support is attached.

INSTRUCTOR OF RECORD
Dr. Diana Euabanks

GRADUATE STUDENT REQUIREMENTS
Not applicable, this is not a graduate level course.

PLANNED FREQUENCY
Junior Year, Fall or Spring Semester.

EXPLANATION OF ANY DUPLICATION
There is no duplication.

METHOD OF INSTRUCTION CODE
B

METHOD OF DELIVERY CODE
F

PROPOSED C.I.P. NUMBER
51.0808

PROPOSED 24-CHARACTER APPREVIATION
Dental Princ for VTGs

PROPOSED SEMESTER EFFECTIVE
Fall 2011

OTHER APPROPRIATE INFORMATION
n/a

PROPOSAL CONTACT PERSON
Dr. Regina J Brotherton
662-325-7487
brotherton@cvm.msstate.edu

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

November 1, 2010

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

ORIGINAL

RECEIVED 11/2/10

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: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina Brotherton **E-mail:** Brotherton@cvm.msstate.edu

Nature of Change: Delete **Date Initiated:** 10/25/2010 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	3231	Clinical Pathology Techniques II	(1)

Current Catalog Description:

(Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). Two hours lecture/laboratory. Comprehensive veterinary clinical pathology laboratory, including diagnostic procedures in urology, dermatology, cytology, and advanced methods in hematology.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
			( )

New or Modified Catalog Description:

Approved: Regina Brotherton Department Head	*Date:* 11/1/10
Chair, College or School Curriculum Committee	11/1/10
Kent H. Hoblet Dean of College or School	11/1/10
Chair, University Committee on Courses and Curricula	11/30/10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G Chair, Deans Council	January 24th, 2011

CVM 3231 – Clinical Pathology Techniques II

CATALOG DESCRIPTION

(Prerequisite: Admission to the junior year of the Veterinary Medical Technology Program). Two hours lecture/laboratory. Comprehensive veterinary clinical pathology laboratory, including diagnostic procedures in urology, dermatology, cytology, and advanced methods in hematology.

JUSTIFICATION

Two courses are being combined for better sequencing.

EFFECTIVE DATE

The effective date of deletion is the summer semester of 2011. The current students (VMT Class of 2012) that have already completed the course CVM 3131 Clinical Pathology Laboratory Techniques I will have the opportunity to complete the currently scheduled course CVM 3231 Clinical Pathology Laboratory Techniques II during the spring of 2011. The changes will go in effect the summer of 2011 and will affect the incoming students (VMT Class of 2013.)

EFFECTS ON OTHER COURSES

See Justification Statement

SUPPORT

A letter of support is attached.

CONTACT

Dr. Regina Brotherton
662-325-7487
MSU-CVM
brotherton@cvm.msstate.edu

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

November 1, 2010

Dear Dr. Bourgeois,

The curriculum committee has reviewed and accepts the request for degree modification of the Veterinary Medical Technology Program and its associated course proposals. This letter represents our support of the course proposals submitted by Dr. Regina Brotherton for those changes in the Veterinary Medical Technology Program.

Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

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College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Regina J Brotherton, DVM, PhD **E-mail:** brotherton@cvm.msstate.edu

Nature of Change: Add **Date Initiated:** 10-25-10 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	4003	Internship Experience	(3)

New or Modified Catalog Description:

(Prerequisite: Admission to the senior year of the Veterinary medical technology program). 3 hour practicum. Students choose a facility to complete a three week internship. Choices include zoos, laboratory, research, equine, emergency, and small animal. Facility is approved by director.

Approved: Reg Brotherton Department Head	*Date:* 11/1/10
Chair, College or School Curriculum Committee	11/1/10
Kent H. Hoblet Dean of College or School	11/1/10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th, 2011

CVM 4003 – Internship

CATALOG DESCRIPTION
(Prerequisite: Admission to the senior year of the Veterinary medical technology program). 3 hour practicum. Students choose a facility to complete a three week internship. Choices include zoos, laboratory, research, equine, emergency, and small animal. Facility is approved by director.

DETAILED COURSE OUTLINE

Students will work in an approved facility to hone technical skills and further develop critical thinking skills in veterinary technology. Students will be supervised by the facility appointee and will work 36-40 hours per week for 3 weeks.

Students will complete

- Assigned readings and lit reviews
- Practice and gain hands on experience in technical skills
- Case management
- Case Studies
- Logs, journals, and other documentation (evaluations sheets)
- Practice safety guidelines according to OSHA, AAHA, and Animal Welfare Act
- Records and documentation to work completed in facility

Course content will include:

1. Case management
2. Practice safety and PPE
3. Technical Skill for various species and laboratory settings
4. Husbandry/Nutrition
5. Preventative medicine
6. Team work
7. Professional development
8. Client communication
9. Diagnostic procedures

METHOD OF EVALUATION
Grade will be determined by the subjective evaluation of the students' professional performance using criteria that is outlined for each individual student depending on facility and species type chosen. A rubric will be furnished to each supervisor that defines professionalism (arrives on time, attitude, proper dress, professional courtesy toward clients, team member, and/or associates). Students will also be asked to submit weekly time sheets, journals, and an evaluation on the experience and facility.

Technical skill	20%
Evaluation form	20%
Paperwork (time sheets, journals, student evaluation)	20%
Case studies	40%

Distribution of Points for Letter Grades:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Less than 60%

JUSTIFICATION & LEARNING OUTCOME
An internship for the veterinary technology student is designed with flexibility so that students may choose a 3 week rotation off campus in the area/ field in which the future graduate may desire to seek employment. The course content will focus on the technical and critical thinking skill sets for that particular approved facility. This course is the only external experience that students can design themselves based upon the field of their choice. The externship can provide job opportunities to the students as well as valuable "real life" experiences.

SUPPORT
A letter of support of the CVM curriculum committee is attached.

INSTRUCTOR OF RECORD
Dr. Regina Brotherton

GRADUATE STUDENT REQUIREMENTS
Not applicable, this is not a graduate level course.

PLANNED FREQUENCY
Senior Year.

EXPLANATION OF ANY DUPLICATION
There is no duplication.

METHOD OF INSTRUCTION CODE
H

METHOD OF DELIVERY CODE
F

PROPOSED C.I.P. NUMBER
51.0808

PROPOSED 24-CHARACTER APPREVIATION
Internship Experience

PROPOSED SEMESTER EFFECTIVE
Summer 2011- rotations will be offered each semester the senior year

OTHER APPROPRIATE INFORMATION
n/a

PROPOSAL CONTACT PERSON
Dr. Regina J Brotherton
662-325-7487
brotherton@cvm.msstate.edu

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

November 1, 2010

Dear Dr. Bourgeois,

The curriculum committee has reviewed and accepts the request for degree modification of the Veterinary Medical Technology Program and its associated course proposals. This letter represents our support of the course proposals submitted by Dr. Regina Brotherton for those changes in the Veterinary Medical Technology Program.

Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

ORIGINAL

APPROVAL FORM FOR

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MISSISSIPPI STATE UNIVERSITY

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College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina J Brotherton **E-mail:** brotherton@cvm.msstate.edu

Nature of Change: Add **Date Initiated:** 10-25-10 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	4101	Veterinary Technology Academic Elective	(1)

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	4101	Veterinary Technology Academic Elective	(1)

New or Modified Catalog Description:
(Pre-requisite: Admission to the senior year of the Veterinary Medical Technology Program). 1 hour practicum. The student will work one on one with a faculty member in areas of academic standards, course design, laboratory/ lecture preparation, and other aspects of undergraduate programs.

Approved:

	Date:
Department Head	11/1/10
Chair, College or School Curriculum Committee	11/1/10
Dean of College or School — Kent H. Hoblet 11/1/10	
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Chair, Deans Council — Peter L. Ryan for T.A.G.	January 24th, 2011

CVM 4101 – Veterinary Technology Academic Elective

CATALOG DESCRIPTION
(Pre-requisite: Admission to the senior year of the Veterinary Medical Technology Program). 1 hour practicum. The student will work one on one with a faculty member in areas of academic standards, course design, laboratory/ lecture preparation, and other aspects of undergraduate programs.

DETAILED COURSE OUTLINE
Students will log a minimum of 36 hours and a maximum of 40 hours working in the area of program design, accreditation, program standards, class design, and scheduling.

Introduction to Academia	5 hours
Program Design	15 hours
Accreditation Standards	
Academic Standards	
Course Design	16 hours
Syllabus Preparation	
Scheduling/Logistics	
Class Planning	
Rubric Preparation	

METHOD OF EVALUATION

Supervisor Logs and Evaluation Sheet	40%
Accreditation/ University Policy	15%
Lesson/Laboratory Preparation Project	15%
Course Design	30%

Distribution of Points for Letter Grades:
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Less than 60%

JUSTIFICATION & LEARNING OUTCOME
This course/ elective will provide students, whom have an interest in the educational aspect of veterinary medicine, with the opportunity to have an inside look into the daily activities of someone currently working within the educational relm of the veterinary medicine.

SUPPORT
A letter of support is attached.

INSTRUCTOR OF RECORD
Regina Brotherton, D.V.M, PhD

GRADUATE STUDENT REQUIREMENTS
Not applicable, this is not a graduate level course.

PLANNED FREQUENCY
Any semester of the senior year.

EXPLANATION OF ANY DUPLICATION
There is no duplication.

METHOD OF INSTRUCTION CODE
B

METHOD OF DELIVERY CODE
F

PROPOSED C.I.P. NUMBER
51.0808

PROPOSED 24-CHARACTER APPREVIATION
Vet Tech Academic Exp

PROPOSED SEMESTER EFFECTIVE
Summer 2011

OTHER APPROPRIATE INFORMATION
NA

PROPOSAL CONTACT PERSON
Dr. Regina J Brotherton
662-325-7487
brotherton@cvm.msstate.edu

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

November 1, 2010

Dear Dr. Bourgeois,

The curriculum committee has reviewed and accepts the request for degree modification of the Veterinary Medical Technology Program and its associated course proposals. This letter represents our support of the course proposals submitted by Dr. Regina Brotherton for those changes in the Veterinary Medical Technology Program.

Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

☐ ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Regina J Brotherton, DVM, PhD **E-mail:** brotherton@cvm.msstate.edu

Nature of Change: Add **Date Initiated:** 10-25-10 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	4102	Professional Development for Veterinary Technologists	(2)

New or Modified Catalog Description:

(Prerequisite: Admission to the senior year of the veterinary medical technology program). 2 hour lecture. Professional, ethical, and legal considerations of clinical practice. Professional development, career opportunities, and advancements in veterinary technology. Interdisciplinary teams and human-animal bond in community and practice.

Approved: Regina Brotherton Department Head	*Date:* 11/1/10
Chair, College or School Curriculum Committee	11/1/10
Kent H. Hoblet Dean of College or School	11/1/10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Keith L. Ryan for TAG Chair, Deans Council	January 24th, 2011

CVM 4102 – Professional Development for Veterinary Technologists

CATALOG DESCRIPTION

(Prerequisite: Admission to the senior year of the veterinary medical technology program). 2 hour lecture. Professional, ethical, and legal considerations of clinical practice. Professional development, career opportunities, and advancements in veterinary technology. Interdisciplinary teams and human-animal bond in community and practice.

DETAILED COURSE OUTLINE

Professional Development 12 hours
- Veterinary Health Care Teams
- Resume & Cover Letter
- Interviewing
- Portfolio
- Ethics
- Communication
- Personality Type
- Handling Stress/Compassion Fatigue
- Professional Organization

Career Opportunities 7 hours
- Careers in VT
- Specialties
- Guest Speakers (recruiting grads)
- Advancements in VT

Interdisciplinary Teams 7 hours
- Impact of Human-animal bond on community
- Presentations of community projects

Human-Animal Bond 4 hours
- Child abuse/animal abuse
- Impact on veterinary medicine
- Grief Management

METHOD OF EVALUATION (see syllabus)

Grades in course based on (% for each):

Community/Interdisciplinary Project	35%
Resume & Portfolio Project	35%
Ethical, Legal, and Professional Topics	15%
Reaction Papers	15%

Distribution of Points for Letter Grades:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Less than 60%

JUSTIFICATION & LEARNING OUTCOME

This professional development course is the only course students really get to explore future employment as well as how the human animal bond impacts veterinary medicine today. Veterinary medicine is known as the "ethical profession" but with such ideas, comes many responsibilities. This course exposes students to ethical issues in veterinary medicine along with controversial topics such as animal welfare and other current topics. Students will compile a professional portfolio and create a resume and cover letter in addition to designing an interdisciplinary community project.

SUPPORT

A letter of support is attached.

INSTRUCTOR OF RECORD
Dr. Regina Brotherton

GRADUATE STUDENT REQUIREMENTS
Not applicable, this is not a graduate level course.

PLANNED FREQUENCY
Summer semester

EXPLANATION OF ANY DUPLICATION
There is no duplication.

METHOD OF INSTRUCTION CODE
B

METHOD OF DELIVERY CODE
F

PROPOSED C.I.P. NUMBER
51.0808

PROPOSED 24-CHARACTER APPREVIATION
Prof Develop for Vet Tech

PROPOSED SEMESTER EFFECTIVE
Summer 2011

OTHER APPROPRIATE INFORMATION
n/a

PROPOSAL CONTACT PERSON
Dr. Regina J Brotherton
662-325-7487
brotherton@cvm.msstate.edu

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

November 1, 2010

Dear Dr. Bourgeois,

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

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MISSISSIPPI STATE UNIVERSITY

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College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina Brotherton **E-mail:** Brotherton@cvm.msstate.edu

Nature of Change: Modify **Date Initiated:** 10/25/2010 **Effective Date:** _summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	4103	Equine clinical Rotation	(3)

Current Catalog Description:

(Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the Equine section of the Large Animal Clinic. Students participate in all technical aspects of patient diagnosis and care.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	4103	Large Animal Clinical Experience I	(3)

New or Modified Catalog Description:

(Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hour practicum. Supervised rotation through the MSU-CVM Large Animal Clinics (Equine and Food Animal) and Large Animal Ambulatory Rotation.

Approved: Regina Brotherton Department Head	*Date:* 11/1/10
Chair, College or School Curriculum Committee	11/1/10
Kent H. Hoblet Dean of College or School	11/1/10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th, 2011

CVM 4103 – Currently- Equine Clinical Rotation
CVM 4103 – Proposed- Large Animal Clinical Experience I

CATALOG DESCRIPTION
Old: CVM 4103. Equine Clinical Rotation. (3) (Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the Equine section of the Large Animal Clinic. Students participate in all technical aspects of patient diagnosis and care.

New: CVM 4103, Large Animal Clinical Experience I (3) (Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program. Three hour practicum. Supervised rotation through the MSU-CVM Large Animal Clinics (Equine and Food Animal) and Large Animal Ambulatory Rotation.

ITEMIZED LIST AND DESCRIPTION OF CHANGES

1. The name of the course is changed to Large Animal Clinical Experience I
2. The catalog description has been altered to reflect the new course content.

JUSTIFICATION & LEARNING OUTCOME
The new course design will provide students with the opportunity to work with both horses and cows and to participate in large animal farm calls. This new format will allow more flexibility for the students. They can spend more time in the area that represents their interest. The new design also provides the students and the instructors more flexibility in adjusting to the case load in the clinics.

ADDITIONAL INFORMATION

COURSE SYMBOL
Course symbol will remain CVM.

COURSE NUMBER
The course number will remain unchanged.

COURSE TITLE
The course title will be changed from "Equine Clinical Rotation" to "Large Animal Clinical Experience I".

CREDIT HOURS
Credit hours will remain the same.

PRE-REQUISITE/CO-REQUISITE
Be enrolled as a senior in the veterinary medical technology program

METHOD/HOUR OF INSTRUCTION
H
Students will log a minimum of 36 hours and a maximum of 40 hours in MSU-CVM Large Animal service for the rotation requirements.

METHOD OF DELIVERY
Face to Face

COURSE DESCRIPTION
(Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program. Three hour practicum. Supervised rotation through the MSU-CVM Large Animal Clinics (Equine and Food Animal) and Large Animal Ambulatory Rotation.

COURSE CONTENT
This course will provide clinical work experience in the Large Animal Medical Field. Daily tasks will be variable depending on the needs of patients in a clinical setting. Students will be supervised and work with veterinarians, veterinary technicians, and veterinary technology faculty.

Old content only included equine but the new curriculum will include equine and bovine species.

Old Content:

Veterinary Technician Student Objectives--Equine Rotation

- Restraint/Handlimg
- Injection Techniques
- Technical skills
- Physical Exam
- Health Maintenance
    - Nutrition
    - Client communication
    - Case management
- Lameness/Farrier
- Surgery/anesthesia
- Proper placement of medications

New Content:

The Large Animal clinical Experience II will consist of 3 weeks; 90 hours. Students will participate in the following areas/ tasks.

- Restraint/handline
- The work up of cases
    - Technical skills
    - Physical Examination
    - Patient history
    - Perform all treatments
- Diagnostic procedures
- Management of cases
- Client communication
- Administration aspects (medical records, time sheets, logs)
- Teamwork
- Time management
- Animal husbandry
- Animal nutrition
- Farm calls
- Surgery/anesthesia
- Farrier procedures

GRADUATE STUDENT REQUIREMENTS
Not applicable, this is not a graduate level course.

METHOD OF EVALUATION

Supervisor Evaluation	20%
Case Study Reports	35%
Logs/notebook	25%
Task/ Skills	20%

Distribution of Points for Letter Grades:
A = 90-100%
B = 80-89%

D = 60-69%
F = Less than 60%

SUPPORT
A letter of support is attached.

PROPOSAL CONTACT PERSON
Dr. Regina J Brotherton
662-325-7487
brotherton@cvm.msstate.edu

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

November 1, 2010

Dear Dr. Bourgeois,

The curriculum committee has reviewed and accepts the request for degree modification of the Veterinary Medical Technology Program and its associated course proposals. This letter represents our support of the course proposals submitted by Dr. Regina Brotherton for those changes in the Veterinary Medical Technology Program.

Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

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College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina Brotherton **E-mail:** Brotherton@cvm.msstate.edu

Nature of Change: Modify **Date Initiated:** **Effective Date:**

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	4113	Food Animal Clinical Rotation	(3)

Current Catalog Description:

CVM 4113. Food Animal Clinical Rotation. (3) (Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the Food Animal section, Large Animal Clinic. Students participate in all technical aspects of food animal diagnosis, herd health assessment and management.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	4113	Large Animal Clinical Experience II	(3)

New or Modified Catalog Description:

CVM 4113, Large Animal Clinical Experience II, (3) (Prerequisite: CVM 4103 Large Animal clinical Experience I). Three hour practicum. Supervised advanced rotation through the MSU-CVM Large Animal Clinics (Equine and Food Animal) and Large Animal Ambulatory Rotation.

Approved: Regina Brotherton Department Head	*Date:* 11/1/10
Chair, College or School Curriculum Committee	11/1/10
Kent H. Hoblet Dean of College or School	11/1/10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th, 2011

CVM 4113 – Currently- Food Animal Clinical Rotation
CVM 4113 – Proposed-Large Animal Clinical Experience II

CATALOG DESCRIPTION
Old: CVM 4113. Food Animal Clinical Rotation. (3) (Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the Food Animal section, Large Animal Clinic. Students participate in all technical aspects of food animal diagnosis, herd health assessment and management.

New: CVM 4113, Large Animal Clinical Experience II, (3) (Prerequisite: CVM 4103 Large Animal clinical Experience I). Three hour practicum. Supervised advanced rotation through the MSU-CVM Large Animal Clinics (Equine and Food Animal) and Large Animal Ambulatory Rotation.

ITEMIZED LIST AND DESCRIPTION OF CHANGES
1. The name of the course is being changed to Large Animal Clinical Experience II
2. The catalog description has been altered . The new description is listed above.

JUSTIFICATION & LEARNING OUTCOME
Students that have a large animal interest will be able to select this course in their senior year after the successful completion of Large Animal Clinical Experience I . The student will be allowed to revisit the Equine portion of the Large Animal clinic at MSU-CVM, the Food Animal portion of the Large Animal Clinic at MSU-CVM, or the Large Animal Ambulatory area. At this time, the student will be allowed to participate in more advanced skills and concentrate more in their area of interest.

ADDITIONAL INFORMATION

COURSE SYMBOL
Course symbol will remain CVM.

COURSE NUMBER
The course number will remain unchanged.

COURSE TITLE
The course title will be changed from "Food Animal Clinical Rotation " to "Large Animal Clinical Experience II".

CREDIT HOURS
Credit hours will remain the same.

PRE-REQUISITE/CO-REQUISITE
Be enrolled as a senior in the veterinary medical technology program. The student must have successfully completed CVM 4103 Large Animal clinical Experience I.

METHOD/HOUR OF INSTRUCTION
H
Students will log a minimum of 36 hours and a maximum of 40 hours weekly in the three week clinical experience.

METHOD OF DELIVERY
Face to Face

COURSE DESCRIPTION
: CVM 4113, Large Animal Clinical Experience II, (3) (Prerequisite: CVM 4103 Large Animal clinical Experience I). Three hour practicum. Supervised advanced rotation through the MSU-CVM Large Animal Clinics (Equine and Food Animal) and Large Animal Ambulatory Rotation.

COURSE CONTENT

This course will provide clinical work experience in the Large Animal Medical Field. Daily tasks will be variable depending on the needs of patients in a clinical setting. Students will be supervised and work with veterinarians, veterinary technicians, and veterinary technology faculty.

Old curriculum is outlined below and was only focused on food animal. Now, the same components are included but for various species.

I. Food Animal Identification

A. Have a working knowledge of common species, breeds, and classes of food animals.

B. Be able to properly apply and correctly interpret common means of food animal identification (eartags, tattoos, brands, etc.).

II. Food Animal Handling and Restraint

A. Be able to safely and effectively handle groups of animals in corrals, pens, and chutes; includes the safe loading/unloading of food animal patients and:

1. Implement patient and personnel safety measures in food animal clinic areas.
2. Provide clean water in appropriate containers and foodstuffs appropriate to the species, class and medical condition of the food animal patient, which may include:
    a. Continual evaluation of stored foodstuffs for quality and spoilage.
    b. Identification of poisonous plants that might be found in paddocks, pastures or stored foodstuffs.

B. Be able to safely operate and maintain fixed and portable food animal restraint equipment to include:

1. Cattle and swine crowd chutes, alleyways, and headgates.
2. Basic rope use and knot tying.
    a. Haltering and head restraint of cattle
    b. Use of cattle nose leads
    c. Casting of cattle
    d. Leg restraint of standing cattle
    e. Restraint of cattle on tilt table
    f. Tail tie of cattle
3. Bovine tail restraint.
4. Proper use of swine hurdle board, snare and V-trough.
5. Proper restraint techniques for sheep and other small ruminants.

III. Physical Examination of Food Animals

A. Know the normal ranges of body temperature, pulse rate and respiration rate of common food animal species and the influence of age, fright and disease conditions of the parameters.

B. Be able to effectively use a stethoscope to ascultate food animal species for the determination of applicable physical signs.

C. Be able to collect and properly handle appropriate laboratory samples from common food animal species for clinical pathological diagnostic examinations.

1. Blood and/or serum
2. Milk
3. Urine
4. Feces
5. Appropriate samples for diagnostic laboratory culture of lesions or of any of the above samplings.

The Large Animal clinical Experience II will consist of 3 weeks; 90 hours. Students will participate in the following areas/ tasks.

- Breeds/identification
- Complete work up of cases
- Diagnostic procedures performed alone
- Management of cases with the veterinary students on the rotation
- Client communication; handling difficult clients
- Administration aspects (medical records, time sheets, logs)
- Teamwork
- Time management
- Animal husbandry
- Animal nutrition
- Handling and restraint
- Farm calls
- Surgery/anesthesia
- Farrier procedures
- Sample collection and prep for lab purposes

GRADUATE STUDENT REQUIREMENTS
Not applicable, this is not a graduate level course.

METHOD OF EVALUATION

Supervisor Evaluation	20%
Case Study Reports	35%
Logs/notebook	25%
Task/ Skills	20%

Distribution of Points for Letter Grades:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Less than 60%

SUPPORT
A letter of support is attached.

PROPOSAL CONTACT PERSON
Dr. Regina J Brotherton
662-325-7487
brotherton@cvm.msstate.edu

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

November 1, 2010

Dear Dr. Bourgeois,

The curriculum committee has reviewed and accepts the request for degree modification of the Veterinary Medical Technology Program and its associated course proposals. This letter represents our support of the course proposals submitted by Dr. Regina Brotherton for those changes in the Veterinary Medical Technology Program.

Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

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).

College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina Brotherton **E-mail:** Brotherton@cvm.msstate.edu

Nature of Change: Delete **Date Initiated:** 10/25/2010 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	4123	Large Animal Ambulatory Rotation	(3)

Current Catalog Description:

(Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the Ambulatory Service, Large Animal Clinic. Technical aspects of diagnosis, health assessment and management of individual and herds, flocks and bands.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
			( )

New or Modified Catalog Description:

Approved: Regina Brotherton Department Head	*Date:* 11/1/10
Chair, College or School Curriculum Committee	11/1/10
Kent H. Hoblet Dean of College or School	11/1/10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th, 2011

CVM 4123 Large Animal Ambulatory Rotation

CATALOG DESCRIPTION

(Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the Ambulatory Service, Large Animal Clinic. Technical aspects of diagnosis, health assessment and management of individual and herds, flocks and bands.

JUSTIFICATION

This course is being deleted because the large animal skill set and critical thinking skills are included in the newly proposed Large Animal Clinical Experience I course. Students that are interested in large animal ambulatory medicine can elect to gain more experience in this area by enrolling in Large Animal Clinical Experience II course. By deleting this course, more credit hours are available for other curricular needs.

EFFECTIVE DATE
Summer 2011

EFFECTS ON OTHER COURSES
None

SUPPORT
A letter of support is attached.

CONTACT
Dr. Regina Brotherton
662-325-7487
MSU-CVM
brotherton@cvm.msstate.edu

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

November 1, 2010

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Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 11/2/10

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College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Regina J Brotherton, DVM, PhD **E-mail:** brotherton@cvm.msstate.edu

Nature of Change: Add **Date Initiated:** 10-25-10 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	4201	Clinical Experience Elective	(1)

New or Modified Catalog Description:

(Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). 1 hour practicum. This course allows senior students to participate in an elected clinical experience, either within MSU-CVM or at an outside approved facility; animal clinic/hospital, laboratory, research.

Approved: Department Head	*Date:* 11/1/10
Chair, College or School Curriculum Committee	11/1/10
Dean of College or School Kent H. Hobbs 11/1/10	
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Chair, Deans Council Peter L. Ryan for J.A.G.	January 24th 2011

CVM 4201 – Clinical Experience Elective

CATALOG DESCRIPTION
(Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). 1 hour practicum. This course allows senior students to participate in an elected clinical experience, either within MSU-CVM or at an outside approved facility; animal clinic/hospital, laboratory, research.

DETAILED COURSE OUTLINE

Students will complete 36-40 hours while working in a facility for 1 week. Students will work with real cases to hone technical skills learned in the lecture and laboratory courses of the VMT program. Content will include:

Patient assessment
Sample collection
Diagnostic testing
Properly handling specimens
OSHA/IACUC protocols
Nursing skills
Handling & restraint
Confidentiality
Office and management procedures
Diagnostic procedures
Laboratory techniques
Animal welfare act

METHOD OF EVALUATION

Technical skill form	20%
Supervisor evaluation	25%
Case study	40%
Logs/journals/assignments	15%

Grading Scale:
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Less than 60%

JUSTIFICATION & LEARNING OUTCOME
This course/ elective will allow students to have the opportunity to pursue their area of interest and to increase their skill level in this area. This course/ elective will provide the student with potential employment opportunities.

SUPPORT
A letter of support is attached.

INSTRUCTOR OF RECORD
Dr. Regina Brotherton

GRADUATE STUDENT REQUIREMENTS
Not applicable, this is not a graduate level course.

PLANNED FREQUENCY
senior year.

EXPLANATION OF ANY DUPLICATION
There is no duplication.

METHOD OF INSTRUCTION CODE
H

METHOD OF DELIVERY CODE

F

PROPOSED C.I.P. NUMBER
51.0808

PROPOSED 24-CHARACTER APPREVIATION
Clinical Elective

PROPOSED SEMESTER EFFECTIVE
Summer 2011

OTHER APPROPRIATE INFORMATION
n/a

PROPOSAL CONTACT PERSON
Dr. Regina J Brotherton
662-325-7487
brotherton@cvm.msstate.edu

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

November 1, 2010

Dear Dr. Bourgeois,

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

ORIGINAL

RECEIVED
11/2/10

APPROVAL FORM FOR
COURSES
MISSISSIPPI STATE UNIVERSITY

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College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina Brotherton **E-mail:** brotherton@cvm.msstate.edu

Nature of Change: Modify **Date Initiated:** 10-25-10 **Effective Date:** summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	4203	Small Animal Clinical Experience	(3)

Current Catalog Description:

(Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the Medical Service of the Small Animal Clinic. Students participate in all technical aspects of patient and diagnosis and care.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	4206	Small Animal Clinical Experience	(6)

New or Modified Catalog Description:

(Prerequisite: Admissions to the senior year of the Veterinary Medical Technology Program). Six hour practicum. Students will rotate through 3 weeks in Community Veterinary Services, 1 week in laboratory animal, 1 week in shelter medicine, and 1 week in internal medicine.

Approved: *Date:*

Regina Brotherton — 11/1/10
Department Head

[signature] — 11/1/10
Chair, College or School Curriculum Committee

Kent H. Hoblet — 11/1/10
Dean of College or School

[signature] — 11.30.10
Chair, University Committee on Courses and Curricula

Peter L. Ryan for J.A.G. — January 24th, 2011
Chair, Deans Council

CVM 4203 – Currently; Small Animal Medical Rotations
CVM 4206 – Proposed; Small Animal Clinical Experience

CATALOG DESCRIPTION

Old: (Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the Medical Service of the Small Animal Clinic. Students participate in all technical aspects of patient and diagnosis and care

New: (Prerequisite: Admissions to the senior year of the Veterinary Medical Technology Program). Six hour practicum. Students will rotate through 3 weeks in CommunityVeterinary Services, 1 week in laboratory animal, 1 week in shelter medicine, and 1 week in internal medicine.

ITEMIZED LIST AND DESCRIPTION OF CHANGES

1. The number of the course is changed to reflect the increase in credit hours from 3 to 6.
2. The catalog description has been altered to include the additional weeks required.

JUSTIFICATION & LEARNING OUTCOME

1. The course is being modified to include 6 weeks
    - Students will send three (3) weeks in Community Veterinary Services
    - 1 week in Shelter Medicine
    - 1 week in Laboratory Animal Medicine
    - 1 week in Internal Medicine
2. This new design will provide the student with exposure to multiple areas in the field of Small Animal Medicine. Students will not be isolated to just one area, lab animal for example but will be able to flex around the hospital as cases come in various areas. This will ensure a better working clinical experience of students which is critical to hone the technical skills mandated by the accrediting body.

ADDITIONAL INFORMATION

COURSE SYMBOL

Course symbol will remain CVM.

COURSE NUMBER

The course number will change from 4203 to 4206 to reflect change in credit hours.

COURSE TITLE

The course title will be changed from "Small Animal Medical Rotation" to "Small Animal Clinical Experience".

CREDIT HOURS

Credit hours will change from 3 to 6.

PRE-REQUISITE/CO-REQUISITE
Be enrolled as a senior in the veterinary medical technology program

METHOD/HOUR OF INSTRUCTION
H
Students will be required to log a minimum of 30 hours a week and a maximum of 35 hours a week; 210 hours maximum.

METHOD OF DELIVERY
Face to Face

COURSE DESCRIPTION
(Prerequisite: Admissions to the senior year of the Veterinary Medical Technology Program). Six hour practicum. Students will rotate through 3 weeks in Community Veterinary Services, 1 week in laboratory animal, 1 week in shelter medicine, and 1 week in internal medicine.

COURSE CONTENT
The course is being modified to include 6 weeks

- Students will send three (3) weeks in Community Veterinary Services
- 1 week in Shelter Medicine
- 1 week in Laboratory Animal Medicine
- 1 week in Internal Medicine

See attached syllabus for more detail in content.

GRADUATE STUDENT REQUIREMENTS
Not applicable, this is not a graduate level course.

METHOD OF EVALUATION
See attached syllabus

SUPPORT
A letter of support is attached.

PROPOSAL CONTACT PERSON
Dr. Regina J Brotherton
662-325-7487
brotherton@cvm.msstate.edu

COLLEGE OF VETERINARY MEDICINE
COURSE SYLLABUS

Course No.: CVM 4206

Course Name: Small Animal Clinical Experience

Course Offered: 2nd Summer Session
Fall Semester
Spring Semester

Year: 2011/2012

Course Leader: Dr. Regina Brotherton

Telephone: 662-325-7487

Reporting Time: 8:00 a.m. (may vary depending upon patient demands)

Length of Rotation: 6 Weeks (minimum of 30 hours - maximum of 35 hours a week for a total of 210 hours maximum for the 6 weeks)

Reporting Site: Community Veterinary Services at MSU-CVM

Dress: Clean attire, lab coat and appropriate footwear (Scrubs will be fine).

Equipment: Stethoscope, thermometer, dog leash, bandage scissors, calculator, ball point pen, Sharpie pen, log book and watch with second hand at all times.

Grading: Grades will be based on the student's performance in professionalism, technical skill, and critical thinking skills in addition to performance on weekly journals and required case studies.

Supervisor Evaluation	25%
Case Study	25%
Time sheets, journals, and etc	25%
Technical and Critical Thinking Skills	25%

CVM 4206
SMALL ANIMAL CLINICAL EXPERIENCE

Course Description: Students will participate 3 weeks in primary care, 1 week laboratory animal, 1 week shelter medicine, and 1 week in internal medicine specialty. Students will work alongside veterinary students in primary care and shelter medicine areas. Students participate in all technical aspects of patient care and management.

Required Text: Reading is important in this field in order to keep up with the changing medical profession. The student should begin now in motivating his/herself to broaden their knowledge base and strive to continue their education after graduation.

Small Animal Diagnostics and Clinical Procedures Manual

Small Animal Emergency and Critical Care
A Manual for the Veterinary Technician

Dangerous Risk: Veterinary technologist education has inherent risks potential: that naturally arise from working with animals, and the biohazardous materials and compounds normally associated with the care and treatment of veterinary patients. These risks include, but are not limited to, physical injuries from animals (bites, kicks, scratches, etc.) zoonotic diseases that can potentially be transmitted from animals to man, allergic reactions from animal contact, as well as contact with potentially hazardous chemicals, reagents, and biological wastes associated with veterinary medicine. Instructors will take due diligence to provide a safe educational environment. However, it is also incumbent upon the individual student to take the responsibility to informed of the potential hazards inherent in the veterinary environment and of the reasonable actions needed to be taken by the individual to protect themselves.

Required technical Skills: http://www.avma.org/education/cvea/cvtea_appendix_i.asp

NURSING

Patient assessment

Skill: Demonstrate and perform patient assessment techniques in a variety of animal species.

Tasks:

- Recognize common domestic animal species and breeds*
- Describe and use common animal identification methods*
- Demonstrate effective and appropriate restraint techniques for various animal species:
  - *properly restrain dogs and cats for procedures**
  - *encage and remove small animals from cages**
  - *apply dog muzzle safely**
  - *apply Elizabethan collar**

- *use restraint pole and other restraint aids**[GROUP]
- *halter, tie, and lead horses**
- *restrain birds**
- *restrain pocket pets and exotics*
- *restrain cattle and horses**
  - *apply twitch (horses)**[GROUP]
  - *apply bovine tail restraint**
  - *apply bovine halter**
- *restrain sheep and swine*
- *load large animals*
- *Safely operate cattle chute**[GROUP]

- Obtain a thorough patient history*
- *Demonstrate the ability to obtain objective patient data:*
  - *temperature (dog, cat, horse, cow)**
  - *pulse (dog, cat, horse, cow)**
  - *respiration (dog, cat, horse, cow)**
  - *auscultate heart/lungs** *(dog, cat, horse, cow)*
  - *assess hydration status*
- *Properly collect diagnostic specimens for analysis (ex: urine, blood, feces, specimens for cytology)**
  - *Perform venipuncture:*
    - *cephalic (dog, cat)**
    - *jugular (dog, cat, horse, ruminant)**
    - *saphenous (dog)**
    - *medial femoral (dog, cat)*
    - *sublingual (dog)*
    - *ear (swine, rabbit)*
    - *coccygeal (cow)*
    - *anterior vena cava (pig)*
  - *Collect urine sample:*
    - *catheterize male* and female dogs***[GROUP]**
    - *catheterize female cat*
    - *catheterize male cat**[GROUP]
    - *collect voided urine sample (small animal)**

- *perform cystocentesis (small animal)**[GROUP]
- *catheterize large animal*

- Prepare diagnostic specimens for shipment*

Decision-making abilities: Given the characteristics of the patient, the veterinary technician will safely and efficiently obtain subjective and objective patient data that will allow accurate evaluation of the patient's physical status with minimum stress and maximum safety.

Patient care

Skill: Understand and demonstrate husbandry, nutrition, therapeutic and dentistry techniques appropriate to various animal species.

Tasks: Husbandry

- Grooming:
  - Demonstrate understanding of therapeutic bathing, basic grooming, and dipping of small animals*
  - *trim nails (dogs, cats, birds, exotic/special species)**
  - trim hooves (ruminant, horses)
  - *apply equine tail and leg wraps**
  - *express canine anal sacs**
  - *clean and medicate ears (dog, cat)**
  - *clean sheath (horse)*
- *Perform microchip scanning and implantation*
- *Environmental conditions: implement sanitation procedures for animal holding and housing areas**
- Demonstrate understanding of permanent identification*
- Demonstrate understanding of breeding/reproduction techniques*
- Demonstrate understanding of care of orphan animals
- Demonstrate understanding of nursing care of newborns*

Decision-making abilities: Given the characteristics of the patient, the veterinary technician will implement appropriate husbandry techniques to enhance wellness and reduce risk of disease, injury and stress.

Tasks: Nutrition

- Understand life stage energy and nutrient requirements of well animals (dog, cat, horse, cow)*
- Identify common grains and forages
- Understand key nutritional factors in disease conditions*
  - be familiar with therapeutic foods*
- Understand current developments in nutritional supplements and additives including benefits and potential toxicities*
- Understand and identify substances that when ingested result in toxicity:
  - identify common poisonous plants*
  - be familiar with substances (organic and inorganic) that cause toxicity*

- Develop and communicate hospital nutrition protocols*

Decision-making abilities: Given the characteristics of the patient, the veterinary technician will understand appropriate and inappropriate dietary components for various life stages and therapeutic regimens (e.g., therapeutic foods) in order to promote optimal health, enhance recovery and manage chronic disease conditions. The veterinary technician will also explain nutritional recommendations to clients and reinforce owner compliance.

Tasks: Therapeutics

- *Administer parenteral medications:*
  - *subcutaneous**
  - *intramuscular**
  - *intradermal*
  - *intraperitoneal*
  - *intramammary (mastitis therapy only)*
  - *intravenous**
- *Administer enteral medications:*
  - *balling gun (ruminant)**
  - *dose syringe (ruminant, horse)**
  - *gastric intubation (small animal)**[GROUP]
  - *hand pilling (dog, cat)**
  - *gastric lavage (dog)*
  - *dose syringe (pig)*
  - *oral speculum and stomach tube (ruminant)*
  - *nasogastric intubation (small animal, horse)*
- *Administer topical medications (including eye meds)**
- *Perform ocular diagnostic tests (including tonometry, fluorescein staining and Schirmer tear test)**
- *Administer enemas**[GROUP]
- *Collect/evaluate skin scrapings**
- Fluid therapy:
  - *administer subcutaneous fluids**
  - *place intravenous catheters (cephalic*, saphenous*, jugular)*
  - *maintain and care for catheters**
  - determine/maintain fluid infusion rate*
  - monitor patient hydration status*
  - develop familiarity with fluid delivery systems*
- *Apply and remove bandages and splints**
- *Remove casts*

- Develop understanding of wound management and abscess care*
- Perform physical therapy:
  - hydrotherapy
  - post-operative
  - orthopedic
  - neurological
  - explain care of recumbent patient*
- Perform critical care:
  - maintain chest, tracheostomy, esophagostomy tubes
  - *collect and crossmatch blood for transfusion**
  - *blood typing*
  - *give blood transfusions (autotransfusions may be considered)*
- Apply established emergency protocols:
  - maintain emergency medical supplies/crash cart*
  - *perform first aid and cardiopulmonary resuscitation (simulation acceptable)**
  - *use resuscitation bag**
  - *apply emergency splints and bandages**

Decision-making abilities: Given the directions of the veterinarian and the characteristics of the patient, the veterinary technician will carry out appropriate therapeutic techniques in order to achieve maximum health benefits for the patient.

Tasks: Dentistry

- *Perform routine dental prophylaxis (manual and machine)**
- Understand client education regarding home care*
- Float teeth
- Clip teeth
- Perform routine dental radiographic imaging techniques

Decision-making abilities: Given the characteristics of the patient, the veterinary technician will recognize a patient's dental health status and perform techniques, as prescribed by a veterinarian, appropriate to the species and its condition in order to promote and maintain dental health.

4. ANESTHESIA

Patient management

Skill: Safely and effectively manage patients in all phases of anesthetic procedures.

Tasks:

- Calculate dosages of appropriate anesthetic-related drugs*
- *Administer anesthetic-related drugs by injection, mask, induction chamber or endotracheal tube**

- *Place endotracheal tubes in patients when appropriate**
- *Utilize clinical signs and appropriate equipment to monitor patient status in all stages of anesthetic procedures (e.g., esophageal stethoscope, Doppler, pulse oximeter)**
- Evaluate patient and implement and evaluate pain management protocols*
- Recognize and respond appropriately to patients in compromised states*
- Perform appropriate resuscitation procedures as needed (e.g., calculate and administer appropriate anesthetic antagonists and emergency drugs as directed)*
- *Complete controlled substance log** (does not need to be official controlled substance log; mock logs may be utilized)

Decision-making abilities: Given the characteristics of the anesthetic patient and the procedure being performed, the veterinary technician will work with the veterinarian to:

1. Assess the patient's risk status and determine appropriate anesthetic and perianesthetic protocols to provide effective pain management and maximum anesthetic safety and effectiveness.
2. Choose and utilize appropriate techniques and equipment to accurately and effectively monitor the patient's ongoing status before, during and after anesthesia to provide for adequate anesthesia, analgesia and a safe recovery.

Equipment/facility management

Skill: Safely and effectively select, utilize and maintain anesthetic delivery and monitoring instruments and equipment.

Tasks:

- *Maintain and operate anesthetic delivery and monitoring equipment:*
  - *pulse oximeter**
  - *esophageal stethoscope**
  - *electrocardiograph (e.g., recognize abnormal rhythms/audible sounds, properly apply leads)**
  - *anesthetic machines, including rebreathing systems, non-rebreathing systems induction chambers and masks**
  - *endotracheal tubes**
  - *resuscitation bag**
  - *scavenging systems**
  - *oxygen sources**
  - *respiratory monitors**
  - *blood pressure monitoring devices**
  - *laryngoscopes**
  - *ventilator*
  - *defibrillator*

Decision-making abilities:

1. Given the characteristics of the anesthetic instruments and equipment being used, the veterinary technician will recognize and respond appropriately to equipment malfunctions or inappropriate equipment setup in order to ensure proper function and provide maximum benefit to the patient.

2. Given the requirements of the anesthetic protocol, the veterinary technician will select, evaluate and adjust equipment to ensure proper function and provide maximum benefit to the patient.

5. SURGICAL NURSING

It is essential that technicians have knowledge of routine surgical procedures and related equipment, including surgeries in these categories:

- ovariohysterectomy - dogs and cats*
- cesarean section - all common species*
- orthopedic procedures*
- orchiectomy - all common species*
- tail docking*
- onychectomy - dogs and cats*
- laparotomies - all common species*
- dystocias in common species*
- dehorning - cattle and goats*
- prolapsed organs - common types, species, and incidence*

Students must have participated in surgeries in these categories:

- *ovariohysterectomy - dog*, cat**
- *orchiectomy - dog*, cat* and other common species*

Patient management

Skill: Understand and integrate all aspects of patient management for common surgical procedures in a variety of animal species.

Task:

- Properly identify patients and surgical procedures*

Decision-making abilities: Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will use medical records and patient identification methods to assure that the patient and scheduled procedures are correct.

Task:

- Patient assessment
  - organize medical records/consent forms*
  - review pre-operative evaluation*
  - evaluate current patient status*
  - coordinate anesthesia*

Decision-making abilities: Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will obtain the patient's vital signs, note any specific physical abnormalities, ensure pre-surgical tests have been completed and report the patient assessment to the veterinarian.

Task:

- *Prepare surgical site using appropriate aseptic techniques**

Decision-making abilities: Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will identify the appropriate area of hair to be removed and select appropriate methods to reduce microbial flora on the skin in the area of surgical site in order to decrease the chance of surgical wound contamination.

Task:

- *Position patient for common procedures**

Decision-making abilities: Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will position the patient appropriately to provide maximum convenience for the surgeon and maximum safety and benefit for the patient.

Task:

- Provide surgical assistance:
  - *maintain proper operating room conduct and asepsis**
  - *assist with care of exposed tissues and organs**
  - *properly pass instruments and supplies**
  - operate and maintain suction and cautery machines*
  - understand the principles of operation and maintenance of fiber optic equipment*
  - *keep operative records**
  - *perform basic suturing techniques*

Decision-making abilities: Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will understand and utilize appropriate aseptic techniques to assist operative personnel in order to provide maximum safety and benefit to the patient.

Task:

- Coordinate pain management with the anesthesia/surgical team*

Decision-making abilities: Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will assure that anesthetic and post-operative pain management protocols are appropriate to provide maximum safety and benefit to the patient.

Task:

- Provide post-operative care:
  - pain management*
  - fluid therapy*
  - adequate nutrition*
  - wound management*
  - bandaging*
  - discharge instructions*
  - *suture removal**

Decision-making abilities: Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will understand and administer the appropriate methods of post-operative care to assure maximum safety and benefit to the patient.

Procedural management

Skill: Understand and provide the appropriate instruments, supplies and environment to maintain asepsis during surgical procedures.

Tasks:

- *Prepare surgical instruments and supplies**
- *Prepare gowns, masks, gloves, and drapes**
- *Operate and maintain autoclaves**
- *Sterilize instruments and supplies using appropriate methods**
- Identify and know proper use for instruments*
- Identify common suture materials, types, and sizes*
- *Provide operating room sanitation and care**
- Maintain proper operating room conduct and asepsis*
- *Perform post-surgical clean-up (e.g., equipment, instruments, room, proper disposal of hazardous medical waste)**

Decision-making abilities: Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will properly select, wrap and sterilize appropriate instruments and supplies and prepare and maintain the surgical environment to ensure maximum safety and benefit to the patient.

IMAGING

Skill: Safely and effectively produce diagnostic radiographic and non-radiographic images.

Tasks:

- *Implement and observe recommended radiation safety measures**
- Implement radiographic quality control measures*
- *Develop and properly utilize radiographic technique charts***[GROUP]**
- *Position dogs, cats, horses, and birds for radiographic studies**
- Demonstrate an understanding of the modifications of diagnostic imaging techniques as they apply to mice, rats, guinea pigs, lizards, and amphibians*
- *Utilize radiographic equipment to expose radiograph film (dental, stationary* and portable units*)*
- *Process exposed films to create diagnostic radiographic images (automatic*, hand, and digital processing)*
- *Label, file, and store film**
- *Complete radiographic logs, reports, files and records**
- *Perform radiographic contrast studies — perform one of the following**:**[GROUP]**
  - *GI Series*
  - *Pneumocystogram*
  - *Intravenous urogram*
  - *Other*
- *Perform radiographic techniques utilized in screening for canine hip dysplasia***[GROUP]**

- Demonstrate proper maintenance of radiographic equipment, including recognition of faulty equipment operation*
- *Use ultrasonography equipment*
- *Use endoscopic equipment*

Decision-making abilities:

1. Given the characteristic of the patient and the radiographic study that has been requested, the veterinary technician will properly (1) prepare radiographic and darkroom equipment, (2) measure and position animals using topographic landmarks, (3) choose an appropriate radiographic technique to minimize the need for repeat exposures (4) produce the latent image, (5) process the exposed film, (6) analyze the final radiograph for quality in order to provide maximum diagnostic benefit.
2. Given a radiograph, the veterinary technician will be able to determine if the image is of diagnostic quality. If the image is not diagnostic, the veterinary technician will be able to offer options to correct deficiencies in order to provide maximum diagnostic benefit and minimize personnel radiation exposure from unnecessary repeat exposures.
3. Given knowledge of the health risks associated with radiographic procedures and effective safety procedures, the veterinary technician will exercise professional judgement to minimize risks to personnel and patients during radiographic procedures to ensure safety.
4. Given the characteristics of the patient and the non-radiographic imaging study that has been requested, the veterinary technician will properly (1) prepare the imaging site and equipment and (2) position patients appropriately for the study being conducted.

8. LABORATORY ANIMAL PROCEDURES

Skill: Safely and effectively handle common laboratory animals used in animal research.

Tasks: Mice, rats, and rabbits

- *Recognize and restrain**
- *Determine sex* and understand reproduction*
- Perform and/or supervise basic care procedures:
  - *handling**
  - nutritional needs/diet*
  - *watering**
  - *feeding**
  - identification*
- *Administer drugs or medicaments using appropriate sites and routes (all common species)**
- *Perform methods of injection:*
  - *subcutaneous**
  - *intramuscular*
  - *intradermal*
  - *intraperitoneal (rats,mice)**
  - *intravenous*
  - *retro-orbital*

- *Collect blood samples**[GROUP]
- *Perform oral dosing**[GROUP]
- Have working knowledge of anesthetic and recovery procedures*
- Explain common disease signs*
- *Perform necropsy and collect specimens*
- *Clean and medicate ears (rabbit)*
- *Anesthetize mice, rats, and rabbits*

Tasks: Non-human primates

- Understand restraint of non-human primates
- Demonstrate knowledge of zoonotic diseases and modes of transmission

Decision-making abilities: The veterinary technician will be familiar with the basic principles of animal research and understand the utilization of laboratory animals in animal research. The veterinary technician will also have a working knowledge of federal, state, and local animal welfare regulations.

COLLEGE OF VETERINARY MEDICINE
COURSE SYLLABUS

Course No.: CVM 4203

Course Name: Small Animal Medical Rotation

Course Offered: 2nd Summer Session
Fall Semester
Spring Semester

Year: 2011/2012

Course Leader: Dr. Andrew Mackin

Supervisor: Ms. Lisa Chrestman, C.V.T.
Ms. Joyce Billow, Technician
Ms. Candace Cloer, C.V.T.
Ms. Leslie Reed, C.V.T.

Telephone: 662-325-2185 or 662-325-3638

Reporting Time: 7:30 a.m.

Length of Rotation: 3 Weeks

Reporting Site: Small Animal Clinic Nurses Station

Dress: Clean attire, lab coat and appropriate footwear (Scrubs will be fine).

Equipment: Stethoscope, thermometer, dog leash, bandage scissors, calculator, ball point pen, Sharpie pen, log book and watch with second hand at all times.

Grading: Grades will be based on the student's performance as assessed by the supervisors. Criteria for grades will come directly from the clinical rotation Evaluation form and the rotation objectives. There will also be a grade assessed for the student's discussion of reading materials and tests given by the supervisor. Tests may be given during the rotation.

CVM 4203
SMALL ANIMAL MEDICAL ROTATION

Course Description: Supervised rotation through the Medical Service of the Small Animal Clinic. Students participate in all technical aspects of patient and diagnosis and care.

Required Text: Reading is important in this field in order to keep up with the changing medical profession. The student should begin now in motivating his/herself to broaden their knowledge base and strive to continue their education after graduation.

Small Animal Diagnostics and Clinical Procedures Manual

Small Animal Emergency and Critical Care
A Manual for the Veterinary Technician

Dangerous Risk: Veterinary technologist education has inherent risks potential: that naturally arise from working with animals, and the biohazardous materials and compounds normally associated with the care and treatment of veterinary patients. These risks include, but are not limited to, physical injuries from animals (bites, kicks, scratches, etc.) zoonotic diseases that can potentially be transmitted from animals to man, allergic reactions from animal contact, as well as contact with potentially hazardous chemicals, reagents, and biological wastes associated with veterinary medicine. Instructors will take due diligence to provide a safe educational environment. However, it is also incumbent upon the individual student to take the responsibility to informed of the potential hazards inherent in the veterinary environment and of the reasonable actions needed to be taken by the individual to protect themselves.

Objectives for Internal Medicine:
At the completion of this rotation the Veterinary Technician student should be able to:

a. Know how to record patient history and maintain patient records.
b. Perform proper patient restraint.
c. Implement patient and personnel safety measures.
d. Perform proper cage disinfection.
e. Determine and know the normal values of temperature, pulse, and respiration in the canine and feline.
f. Perform proper injection techniques: IM, subcutaneous, IV.
g. Perform proper venipuncture and sample collection techniques.
h. Perform proper intravenous catheterization.
i. Appreciate the common health hazards of a veterinary practice.
j. Run a complete and proper ECG.
k. Assist with patient first aid and CPR, if indicated.
l. Recognize various types of medical diseases, i.e. diabetes, congestive heart failure.
m. Recognize and respond appropriately to medical emergencies.
n. Appreciate the meaning of "team concept."
o. Perform proper blood collection and transfusion techniques.
p. Understand and perform inventory control.
q. Know how to care and perform simple repairs on common medical equipment.
r. Know proper disposal of BioHazardous Waste including Chemotherapy Waste.

AVMA Required Task List
Internal Medicine

Please initial the space next to the objectives that were performed while on the internal medicine/ICU rotation.

✓ Recognize and respond appropriately to veterinary medical emergencies.			
✓ Store, safely handle and dispose of biologics and therapeutic agents, pesticides, and hazardous wastes.			
✓ Maintain basic cleanliness and orderliness of a veterinary facility.			
✓ Maintain fluid therapy (maintaining catheter placement, determining and maintaining correct rate).			
✓ Medicate orally by means of gastric intubation.			
✓ Medicate orally by means of hand pilling (dog and cat).			
▪ Medicate orally by means of gastric lavage.			
✓ Medicate orally by means of naso-gastric intubation.			
✓ Perform cephalic venipuncture for treatment or blood sampling (dog cat).			
✓ Perform jugular venipuncture for treatment or blood sampling (dog cat).			
✓ Perform saphenous venipuncture for treatment or blood sampling (dog cat).			
▪ Perform sublingual venipuncture for treatment or blood sampling (dog cat).			
✓ Place cephalic vein intravenous catheters.			
✓ Place saphenous vein intravenous catheters.			
▪ Place jugular intravenous catheters.			
✓ Administer enemas.			
✓ Provide routine record-keeping, care, and observation of hospitalized patients.			
✓ Implement patient and personnel safety measures.			
✓ Prepare feed and prescription diets.			
✓ Clean and disinfect cages and kennels.			
✓ Catheterize male and female dogs.			
✓ Perform cystocentesis.			
▪ Catheterize cats.			
✓ Maintain emergency medical supplies.			
✓ Perform first aid.			
✓ Use ambu-bag.			
✓ Apply emergency splints and bandages.			

▪ Maintain chest, tracheostomy, pharyngostomy tubes.			
▪ Collect, cross-match, and give blood transfusion.			
✓ Clean and prep wounds or abscesses.			
✓ Explain care of recumbent patient.			
▪ Perform euthanasia procedures.			
▪ Prepare and stain fine needle aspirate and impression smear specimens.			
▪ Prepare and stain bone marrow specimens.			
✓ Test chemical properties of urine using dipstick and tablet tests.			
✓ Collect blood sample for laboratory procedures.			
✓ Prepare blood film.			
✓ Perform clotting time and/or ACT (Activated Clotting Time) test			
✓ Collect and prepare serum sample.			
✓ Perform various types of slide/card agglutinations.			
▪ Assist in preparing and appropriately evaluating transudate, exudates, and cytologic specimens (joint, cerebrospinal, airway and body cavity).			

✓ **AVMA Required**
▪ **AVMA Recommended**

Student A:		**Date:**	
Student B:			
Student C:			
Rotation Supervisor:			

Comments:

Clinical Rotation Evaluation Sheet for Veterinary Technology Student

Name: _____ Rotation: Primary Care

Rotation Date: _____

Section A: *Comments:*

Working Ability

Technical Skills Displayed _____

Knowledge Base Displayed _____

Animal Handling Ability _____

General Willingness to Work _____

Section A Score = _____

Section B: *Comments:*

Objectives

Clinic _____

Field Service Trips _____

Technical Skills (Test) _____

Written (Test) _____

Section B Score = _____

Section C: *Comments:*

Attitude/Behavior

Overall Initiative/Incentive _____

Professionalism _____

Interpersonal Relationships _____

Communication Skills _____

Section C Score = _____

Section D: *Comments:*

Attendance

Overall Attendance _____

Punctuality _____

Time Management Skills _____

Trip Attendance _____

Section D Score = _____

Rotation Grade:

Mid-Block Evaluation/Final Evaluation (Circle One)

Section A Score = _____

Section B Score = _____

Section C Score = _____

Section D Score = _____

Total /4 = Score = _____

A = 90 < 100

B = 80 < 89.9

C = 70 < 79.9

D = 60 < 69.9

F = < 59.9

_____ _____

Rotation Supervisor Date

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

November 1, 2010

Dear Dr. Bourgeois,

The curriculum committee has reviewed and accepts the request for degree modification of the Veterinary Medical Technology Program and its associated course proposals. This letter represents our support of the course proposals submitted by Dr. Regina Brotherton for those changes in the Veterinary Medical Technology Program.

Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

☐ ORIGINAL

RECEIVED 11/2/10

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: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina Brotherton **E-mail:** brotherton@cvm.msstate.edu

Nature of Change: Modify **Date Initiated:** 10-25-2010 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	4213	Small Animal Surgery Rotation	(3)

Current Catalog Description:

CVM 4213. Small Animal Surgery Rotation. (3) (Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the small animal surgical service of the Small Animal Clinic. Students participate in all technical aspects of patient care and surgical preparation.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	4213	Small Animal Surgery & Anesthesia Clinical Experience	(3)

New or Modified Catalog Description:

CVM 4212. Small Animal Surgery & Anesthesia Clinical Experience. (3) (Prerequisite:
Admission to the senior year of the Veterinary Medical Technology Program). Three hour practicum.
Students will manage surgical/ anesthetic cases at MSU-CVM. Students participate in surgical preparation, OR operations, induce/monitor anesthesia, pre/post-op and all technical aspects of patient care.

Approved: Regina Brotherton Department Head	*Date:* 11/1/10
Chair, College or School Curriculum Committee	11/1/10
Kent H. Hobbet Dean of College or School	11/1/10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th, 2011

CVM 4213 – Currently; Small Animal Surgery Rotations
CVM 4213 – Proposed; Small Animal Surgery & Anesthesia Clinical Experience

CATALOG DESCRIPTION

Old: CVM 4213. Small Animal Surgery Rotation. (3) (Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the small animal surgical service of the Small Animal Clinic. Students participate in all technical aspects of patient care and surgical preparation.

New: CVM 4213. Small Animal Surgery & Anesthesia Clinical Experience. (3) (Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hour practicum. Students will manage surgical/ anesthetic cases at MSU-CVM. Students participate in surgical preparation, OR operations, induce/monitor anesthesia, pre/post-op and all technical aspects of patient care.

ITEMIZED LIST AND DESCRIPTION OF CHANGES

1. The name of the course is changed to reflect both surgery and anesthesia.
2. The catalog description has been altered to include both surgery and anesthesia that will be covered in this experience.

JUSTIFICATION & LEARNING OUTCOME

1. The course is being modified to include anesthesia to the surgical cases. In clinical practice technologists will prep the OR, prep the patient, induce anesthesia, monitor anesthesia, and then, perform post op care on patients until the patient is discharged. Currently, there are two courses for this content. However, to offer two rotations, 1 for anesthesia and 1 for surgery is a disconnect in case management and is unrealistic.
2. The students have a wonderful opportunity to provide both surgical and anesthesia skills to a senior veterinary student surgical lab. This collaboration between vet student and tech student will greatly enhance the learning experience of both sets of students. This will emulate a "real life" experience that will be invaluable to the graduates of the program.

ADDITIONAL INFORMATION

COURSE SYMBOL
Course symbol will remain CVM.

COURSE NUMBER
The course number will remain the same.

COURSE TITLE
The course title will be changed from "Small Animal Surgery Rotation" to "Small Animal Surgery & Anesthesia Clinical Experience".

CREDIT HOURS
No change.

PRE-REQUISITE/CO-REQUISITE
Be enrolled as a senior in the veterinary medical technology program

METHOD/HOUR OF INSTRUCTION
H
This course is a three week practicum; students will log a minimum of 36 hours and a maximum of 40 hours weekly.

METHOD OF DELIVERY
Face to Face

COURSE DESCRIPTION
CVM 4213. Small Animal Surgery & Anesthesia Clinical Experience. (3) (Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hour practicum. Students will manage surgical/ anesthetic cases at MSU-CVM. Students participate in surgical preparation, OR operations, induce/monitor anesthesia, pre/post-op and all technical aspects of patient care.

COURSE CONTENT

Attached is the content objectives *from the original surgery & anesthesia rotations.* ***Content for this course will include the same content-there will be no change!.***

1. Original Content of the surgical rotation: (INSERT)

Objectives:

1. Participate in patient admissions, discharges and follow-up visits.
2. Participate in patient rounds with the veterinary students.
3. Perform and/or assist with suture removals.
4. Demonstrate proper restraint techniques.
5. Perform and/or assist with bandage application and removal.
6. Administer physical therapy and demonstrate an understanding of the benefits.
7. Define and demonstrate the principles of aseptic technique.
8. Discuss and participate in OR sanitation practices.
9. Demonstrate the open gloving technique.
10. Perform a sterile surgical prep.
11. Discuss and demonstrate proper positioning of the surgical patient for different types of procedures.
12. Demonstrate and discuss steps in a surgical hand scrub.
13. Demonstrate the ability to don a surgical gown and gloves using the closed-gloving technique.
14. Function as a scrubbed assistant during surgical procedures.
15. Demonstrate the ability to open different types of sterile packs and pour sterile solutions.
16. Identify and explain the use of selected instruments and equipment.
17. Give the basic definitions of selected surgical procedures and discuss the post-surgical care for each.
18. Function as a circulating nurse during the surgical procedures.
19. Demonstrate the ability to fold surgical linen, assemble an instrument/drape pack and sterilize it.
20. Discuss steam, ethylene oxide and cold sterilization and indications of each.
21. Identify and discuss different types of suture and the uses of each.
22. Discuss and demonstrate the proper disposal of medical waste.

2. Original Content of the anesthesia rotation: (INSERT)

OBJECTIVES: At the conclusion of this rotation, the veterinary technology student should be able to:

1. Perform a complete physical examination prior to anesthesia.
2. Know the normal values for temperature, pulse and respiration of all common species.
3. Recognize abnormal lung sounds using a stethoscope.
4. Recognize pulse deficits.
5. Recognize abnormal blood parameters.
6. Discuss all physical findings with the anesthesiologist.
7. Monitor anesthetic cases with instrumentation provided, i.e. esophageal stethoscope, EKG, pulse monitors, arterial blood pressure, etc.
8. Identify appropriate intravenous catheterization sites, perform proper intravenous catheterization techniques.
9. Describe the actions of the commonly used drugs for anesthesia.
    a. Tranquilizers
    b. Sedatives
    c. Opioids
    d. Inhalant anesthetics
    e. Anticholinergics (Atropine and Glycopyrrolate)
10. Calculate drug dosages and fluid rates.
10. Handle controlled drugs properly and keep accurate records of these drugs.
11. Administer drugs, under the supervision of a veterinarian, using appropriate routes and restraint techniques.
12. Recognize anesthetic emergencies and be familiar with emergency drugs and equipment such as respirators, defibrillator, and resuscitation with anesthetic antagonists.
13. Know proper usage and maintenance of the common anesthesia and monitoring equipment.
14. Induce anesthesia, use proper endotracheal intubation techniques and administer inhalation anesthesia with rebreathing and non-rebreathing systems with induction chambers and masking techniques.
15. Maintain inhalation anesthesia utilizing anesthetic depth monitoring parameters to determine proper plane of anesthesia for all common species.
16. Recover patients from anesthesia, including recognition of abnormal recover behavior and clinical signs.
17. Properly complete a patient anesthetic record and maintain the anesthetic logbook.
18. Know how to calculate and correctly administer fluid therapy.
19. Describe proper blood administration techniques.
20. Maintain the basic cleanliness and orderliness and understand the importance of this in relation to the ongoing activity of a veterinary facility.
21. Care and maintenance of inhalation anesthetic machines and care of proper scavenging system.

GRADUATE STUDENT REQUIREMENTS
Not applicable, this is not a graduate level course.

METHOD OF EVALUATION

Old:

1. Original surgery course evaluation: (insert)

Grade will be based on attendance, an end of rotation test, completion of the required task list, case log, student's overall performance and participation.

2. Original anesthesia course evaluation: (insert)

Grading will be based on the student's performance as assessed by the supervisors. Criteria for grades will come directly from the Clinical Rotation Evaluation form and the rotation objectives. Written or oral quizzes will be given at selected times throughout the rotation. There will be a math test at the end of the second Monday of the rotation, an objective test at the end of the third week, and a quiz on dose calculations will be given.

New: method of evaluation:

Evaluation Form	15%
Technical skill Form	20%
Logs/Journals	15%
Case Studies	30%
Quizzes	20%

Distribution of Points for Letter Grades:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Less than 60%

SUPPORT
A letter of support is attached.

PROPOSAL CONTACT PERSON
Dr. Regina J Brotherton
662-325-7487
brotherton@cvm.msstate.edu

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

November 1, 2010

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

APPROVAL FORM FOR

ORIGINAL **COURSES**

MISSISSIPPI STATE UNIVERSITY

RECEIVED 11/2/10

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College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Regina Brotherton, DVM, PhD **E-mail:** brotherton@cvm.msstate.edu

Nature of Change: Modify **Date Initiated:** 10-25-2010 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	4223	Primary Care Rotation	(3)

Current Catalog Description:

CVM 4223. Small Animal Primary Care Rotation. (3) (Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the Primary Care Service of the Small Animal Clinic. Students participate in all technical aspects of patient care and management.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	4223	Small Animal Primary Care Clinical Experience	(3)

New or Modified Catalog Description:

(NAME CHANGE ONLY. NO OTHER CHANGES)

Approved: Regina Brotherton Department Head	*Date:* 11/1/10
Chair, College or School Curriculum Committee	11/1/10
Kent H. Hoblet Dean of College or School	11/1/10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January, 14th 2011

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

November 1, 2010

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Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 11/4/10

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: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina J Brotherton **E-mail:** brotherton@cvm.msstate.edu

Nature of Change: Deletion **Date Initiated:** 10-25-10 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	4303	Anesthesia Rotation	(3)

Current Catalog Description:

(Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the Anesthesia Service of the Animal Health Center. Students participate in all technical aspects of preanesthetic evaluation, anesthetic maintenance and recovery.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
			( )

New or Modified Catalog Description:

	Date:
Approved: Regina Brotherton Department Head	11/1/10
Chair, College or School Curriculum Committee	11/1/10
Kent H. Hobbet Dean of College or School	11/1/10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for J.A.G. Chair, Deans Council	January 24th, 2011

CVM 4303 Anesthesia Rotation

COURSE DESCRIPTION

(Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the Anesthesia Service of the Animal Health Center. Students participate in all technical aspects of preanesthetic evaluation, anesthetic maintenance and recovery.

JUSTIFICATION

The course is being deleted because the skill sets obtained while in an anesthesia rotation can best be achieved by incorporating the required skills in the Small Animal Surgery/Anesthesia (modified course proposal).
Students also receive anesthesia components in the Small Animal Clinical Experience (modified course proposal).

EFFECTIVE DATE

Summer Semester 2011.

EFFECTS ON OTHER COURSES

None

Support

Letter of support from the CVM Curriculum Committee is attached.

CONTACT

Regina Brotherton, DVM, PhD
662-325-7487
brotherton@cvm.msstate.edu

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

November 1, 2010

Dear Dr. Bourgeois,

The curriculum committee has reviewed and accepts the request for degree modification of the Veterinary Medical Technology Program and its associated course proposals. This letter represents our support of the course proposals submitted by Dr. Regina Brotherton for those changes in the Veterinary Medical Technology Program.

Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 11/2/10

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College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina Brotherton **E-mail:** Brotherton@cvm.msstate.edu

Nature of Change: Delete **Date Initiated:** 10/25/20100 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	4313	Diagnostic Imaging Rotation	(3)

Current Catalog Description:

(Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the Radiology Service of the Animal Health Center. Students participate in all technical aspects of diagnostic imaging: radiography, ultrasound, CT, MRI, radiotherapy.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
			( )

New or Modified Catalog Description:

	Date:
Approved: Regina Brotherton Department Head	11/1/10
Chair, College or School Curriculum Committee	11/1/10
Kent H. Hoblet Dean of College or School	11/1/10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for J.A.G. Chair, Deans Council	January 24th, 2011

CVM 4313 Diagnostic Imaging Rotation

CATALOG DESCRIPTION

(Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the Radiology Service of the Animal Health Center. Students participate in all technical aspects of diagnostic imaging: radiography, ultrasound, CT, MRI, radiotherapy

JUSTIFICATION

The course is being deleted because students will be able to gain educational knowledge and meet the required skills/ tasks set forth by the accrediting body the AVMA/ CVTEA in the course CVM 3202; Diagnostic Imaging currently being offered during the junior year. If radiology is an area of interest for a student, the student will have the opportunity to pursue this interest and increase their skill level through internships and/or electives during their senior year.

CROSS-LISTING

There is no cross-listing.

EFFECTIVE DATE

Summer 2011

EFFECTS ON OTHER COURSES

None

SUPPORT

A letter of support is attached.

CONTACT

Dr. Regina Brotherton
662-325-7487
MSU-CVM
brotherton@cvm.msstate.edu

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

November 1, 2010

Dear Dr. Bourgeois,

The curriculum committee has reviewed and accepts the request for degree modification of the Veterinary Medical Technology Program and its associated course proposals. This letter represents our support of the course proposals submitted by Dr. Regina Brotherton for those changes in the Veterinary Medical Technology Program.

Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

APPROVAL FORM FOR

ORIGIN **COURSES**

MISSISSIPPI STATE UNIVERSITY

RECEIVED 11/2/10

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College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina J Brotherton **E-mail:** brotherton@cvm.msstate.edu

Nature of Change: Deletion **Date Initiated:** 10-25-10 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	4323	Pharmacy Rotation	(3)

Current Catalog Description:

CVM 4323. Pharmacy Rotation. (3) (Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the Pharmacy of the Animal Health Center. Students participate in all technical aspects of pharmaceutical preparation, dispensing, inventory and management.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours

New or Modified Catalog Description:

Approved: Regina Brotherton Department Head	*Date:* 11/1/10
Chair, College or School Curriculum Committee	11/1/10
Kent H. Hoblet Dean of College or School	11/1/10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th, 2011

COURSE DELETION

CVM 4323. Pharmacy Rotation. (3) (Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the Pharmacy of the Animal Health Center. Students participate in all technical aspects of pharmaceutical preparation, dispensing, inventory and management.

JUSTIFICATION

The course is being deleted because

1. students do not need a separate three week rotation (120 hours) in pharmacology.
2. students obtain pharmacology principles in a pharmacology course and in the small animal clinical experience (rotation)
3. students interested in gaining employment with pharmaceutical companies have opportunities in the senior year to take electives in this area
4. the credit hours for this course can be used to enhance other aspects of the technology student education

EFFECTIVE DATE

The effective date of deletion is summer semester 2011.

EFFECTS ON OTHER COURSES

None

Letter of support of the CVM Curriculum Committee is attached.

CONTACT

Dr. Regina Brotherton
662-325-7487
brotherton@cvm.msstate.edu

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

November 1, 2010

Dear Dr. Bourgeois,

The curriculum committee has reviewed and accepts the request for degree modification of the Veterinary Medical Technology Program and its associated course proposals. This letter represents our support of the course proposals submitted by Dr. Regina Brotherton for those changes in the Veterinary Medical Technology Program.

Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

APPROVAL FORM FOR

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MISSISSIPPI STATE UNIVERSITY

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College or School: Vet Med Department: College of Veterinary Medicine

Contact Person: Dr. Regina Brotherton E-mail: Brotherton@cvm.msstate.edu

Nature of Change: Modify Date Initiated:10/25/2010 Effective Date: _Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	4333	Small Animal Emergency/ Critical Care Rotation	(3)

Current Catalog Description:

CVM 4333. Small Animal Emergency/Critical Care Rotation. (3) (Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the Small Animal Emergency/Critical Care unit. Students participate in all technical aspects of the patients.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	4333	Emergency/ ICU Clinical Experience	(3)

New or Modified Catalog Description:

(COURSE NAME CHANGE ONLY. NO CHANGE WAS MADE TO THE COURSE CONTENT.)

Approved: Regina Brotherton Department Head	*Date:* 11/1/10
Chair, College or School Curriculum Committee	11/1/10
Kent H. Hoblet Dean of College or School	11/1/10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for J.A.G. Chair, Deans Council	January 24th, 2011

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

November 1, 2010

Dear Dr. Bourgeois,

The curriculum committee has reviewed and accepts the request for degree modification of the Veterinary Medical Technology Program and its associated course proposals. This letter represents our support of the course proposals submitted by Dr. Regina Brotherton for those changes in the Veterinary Medical Technology Program.

Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

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Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

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College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina J Brotherton **E-mail:** brotherton@cvm.msstate.edu

Nature of Change: Deletion **Date Initiated:** 10-25-10 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	4403	Laboratory Animal Rotation	(3)

Current Catalog Description:

(Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the Laboratory Animal Unit of the College of Veterinary Medicine. Students participate in all aspects of laboratory animal care and management.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours

New or Modified Catalog Description:

Approved: Regina Brotherton Department Head	*Date:* 11/1/10
Chair, College or School Curriculum Committee	11/1/10
Kent H. Hoblet Dean of College or School	11/1/10
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Peter L. Ryan for J.A.G. Chair, Deans Council	January 24th, 2011

CVM 4403 Laboratory Animal Rotation

COURSE DESCRIPTION

(Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the Laboratory Animal Unit of the College of Veterinary Medicine. Students participate in all aspects of laboratory animal care and management.

JUSTIFICATION

The course is being deleted because students currently receive lab animal educational information in the following courses: CVM 3051, Laboratory Animal Health Management & CVM 3061, Laboratory Animal Technical Skills. The essential skill set required by the accrediting body; AVMA/CVTEA is completed in these courses. Therefore, the credit hours for this course can be used to enhance the curriculum in other ways more valuable to the student.

EFFECTIVE DATE

Summer Semester 2011

EFFECTS ON OTHER COURSES

None

SUPPORT

Letter of support of the CVM Curriculum Committee is attached.

CONTACT

Regina Brotherton, DVM, PhD
662-325-7487
brotherton@cvm.msstate.edu

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

November 1, 2010

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There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

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APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina Brotherton **E-mail:** davis@cvm.msstate.edu

Nature of Change: Modify **Date Initiated:** 10-25-2010 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	4503	Diagnostic Laboratory Rotation	(3)

Current Catalog Description:
(Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the discipline areas of the State Diagnostic Laboratory.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	4501	Diagnostic Laboratory Experience	(1)

New or Modified Catalog Description:
(Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). One hour practicum. Supervised rotation through the discipline areas of the State Diagnostic Laboratory in Pearl, MS.

Approved: Regina Brotherton Department Head	*Date:* 11/1/10
Chair, College or School Curriculum Committee	11/1/10
Kent H. Hoblet Dean of College or School	11/1/10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for J.A.B. Chair, Deans Council	January 24th, 2011

CVM 4503 – Currently; Diagnostic Laboratory Rotation
CVM 4501 – Proposed; Diagnostic Laboratory Experience

CATALOG DESCRIPTION
Old: (Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Three hours practicum. Supervised rotation through the discipline areas of the State Diagnostic Laboratory.

New: (Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). One hour practicum. Supervised rotation through the discipline areas of the State Diagnostic Laboratory in Pearl, MS.

ITEMIZED LIST AND DESCRIPTION OF CHANGES

1. The number of the course is changed to reflect the decrease in credit hours from 3 to 1.
    a. Weeks of the rotation has decreased from 3 to 1.
2. The catalog description has been altered to be specific in where the lab is located.
3. No content changed.

JUSTIFICATION & LEARNING OUTCOME

1. The course is being modified to decrease the time students have to stay in Pearl, MS to 1 week instead of 3. This will help decrease costs to the college since the college is paying for the student housing. This change will also help to cut costs for students.
2. For those students that wish to pursue a career in a diagnostic lab, they can choose to spend more time in the facility by electing to do an internship there.

ADDITIONAL INFORMATION

COURSE SYMBOL
Course symbol will remain CVM.

COURSE NUMBER
The course number will change from 4503 to 4501to reflect change in credit hours.

COURSE TITLE
The course title will be changed from "Small Animal Medical Rotation" to "Small Animal Clinical Experience".

CREDIT HOURS
Credit hours will change from 3 to 6.

PRE-REQUISITE/CO-REQUISITE
Be enrolled as a senior in the veterinary medical technology program

METHOD/HOUR OF INSTRUCTION
H
Students will be required to log a minimum of 30 hours a week and a maximum of 35 hours a week; 210 hours maximum.

METHOD OF DELIVERY
Face to Face

COURSE DESCRIPTION
(Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). One hour practicum. Supervised rotation through the discipline areas of the State Diagnostic Laboratory in Pearl, MS.

COURSE CONTENT
The attached syllabus is the original syllabus that outlines course content. Again, there is not course content change in this modification so that will stay the same. All changes for this modification is italicized on the attached syllabus.

GRADUATE STUDENT REQUIREMENTS
Not applicable, this is not a graduate level course.

METHOD OF EVALUATION
See attached syllabus

SUPPORT
A letter of support is attached.

PROPOSAL CONTACT PERSON
Dr. Regina J Brotherton
662-325-7487
brotherton@cvm.msstate.edu

COLLEGE OF VETERINARY MEDICINE
COURSE SYLLABUS

Course No.:	***CVM 4501***
Course Name:	**Diagnostic Laboratory Experience Elective**
Course Offered:	2nd Summer Session Fall Semester Spring Semester
Year:	Summer 2011
Course Credit:	*1* Credit Hours
Course Leader:	Dr. Lanny Pace
Telephone:	662-325-1252
Reporting Site:	Mississippi Veterinary Diagnostic Laboratory Pearl, MS
Reporting Time:	8:00 A.M.
Length of Rotation:	*1 Week (minimum of 36 hours – maximum of 40 hours)*
Dress:	Lab coat, MSU-CVM ID, rubber boots
Equipment:	Journal, Ball point pen
Grading:	Grades will be based on the student's participation as assessed by the supervisor in the work areas of the laboratory and a daily journal authored by the student. The journal should reflect the specific activity, time spent on each activity, and a daily summary of significant learning events.

Professionalism	*(Supervisor Evals)*	*25%*
Journals		*50%*
Performance	*(Task forms)*	*25%*

CVM 4501
DIAGNOSTIC LABORATORY ROTATION

Course Description: Supervised rotation through the discipline areas of the State Diagnostic Laboratory.

Dangerous Risk: Veterinary technologist education has inherent risks potential: that naturally arise from working with animals, and the biohazardous materials and compounds normally associated with the care and treatment of veterinary patients. These risks include, but are not limited to, physical injuries from animals (bites, kicks, scratches, etc.) zoonotic diseases that can potentially be transmitted from animals to man, allergic reactions from animal contact, as well as contact with potentially hazardous chemicals, reagents, and biological wastes associated with veterinary medicine. Instructors will take due diligence to provide a safe educational environment. However, it is also incumbent upon the individual student to take the responsibility to informed of the potential hazards inherent in the veterinary environment and of the reasonable actions needed to be taken by the individual to protect themselves.

Objectives for the Diagnostic Laboratory Rotation:

During this rotation the student should become familiar with all work areas of the Mississippi Veterinary Diagnostic Laboratory. The overall objective of the rotation is to gain an understanding of the interaction of the laboratory and the practicing veterinarians and the animal industry in Mississippi. More specifically, the student should learn how, as a veterinary medical technologist, he or she can better serve his or her employer through properly collected, packed, and shipped laboratory specimens. The student should also have knowledge of the diagnostic services available to the practicing veterinarians and animal industries of Mississippi.

AVMA Required Task List
LARAC

Please initial the space next to the objectives that were performed while on the LARAC rotation.

	Student A	Student B	Student C
✓ Explain basic principles of animal research.			
✓ Apply knowledge of state, federal, and local animal welfare regulations.			
✓ Recognize and restrain rodents and rabbits.			
✓ Determine sex of rodents and rabbits.			
✓ Perform and/or supervise basic care procedures, e.g., feeding, watering, breeding, identification, and handling.			
✓ Administer drugs or medicaments, using appropriate sites and routes (all common species).			
✓ Collect blood samples.			
✓ Perform oral dosing.			
▪ Perform necropsy prosection and collect specimens.			
✓ Know anesthetic and recovery procedures.			
✓ Explain common disease signs.			
▪ Clip teeth of rabbits and guinea pigs.			
▪ Clean and medicate ear (rabbit).			

✓ **AVMA Required**
▪ **AVMA Recommended**

Student A:		**Date:**	
Student B:			
Student C:			
Rotation Supervisor:			

Comments:

Clinical Rotation Evaluation Sheet for Veterinary Technology Student

Name: _____ Rotation: LARAC

Rotation Date: _____

Section A: *Comments:*

Working Ability

Technical Skills Displayed _____

Knowledge Base Displayed _____

Animal Handling Ability _____

General Willingness to Work _____

Section A Score = _____

Section B: *Comments:*

Objectives

Clinic _____

Field Service Trips _____

Technical Skills (Test) _____

Written (Test) _____

Section B Score = _____

Section C: *Comments:*

Attitude/Behavior

Overall Initiative/Incentive _____

Professionalism _____

Interpersonal Relationships _____

Communication Skills _____

Section C Score = _____

Section D: *Comments:*

Attendance

Overall Attendance _____

Punctuality _____

Time Management Skills _____

Trip Attendance _____

Section D Score = _____

Rotation Grade:

Mid-Block Evaluation/Final Evaluation (Circle One)

Section A Score = _____

Section B Score = _____

Section C Score = _____

Section D Score = _____

Total /4 = Score = _____

A = 90 < 100

B = 80 < 89.9

C = 70 < 79.9

D = 60 < 69.9

F = < 59.9

_____ _____

Rotation Supervisor Date

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

November 1, 2010

Dear Dr. Bourgeois,

The curriculum committee has reviewed and accepts the request for degree modification of the Veterinary Medical Technology Program and its associated course proposals. This letter represents our support of the course proposals submitted by Dr. Regina Brotherton for those changes in the Veterinary Medical Technology Program.

Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

RECEIVED
11/2/10

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

ORIGINAL

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College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Regina J Brotherton, DVM, PhD **E-mail:** brotherton@cvm.msstate.edu

Nature of Change: Add **Date Initiated:** 10-25-10 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	4511	Biomedical Research Experience Elective	(1)

New or Modified Catalog Description:

(Prerequisite: Senior year Veterinary Medical Technology student). One week rotation at the Laboratory Animal Facilities, University of Mississippi Medical Center. Principles of animal research and applicable animal welfare regulations.

	Approved:	*Date:*
Department Head	Regina Brotherton	11/1/10
Chair, College or School Curriculum Committee		11/1/10
Dean of College or School	Kent H. Hoblet	11/1/10
Chair, University Committee on Courses and Curricula		11/30.10
Chair, Deans Council	Peter L. Ryan for T.A.G.	January 24th, 2011

CVM 4511- Biomedical Research Experience Elective

Catalog Description
(Prerequisite: Senior year Veterinary Medical Technology student). One week rotation at the Laboratory Animal Facilities, University of Mississippi Medical Center. Principles of animal research and applicable animal welfare regulations.

Detailed Course Outline
A course syllabus is attached.

METHOD OF EVALUATION

Supervisor Evaluation	25%
Journals/ logs	20%
Technical Skills Log	35%
Assigned Readings/Papers	20%

Distribution of Points for Letter Grades:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Less than 60%

Justification & Learning Outcome
This course consist of a one week rotation at the Laboratory Animal Facility, University of Mississippi Medical Center in Jackson. Students will work a minimum of 36 hours and a maximum of 40 hours a week. If students are interested in laboratory/research careers, they can choose to increase their experience by enrolling in a research elective.

Knowledge and skills learned during this rotation are essential for veterinary technologists entering a biomedical research career. Students will learn techniques associated with common laboratory animals including:

- Handling & restraint
- Basic animal care practices
- Administration of drugs & medications
- Methods of dosing/administration
- Methods of sample collection
- Knowledge of anesthesia techniques
- Knowledge of common indications of health concerns or diseases

In addition, the rotation will incorporate exposures to a wide variety of experimental techniques commonly utilized in an academic biomedical research setting, including:

- Exposure to a transgenic core facility
- Exposure to surgical modeling in nonhuman primates, swine, sheep, and dogs
- Exposure to *in vivo* studies (exercise physiology, blood pressure recording, behavioral analysis studies, ocular infection studies, etc)
- Methods of aseptic techniques
- Methods of wound closure (suture laboratory)

Further, the rotation will expose the student to an assortment of topics integral to the veterinary practice specializing in the responsible use of animals in research, including:

- Exposure to the Institutional Animal Care and Use Committee and the veterinary review process of research proposals
- Exposure to the occupational health and safety programs

SUPPORT
A letter of support is attached.

INSTRUCTOR OF RECORD
Dr. Regina Brotherton

GRADUATE STUDENT REQUIREMENTS
Not applicable, this is not a graduate level course.

PLANNED FREQUENCY
Senior Year.

EXPLANATION OF ANY DUPLICATION
There is no duplication.

METHOD OF INSTRUCTION CODE
H

METHOD OF DELIVERY CODE
F

PROPOSED C.I.P. NUMBER
51.0808

PROPOSED 24-CHARACTER APPREVIATION
Biomed Research Elective

PROPOSED SEMESTER EFFECTIVE
Summer 2010- rotations will be offered each semester the senior year

OTHER APPROPRIATE INFORMATION

NA

PROPOSAL CONTACT PERSON

Dr. Regina J Brotherton
662-325-7487
brotherton@cvm.msstate.edu

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

November 1, 2010

Dear Dr. Bourgeois,

The curriculum committee has reviewed and accepts the request for degree modification of the Veterinary Medical Technology Program and its associated course proposals. This letter represents our support of the course proposals submitted by Dr. Regina Brotherton for those changes in the Veterinary Medical Technology Program.

Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

RECEIVED
11/2/10

APPROVAL FORM FOR

COURSES

ORIGINAL 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).

College or School: Vet Med **Department:** College of Veterinary Medicine

Contact Person:Dr. Regina J Brotherton **E-mail:** brotherton@cvm.msstate.edu

Nature of Change: Add **Date Initiated:** 10-25-10 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	4601	Animal Emergency & Referral Center Elective	(1)

New or Modified Catalog Description:

(Prerequisite: Admission to the senior year in the veterinary medical technology program). 1 week Practicum. Supervised rotation through the Animal Emergency and Referral Center in Flowood. Students participate in technical aspects of referral center and emergency and critical care nursing.

Approved:	*Date:*
Department Head	11/1/10
Chair, College or School Curriculum Committee	11/1/10
Dean of College or School	11/1/10
Chair, University Committee on Courses and Curricula	11-30-10
Chair, Graduate Council (if applicable)	
Chair, Deans Council	January 24th, 2011

CVM 4601 – Animal Emergency & Referral Center Elective

CATALOG DESCRIPTION

(Prerequisite: Admission to the senior year in the veterinary medical technology program). 1 week Practicum. Supervised rotation through the Animal Emergency and Referral Center in Flowood. Students participate in technical aspects of referral center and emergency and critical care nursing.

DETAILED COURSE OUTLINE

Objectives for the Animal Emergency and Referral Center Elective: 36-40 hours

Facility and equipment:

- Know how to operate and/or troubleshoot any and all hospital equipment pertaining to the daily operations of the hospital or patient care including but not limited to:
  - Medical Records program (data entry)
  - Sterilization equipment
    - Steam Autoclave
    - Plasma Sterilizer
  - Radiology equipment
    - Requesting studies through Impromed
    - Taking radiographs
  - Laboratory equipment
    - IDEXX
      - CBC (LaserCyte)
      - Chemistry (CatalystDx)
      - SNAPDx
      - Coagulation
      - Urinalysis
    - Microscope
    - Refractometer
    - Centrifuge
    - Diff-Quick staining
    - Fecal analysis
    - SNAP Test
  - Patient monitoring equipment
    - Cardell
    - Doppler
    - Diagnostic EKG
    - Defibrillator
    - Oxygen therapy set up
  - Anesthesia equipment
    - Vaporizers
    - Ventilator
  - Surgery Equipment
    - Arthroscopy Tower set up/breakdown
    - Pneumatic instruments
    - Dental Equipment
    - Continuous suction set up
      - Chest tubes
      - VAC wound closure
  - Medication Dispensing
    - Cubex

Emergency patient:

- Know how to initiate and maintain emergency patient records.
- Perform intravenous catheterization.
- Assist with patient first aid and CPR, if indicated.
- Maintain patient fluid therapy.
- Perform proper blood collection and transfusion techniques.
- Know the contents of the emergency cart.
- Know the proper use of common emergency drugs.
- Know proper use and administration of O2.
- Know proper stomach intubation and gastric lavage techniques.
- Recognize and respond appropriately to medical emergencies.
- Become proficient with commonly performed diagnostics of the emergency patient such as central venous pressure, glucose readings, PCV/TS's and TPR's.

Critical patient:

- Become familiar with support needs for critically ill patients, such as turning of immobile patients, IV and urinary catheter maintenance, feeding tubes, oxygen therapy, etc.

Referral patient (in addition to learning objectives listed under Emergency and Critical patients):

- Continue to develop skill performing a physical examination
- Be familiar with physiologic and clinical parameters such as
  - Heart rate, respiratory rate, blood pressure, hematologic and serum biochemistry profiles, radiographs and EKG
- Recognize and evaluate patients with a wide range of medical and surgical diseases
- Become familiar with patient pain assessment
- Become familiar with common anesthetic drugs and be able to anticipate assess common effects of anesthetic drugs
- Become familiar with anesthetic recovery and be able to assess and monitor patients through extubation and after
- Become familiar with various bandaging materials and their application
- Be able to perform epidurals, and know contraindications for epidurals
- Be able to identify/name various surgical instrument/equipment
- Be able to properly clip and prep and animal for surgery
- Be able to perform a sterile prep for surgery
- Be able to properly scrub and gown aseptically in order to assist in surgical procedures
- Know proper aseptic technique
- Be able to monitor and maintain a patient under general anesthesia with and without the use of a ventilator
- Participate in the discussion of case and topic rounds
- Be able to effectively communicate with clients – in person or on the phone

METHOD OF EVALUATION

Grades will be based on:

1) The student's performance as assessed by the supervisors,
2) Daily journal entries.

4) Discussion of assigned reading materials, and
5) Any exams that may be administered.

Criteria for grades will come directly from the Clinical Rotation Evaluation form and the rotation objectives.

Technical Skill form	25%
Case Study	25%
Assignments	25%
Evaluation form	25%

Distribution of Points for Letter Grades:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Less than 60%

JUSTIFICATION & LEARNING OUTCOME

This course/ elective will provide students, with practical experience in an emergency and referral center. The facility is associated with MSU. Students will gain valuable hands on clinical technical skill in addition to developing critical thinking skills in the area of emergency and critical care in a "real world" setting. Students can develop client communication skills dealing with the general public. Practice of professionalism and client confidentiality can also be demonstrated as well as office and managerial skill development which is not covered in other rotations at MSU-CVM. The elective can provide employment opportunities for VMTP graduates.

SUPPORT

A letter of support is attached.

INSTRUCTOR OF RECORD

Regina Brotherton, DVM, PhD

GRADUATE STUDENT REQUIREMENTS

Not applicable, this is not a graduate level course.

PLANNED FREQUENCY

Spring Semester of the senior year.

EXPLANATION OF ANY DUPLICATION

There is no duplication.

METHOD OF INSTRUCTION CODE

H

METHOD OF DELIVERY CODE

F

PROPOSED C.I.P. NUMBER

51.0808

PROPOSED 24-CHARACTER APPREVIATION

Anl Emerg & Refer Ctr El

PROPOSED SEMESTER EFFECTIVE

Summer 2011

OTHER APPROPRIATE INFORMATION

n/a

PROPOSAL CONTACT PERSON

Dr. Regina J Brotherton
662-325-7487

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

November 1, 2010

Dear Dr. Bourgeois,

The curriculum committee has reviewed and accepts the request for degree modification of the Veterinary Medical Technology Program and its associated course proposals. This letter represents our support of the course proposals submitted by Dr. Regina Brotherton for those changes in the Veterinary Medical Technology Program.

Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

ORIGINAL

RECEIVED 11/2/10

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: Vet Med **Department:** College of Veterinary Medicine

Contact Person: Dr. Regina J Brotherton **E-mail:** brotherton@cvm.msstate.edu

Nature of Change: Add **Date Initiated:** 10-25-10 **Effective Date:** Summer 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	4701	Application & Process for VTNE	(1)

New or Modified Catalog Description:

(Prerequisite: Admission to the senior year of the veterinary medical technology program). 1 hour lecture. VTNE application process and how to review for the national board examination.

Approved:

	Date:
Regina Brotherton Department Head	11/02/10
Chair, College or School Curriculum Committee	11/2/10
JMKemm for Kent Hobbet Dean of College or School	11/2/10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th, 2011

CVM 4701 – Application & Process for VTNE

CATALOG DESCRIPTION
(Prerequisite: Admission to the senior year of the veterinary medical technology program). 1 hour lecture. VTNE application process and how to review for the national board examination.

DETAILED COURSE OUTLINE

Application Process 5 hours
- AAVSB guidelines
- Licensure requirements in MS

How to review for boards: 10 hours

I. Introduction of the course
II. Review of small animal topics
    a. Diseases
    b. Procedures/ techniques
    c. Miscellaneous topics (ex. nutrition, management, etc)
III. Review of laboratory animal/ exotic animal topics
    a. Diseases
    b. Procedures/ techniques
    c. Miscellaneous topics (ex. nutrition, management, etc)
IV. Review of large animal/ production animal topics
    a. Disease
    b. Procedures/ techniques
    c. Miscellaneous topics (ex. nutirition, management, etc)
V. Pharmacology Review
    a. Types of medications and their uses
    b. Calculations
    c. Toxicities/ precautions
VI. Radiology
    a. Positioning techniques
    b. General overview
VII. Dentistry
    a. General overview
VIII. Surgery/ Anesthesiology
    a. Procedures
    b. Calculations
    c. General overview
IX. Laboratory Procedures
    a. Overview of laboratory test
    b. Equipment
    c. Test setup

METHOD OF EVALUATION
EVALUATION AND GRADING:

Assignments/application	20%
Daily quizzes	30%
Final	50%

Distribution of Points for Letter Grades:
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Less than 60%

JUSTIFICATION & LEARNING OUTCOME
This course was designed to help veterinary medical technology students in the process & application for licensure. The course will guide student in how to review for the national & state board exam. This course can have a positive impact on the pass rate of

SUPPORT
A letter of support is attached.

INSTRUCTOR OF RECORD
Dr. Allison Gardner

GRADUATE STUDENT REQUIREMENTS
Not applicable, this is not a graduate level course.

PLANNED FREQUENCY
Senior year

EXPLANATION OF ANY DUPLICATION
There is no duplication.

METHOD OF INSTRUCTION CODE
B

METHOD OF DELIVERY CODE
F

PROPOSED C.I.P. NUMBER
51.0808

PROPOSED 24-CHARACTER APPREVIATION
VTNE Prep

PROPOSED SEMESTER EFFECTIVE
Summer 2011

OTHER APPROPRIATE INFORMATION
n/a

PROPOSAL CONTACT PERSON
Dr. Regina J Brotherton
662-325-7487
brotherton@cvm.msstate.edu

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

November 1, 2010

Dear Dr. Bourgeois,

The curriculum committee has reviewed and accepts the request for degree modification of the Veterinary Medical Technology Program and its associated course proposals. This letter represents our support of the course proposals submitted by Dr. Regina Brotherton for those changes in the Veterinary Medical Technology Program.

Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

APPROVAL FORM FOR

DEGREE PROGRAMS

RECEIVED

ORIGINAL

MISSISSIPPI STATE UNIVERSITY

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

College: Architecture, Art, & Design **Department:** Architecture

Contact Person: Jassen Calender **Mail Stop:** **E-mail:** jcallender@caad.msstate

Nature of Change: Modification **Date Initiated:** 11/1/2010

Current Degree Program Name: Bachelor **Effective Date:** Spring 2011

Major: Architecture **Concentration:**

New Degree Program Name: Bachelor

Major: Architecture **Concentration:**

Summary of Proposed Changes:

The faculty of the School of Architecture has proposed making the following changes to several required courses in our curriculum: 1. DELETE ARC 1003, Concept and Form and add and open elective, 2. CHANGE the title and description of ARC 5443 Thesis Programing, and 3. CHANGE the title of ARC 5589 Architectural Thesis.

Descriptions and justifications are included in the individual Course Approval Forms.

Approved:	*Date:*
DIRECTOR Department Head	01 NOV 2010
Chair, College or School Curriculum Committee	11/1/10
Dean of College or School	2010 November 1
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G Chair, Deans Council	January 24th, 2011

☐ SACS Letter Sent

DEGREE MODIFICATION OUTLINE FORM -- School of Architecture B.Arch

Use the chart below to indicate your new degree outline. If any General Education (Core) course is acceptable in the category, please indicate by saying "any Gen Ed course". There is no need to type in the whole list. All deleted courses and information should be shown in *italics* and all new courses and information in **bold.** Include the course prefix, number, and title.

CURRENT Degree Description	PROPOSED Degree Description
Degree: **Bachelor of Architecture** (B.Arch) Major: **Architecture** Concentration:	Degree: **No Change** Major: **No Change** Concentration:
"[Click here and type old degree description]" **No changes to degree description**	"[Click here and type new degree description]" **No changes to degree description**
"[Click here and type old concentration description]"	"[Click here and type new concentration description]"

CURRENT CURRICULUM OUTLINE	Required Hours	**PROPOSED CURRICULUM OUTLINE**	Required Hours
English: EN 1103 English Comp I or EN 1163 Accelerated Comp I EN 1113 English Comp II or EN 1173 Accelerated Comp II	6	English: EN 1103 English Comp I or EN 1163 Accelerated Comp I EN 1113 English Comp II or EN 1173 Accelerated Comp II	6
Fine Arts (General Education):	3	Fine Arts (General Education):	3
Natural Sciences PH 1113 General Physics I PH 1123 General Physics II ARC 2713 Passive Building Systems	6-8	Natural Sciences PH 1113 General Physics I PH 1123 General Physics II ARC 2713 Passive Building Systems	6-8
Extra Science (if appropriate)		Extra Science (if appropriate)	
Math (General Education): MA 1313 College Algebra* MA 1323 Trigonometry* MA 1463 Finite Mathematics and Intro to Calculus OR MA 1613 Calculus for Business and Life Sciences I	6-9	Math (General Education): MA 1313 College Algebra* MA 1323 Trigonometry* MA 1463 Finite Mathematics and Intro to Calculus OR MA 1613 Calculus for Business and Life Sciences I	6-9
Humanities (General Education): ARC 2313 History of Architecture ARC 3313 History of Architecture II	6	Humanities (General Education): ARC 2313 History of Architecture I ARC 3313 History of Architecture II	6
Social/Behavioral Sciences (Gen Ed):	6	Social/Behavioral Sciences (Gen Ed):	6
Major Core Courses **Major Core** ARC 1536 Architecture Design I-A** ARC 1546 Architectural Design I-B ARC 2536 Architectural Design II-A ARC 2546 Architectural Design II-B		Major Core Courses **Major Core** ARC 1536 Architecture Design I-A** ARC 1546 Architectural Design I-B ARC 2536 Architectural Design II-A ARC 2546 Architectural Design II-B	

ARC 3536 Architectural Design III-A ARC 3546 Architectural Design III-B ARC 4536 Architectural Design IV-A ARC 4546 Architectural Design IV-B ARC 5576 Architectural Design V-A ***ARC 5589 Architectural Thesis V-B*** ART 1213 Drawing I ART 1223 Drawing II*** ***ARC 1003 Concept and Form*** ARC 2313 History of Architecture I (see Gen. Ed.) ARC 3313 History of Architecture II (see Gen. Ed.) ARC 3323 History of Architecture III ARC 4313 Architectural Theory ARC 2713 Passive Building Systems (see Gen. Ed.) ARC 3723 Active Building Systems ARC 2723 Materials ARC 3713 Assemblages ARC 3904 Architectural Structures I ARC 3913 Architectural Structures II with lab ARC 4733 Site Planning for Architects ARC 5383 Legal Aspects of Architecture ***ARC 5443 Thesis Programming*** ARC 5493 Architectural Practice ARC 5353 Philosophy of Architecture ARC 5623 Theory of Urban Design ***9 hrs Approved Electives (9 hrs)***		ARC 3536 Architectural Design III-A ARC 3546 Architectural Design III-B ARC 4536 Architectural Design IV-A ARC 4546 Architectural Design IV-B ARC 5576 Architectural Design V-A **ARC 5589 Architectural Design V-B** ART 1213 Drawing I ART 1223 Drawing II*** ARC 2313 History of Architecture I (see Gen. Ed.) ARC 3313 History of Architecture II (see Gen. Ed.) ARC 3323 History of Architecture III ARC 4313 Architectural Theory ARC 2713 Passive Building Systems (see Gen. Ed.) ARC 3723 Active Building Systems ARC 2723 Materials ARC 3713 Assemblages ARC 3904 Architectural Structures I ARC 3914 Architectural Structures II with lab ARC 4733 Site Planning for Architects ARC 5383 Legal Aspects of Architecture **ARC 5443 Architectural Programming** ARC 5493 Architectural Practice ARC 5353 Philosophy of Architecture ARC 5623 Theory of Urban Design **12 hrs Approved Electives (12 hrs)**	
Concentration Courses		Concentration Courses	
Total Hours	152	Total Hours	152

* MA 1313 and 1323 should be completed the summer prior to beginning studies in architecture. Students with 24 ACT in Math are excused from MA 1313 College Algebra. Students may also take the College Level Examination Program (CLEP) exam to place out of MA 1313. Students with a grade of "B" or better in a full semester of high school trigonometry may be excused from MA 1323.
** Pre-Architecture, accelerated studies and some transfer students take ARC 1536 and 1546 in summer upon demonstrating completion of required courses. Applications due February 15.
*** ART 1223 Drawing II is required of all students receiving a grade of "C" or less in ART 1213 Drawing I.

3. Justification and Learning Outcomes

Justification

Deletion: ARC 1003 Concept and Form

With the creation of the College of Architecture, Art, and Design, faculty members of the three departments wanted to create a shared introductory level course. The purpose of this course was two-fold: on the one hand, the formation of a new College offered the departments the opportunity to discuss design and design criticism in holistic or cross-disciplinary ways beyond the scope previously afforded; on the other hand, there was a strong desire to foster community amongst a very diverse student body. After several years the consensus is that, while the objectives were correct, both the structure and content level of *ARC1003 Concept and Form* were inappropriate for achieving those objectives. It should also be noted that the recent NAAB (National Architectural Accreditation Board) report and visit indicated that our program did not have enough free electives in its curriculum; deletion of this course creates another 3 credit hours of free elective.

Modify: *ARC 5443 Thesis Programming* | **ARC 5443 Architectural Programming**

ARC 5589 Architectural Thesis V-B | **ARC 5589 Architectural Design V-B**

The term "Thesis" is appropriate for coursework in graduate level design studios. NAAB, the national accrediting body for schools of architecture, does not expect students to develop an architectural thesis project to fulfill the requirements for a B.Arch degree; the terminology "architectural thesis" is more often associated with work performed in the pursuit of a M.Arch (Master of Architecture) degree – a degree which Mississippi State does not offer.

Student Learning Outcomes

No change. The work that the School of Architecture students have been doing for courses "architectural thesis" and "thesis programming" is more appropriately described, and more readily understood nationally, as a terminal project and terminal project programming, respectively.

4. Support

See individually attached course modification proposals.

Please refer to the individual letters of support found in the attached individual course modifications of: *ARC 5443 Thesis Programming* and *ARC 5589 Architectural Thesis V-B* and deletion of *ARC 1003 Concept and Form.* The faculty voted these decisions in May 2010 (and it is documented in the School's faculty meeting minutes); the attached individual course modification proposals have letters of support that are signed by the members of the School of Architecture curriculum committee.

5. Proposed 4-Letter Abbreviation

N/A

6. Effective Date

January 2011

ORIGINAL

APPROVAL FORM FOR

DEGREE PROGRAMS

RECEIVED
10-28-2010

MISSISSIPPI STATE UNIVERSITY

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

College: Architecture, Art and Design **Department:** Art

Contact Person: Jamie Runnells **Mail Stop:** 9638 **E-mail:** jrunnells@caad.msstate.edu

Nature of Change: removal of required course **Date Initiated:** 4-13-10 **Effective Date:**upon approval

Current Degree Program Name: Bachelor of Fine Arts

Major: Fine Arts **Concentration:** All concentrations

New Degree Program Name:

Major: **Concentration:**

Summary of Proposed Changes:

- Removal of **ARC 1003**: Concept and Form from Major Core Courses.
- Addition of **Open Elective** to degree program (to replace ARC 1003).
- Removal of *Program of Excellence* from degree program. The *Program of Excellence* as defined in the Undergraduate Bulletin:

Art major students must earn a grade of C or higher in each studio and art history course in the B.F.A. program. (A grade of D or F would require a repeat of the course until a C or higher is attained.) Art major students must earn a grade of B or higher in each studio concentration course, or retake the course until a grade of B or higher is attained. (These requirements also apply to all transfer courses submitted for consideration.)

Approved:	*Date:*
Department Head	10/28/10
Chair, College or School Curriculum Committee	10/28/10
Dean of College or School	10/28/2010
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Chair, Deans Council	January 24th 2011

☐ IHL Action Required

☐ SACS Letter Sent

UCCC
Suite B, Butler-Williams Building
100 Walker Road
Mailstop 9699

April 13, 2010

RE: Removing Concept and Form (ARC 1003)

Dear UCCC:

The Department of Art met on Friday, March 26, 2010 to discuss the removal of the course Concept and Form (ARC 1003) from the required Art curriculum. The Department feels that the recently created class is not serving its students as well as hoped and would like to replace the 3 credit hours with an open elective. Allowing students an open elective would move the Art curriculum more favorably towards NASAD's recommendations for curriculum make-up—the Department will begin the NASAD reaccredidation process next year. All of the fifteen faculty in attendance of this meeting were in support of this change and signed the attached document.

Thank you,

Jamie Runnells, Department of Art Curriculum Committee Chair

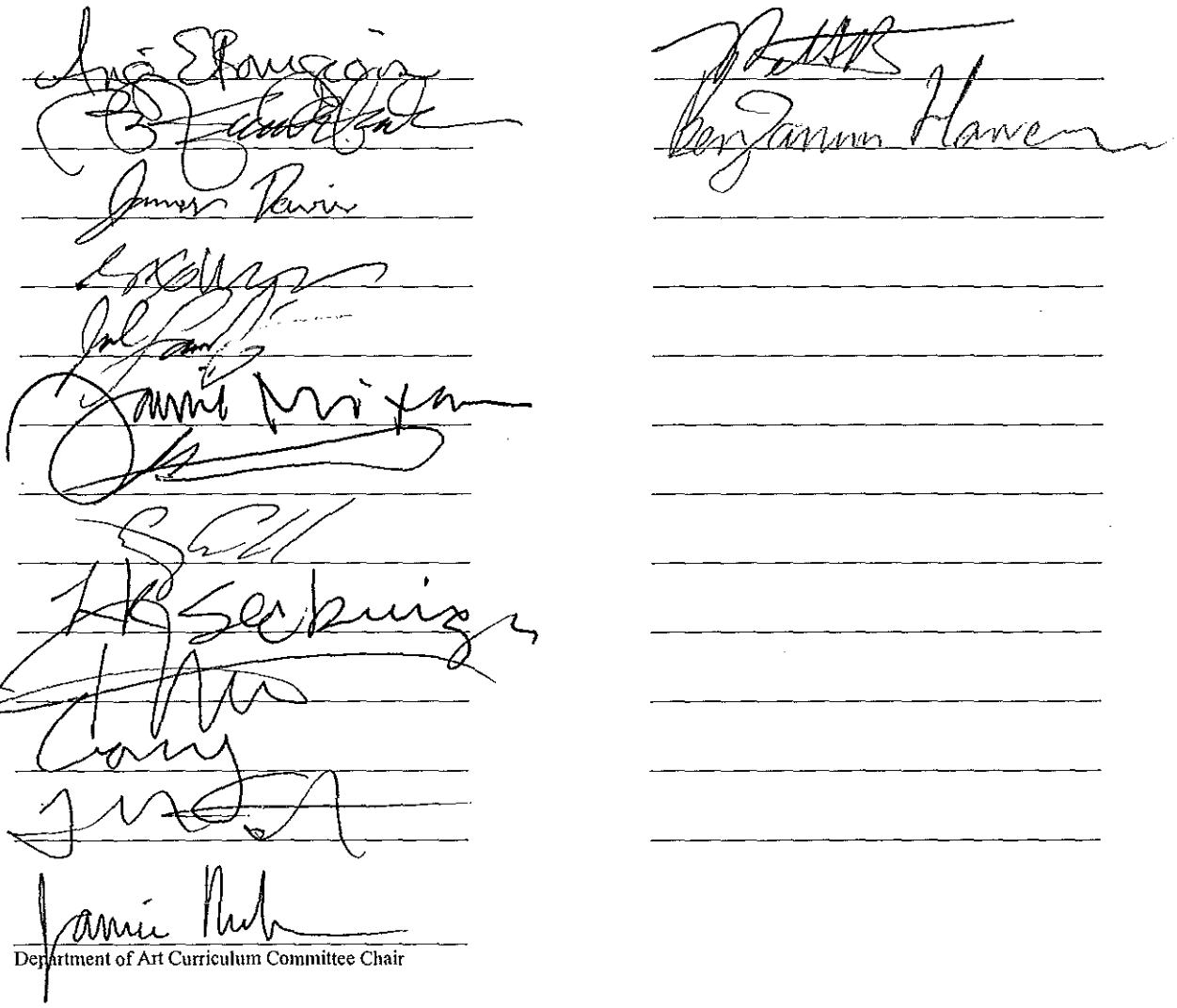
MEMO

TO: University Curriculum Committee

RE: Removing **Concept and Form (ARC 1003)**

The Department of Art Curriculum Committee recommends removing the course **Concept and Form (ARC 1003)** from the required Art curriculum. The Committee suggests a general university elective in place of ARC 1003's three credit hours. At present, the Department of Art has no free electives in its curriculum, adding this free elective will move our curriculum make-up closer to NASAD recommendations.

The Department of Art has met and discussed this recommendation and is in support of this degree modification. Below are the signatures of the supporting faculty.



Department of Art Curriculum Committee Chair

MEMO
September 15, 2010

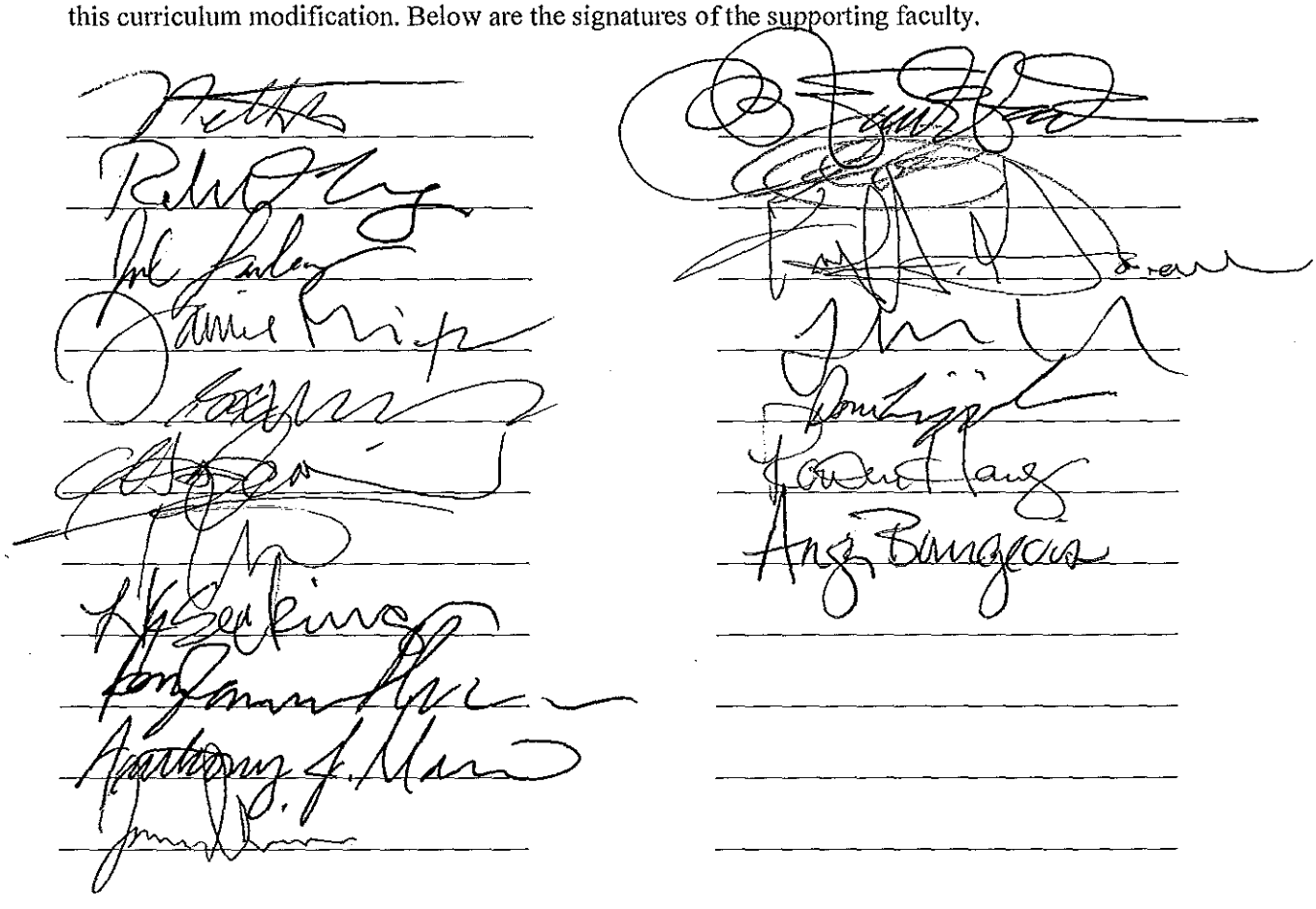
TO: University Curriculum Committee
RE: Program of Excellence

The Department of Art Curriculum Committee unanimously recommends eliminating the Program of Excellence from the Department of Art curriculum. The Program of Excellence as defined in the Undergraduate Bulletin:

Art major students must earn a grade of C or higher in each studio and art history course in the B.F.A. program. (A grade of D or F would require a repeat of the course until a C or higher is attained.) Art major students must earn a grade of B or higher in each studio concentration course, or retake the course until a grade of B or higher is attained. (These requirements also apply to all transfer courses submitted for consideration.)

The Committee recommends that the department instead defer to the University's GPA requirements as a quality control measure.

The Department of Art faculty have met and discussed this recommendation and are in support of this curriculum modification. Below are the signatures of the supporting faculty.



Department of Art Curriculum Committee Chair

DEGREE PROGRAM MODIFICATION

1. CATALOG DESCRIPTION

Current:

Concentrations

In the Bachelor of Fine Arts degree, a student may choose a concentration from the following: Ceramics, Drawing, Graphic Design, Painting, Photography, Printmaking, or Sculpture.

Art major students must earn a grade of C or higher in each studio and art history course in the B.F.A. program. (A grade of D or F would require a repeat of the course until a C or higher is attained.) Art major students must earn a grade of B or higher in each studio concentration course, or retake the course until a grade of B or higher is attained. (These requirements also apply to all transfer courses submitted for consideration.)

Proposed:

Concentrations

In the Bachelor of Fine Arts degree, a student may choose a concentration from the following: Ceramics, Drawing, Graphic Design, Painting, Photography, Printmaking, or Sculpture.

2. CURRICULUM OUTLINE

(attached)

DEGREE MODIFICATION OUTLINE FORM

Use the chart below to indicate your new degree outline. If any General Education (Core) course is acceptable in the category, please indicate by saying "any Gen Ed course". There is no need to type in the whole list. All deleted courses and information should be shown in *italics* and all new courses and information in **bold**. Include the course prefix, number, and title.

CURRENT Degree Description	PROPOSED Degree Description
Degree: BFA Major: ART Concentration: All Concentrations	Degree:BFA Major: ART Concentration: All Concentrations
Mission The Department of Art's primary undergraduate responsibilities include educating professional artists with concentrations in Ceramics, Drawing, Graphic Design, Painting, Photography, Printmaking, and Sculpture; preparing students for a career or advanced study; offering courses that fulfill University requirements; and providing an active art gallery to serve the University, the community, and region. **Bachelor of Fine Arts** The Bachelor of Fine Arts (B.F.A.) degree is a professional studio degree. The B.F.A. degree is earned after successful completion of an intensive, 4 year program that provides the student with a series of in-depth studio experiences leading to thesis/senior presentation balanced by studies in humanities, communication, mathematics, and sciences. The B.F.A. degree may also serve as a preparation for graduate studies-usually the Master of Fine Arts degree in studio art or design. **Concentrations** In the Bachelor of Fine Arts degree, a student may choose a concentration from the following: Ceramics, Drawing, Graphic Design, Painting, Photography, Printmaking, or Sculpture. *Art major students must earn a grade of C or higher in each studio and art history course in the B.F.A. program. (A grade of D or F would require a repeat of the course until a C or higher is attained.) Art major students must earn a grade of B or higher in each studio concentration course, or retake the course until a grade of B or higher is attained. (These requirements also apply to all transfer courses submitted for consideration.)* **Transfer Requirements** After successful admission to the University, and before application to the Foundation Portfolio Review, transfer students must submit work to the Transfer Portfolio Review so to articulate art studio and history credits. This review requires the presentation of a comprehensive portfolio of artwork completed in studio courses, as well as course descriptions (and in some cases, syllabi) from classes completed for credit at other institutions. This review takes place before the preregistration advising period each semester. The MSU Department of Art reserves the right to deny or accept transfer courses as applicable to the B.F.A. degree based on portfolio evaluation. **Foundation Portfolio Review Requirements** All Art majors are required to participate in the Foundation Portfolio Review. The review is a faculty evaluation of student work from a minimum of 18 credit hours completed in the following courses: Drawing I, Drawing II, Design I, Design II, 3-D Design, and Introduction to Computing for Art and possibly	**Mission** The Department of Art's primary undergraduate responsibilities include educating professional artists with concentrations in Ceramics, Drawing, Graphic Design, Painting, Photography, Printmaking, and Sculpture; preparing students for a career or advanced study; offering courses that fulfill University requirements; and providing an active art gallery to serve the University, the community, and region. **Bachelor of Fine Arts** The Bachelor of Fine Arts (B.F.A.) degree is a professional studio degree. The B.F.A. degree is earned after successful completion of an intensive, 4 year program that provides the student with a series of in-depth studio experiences leading to thesis/senior presentation balanced by studies in humanities, communication, mathematics, and sciences. The B.F.A. degree may also serve as a preparation for graduate studies-usually the Master of Fine Arts degree in studio art or design. **Concentrations** In the Bachelor of Fine Arts degree, a student may choose a concentration from the following: Ceramics, Drawing, Graphic Design, Painting, Photography, Printmaking, or Sculpture. **Transfer Requirements** After successful admission to the University, and before application to the Foundation Portfolio Review, transfer students must submit work to the Transfer Portfolio Review so to articulate art studio and history credits. This review requires the presentation of a comprehensive portfolio of artwork completed in studio courses, as well as course descriptions (and in some cases, syllabi) from classes completed for credit at other institutions. This review takes place before the preregistration advising period each semester. The MSU Department of Art reserves the right to deny or accept transfer courses as applicable to the B.F.A. degree based on portfolio evaluation. **Foundation Portfolio Review Requirements** All Art majors are required to participate in the Foundation Portfolio Review. The review is a faculty evaluation of student work from a minimum of 18 credit hours completed in the following courses: Drawing I, Drawing II, Design I, Design II, 3-D Design, and Introduction to Computing for Art and possibly additional art courses. A grade of "C" or better must be achieved in each of these courses before students are allowed to pass the review. For students interested in the Fine Art concentrations (Ceramics, Drawing, Painting, Photography, Printmaking, or Sculpture), the Foundation Portfolio Review for each concentration will take place at the beginning of each semester. The Foundation Portfolio Review will result

additional art courses. A grade of "C" or better must be achieved in each of these courses before students are allowed to pass the review.

For students interested in the Fine Art concentrations (Ceramics, Drawing, Painting, Photography, Printmaking, or Sculpture), the Foundation Portfolio Review for each concentration will take place at the beginning of each semester. The Foundation Portfolio Review will result in an "accept" or "deny" into the selected concentration. For students interested in Graphic Design, the Foundation Portfolio Review for entrance into that concentration will take place in December of each year. The Foundation Portfolio Review will result in an "accept" or "deny" in the Graphic Design concentration.

The student who is accepted (by faculty evaluation) into a Fine Arts concentration may begin the concentration sequence of courses. A student who is denied may remain in the art program and resubmit a portfolio in the next Review. Students cannot pursue a Fine Art concentration in which they have been denied twice. They will have to choose another concentration to pursue a B.F.A. in Art at Mississippi State.

The student who is accepted (by faculty evaluation) into the Graphic Design concentration may begin the concentration sequence of courses. A student who is denied may remain in the art program and may resubmit a portfolio in the Review offered the following year. Students who are denied cannot take concentration courses in Graphic Design until they resubmit a portfolio and are accepted into the program. A student who is denied twice cannot pursue a Graphic Design concentration. He or she will have to choose another Fine Arts concentration to pursue a B.F.A. in Art at Mississippi State.

Only the top students will be accepted into the Graphic Design concentration due to enrollment demand and limits in resources and classroom space. Contact the Advising Coordinator for more information.

Senior Presentation Requirements

Senior Graphic Design students are required to present a portfolio and senior students in the other concentration areas are required to present an exhibition as degree requirements. These final presentation requirements are fulfilled in capstone courses; ART 4640 Advanced Graphics for students in the Graphic Design concentration; and ART 4083 Senior Honors Research/ART 4093 Senior Honors Thesis for students in the other concentration areas.

Computer and Equipment Requirements in the Graphic Design and Photography Concentrations

The Department of Art requires incoming (post review) B.F.A. Art majors with a concentration in Graphic Design or Photography to purchase certain tools and equipment.

The Graphic Design concentration student is required to purchase a computer after successfully passing the Foundation Portfolio Review, usually in the sophomore year, and before enrolling in ART 3313 Graphic Design I. Art faculty prepare an approved list of current software and minimum computer specifications each year.

The Photography concentration student is required to purchase a camera and, in the digital photography option, a computer, usually in the sophomore year, and before enrolling in ART 3203 Photography II. Art faculty prepare an approved list of specific cameras and minimum computer specifications each year.

Financial aid that includes this requirement may be available by contacting the MSU Student Financial Aid and Scholarship office.

Student Materials Fee

Additional fees associated with class materials, technology and laboratory materials are required of students. These range from $10 to $100 per course and

faculty prepare an approved list of specific cameras and minimum computer specifications each year. Financial aid that includes this requirement may be available by contacting the MSU Student Financial Aid and Scholarship office. **Student Materials Fee** Additional fees associated with class materials, technology and laboratory materials are required of students. These range from $10 to $100 per course and are automatically included in tuition. **Art Minor** The Department of Art offers a minor in Art. The minor consists of 18 credit hours of courses with an ART prefix. One or more 1000-level courses and one 2000-level course must be completed in addition to at least three 3000- or 4000-level courses. For an Art minor, a student may take all Art studio courses or a combination of Studio and Art History. **Art History Minor** A minor in Art History consists of 18 credit hours. A student must take ART 1013 Art History I and ART 1023 Art History II as well as four other courses selected from the following list: ART 3143, ART 3603, ART 3613, ART 3623, ART 3653, ART 3663, ART 3673, ART 3683, ART 4573, ART 4673 or other approved Art History courses. **Accreditation** Mississippi State University is an accredited institutional member of the National Association of Schools of Art and Design.	are automatically included in tuition. **Art Minor** The Department of Art offers a minor in Art. The minor consists of 18 credit hours of courses with an ART prefix. One or more 1000-level courses and one 2000-level course must be completed in addition to at least three 3000- or 4000-level courses. For an Art minor, a student may take all Art studio courses or a combination of Studio and Art History. **Art History Minor** A minor in Art History consists of 18 credit hours. A student must take ART 1013 Art History I and ART 1023 Art History II as well as four other courses selected from the following list: ART 3143, ART 3603, ART 3613, ART 3623, ART 3653, ART 3663, ART 3673, ART 3683, ART 4573, ART 4673 or other approved Art History courses. **Accreditation** Mississippi State University is an accredited institutional member of the National Association of Schools of Art and Design.
"[Click here and type old concentration description]"	"[Click here and type new concentration description]"

CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
English (Ex: EN 1103 English Comp I): EN 1103 English Comp I or EN 1163 Accelerated Comp I EN 1113 English Comp II or EN 1173 Accelerated Comp II	6	English (Ex: EN 1103 English Comp I): EN 1103 English Comp I or EN 1163 Accelerated Comp I EN 1113 English Comp II or EN 1173 Accelerated Comp II	6
Fine Arts (General Education): ART 1013 Art History I or ART 1023 Art History II	3	Fine Arts (General Education): ART 1013 Art History I or ART 1023 Art History II	3
Natural Sciences (2 labs required from Gen Ed): See General Education courses	6-8	Natural Sciences (2 labs required from Gen Ed): See General Education courses	6-8
Extra Science (if appropriate) See General Education courses	3	Extra Science (if appropriate) See General Education courses	3
Math (General Education): MA 1313 College Algebra 3 hours See General Education courses	6-9	Math (General Education): MA 1313 College Algebra 3 hours See General Education courses	6-9
Humanities (General Education): 3 hours See General Education courses 3 hours See General Education courses	6	Humanities (General Education): 3 hours See General Education courses 3 hours See General Education courses	6
Social/Behavioral Sciences (Gen Ed): See General Education courses	6	Social/Behavioral Sciences (Gen Ed): See General Education courses	6

Major Core Courses For Graphic Design concentration: *ARC 1003: Concept and Form* ART 1123: Design I ART 1133: Design II ART 1153: 3-D Design ART 1213: Drawing I ART 1223: Drawing II ART 2803: Intro to Computing ART 2013: Painting Survey ART 2213: Life Drawing I ART 2303: Printmaking Survey ART 2403: Sculpture Survey ART 2103: Photography Survey ART 2813: Intermediate Computing ART 1013: Art History I ART 1023: Art History II ART 3163: History of Graphic Design ART History Elective ART History Elective For Painting, Drawing, Sculpture, Printmaking, Ceramics and Photography concentrations: *ARC 1003: Concept and Form* ART 1123: Design I ART 1133: Design II ART 1153: 3-D Design ART 1213: Drawing I ART 1223: Drawing II ART 2803: Intro to Computing ART 2013: Painting Survey ART 2213: Life Drawing I ART 2303: Printmaking Survey ART 2403: Sculpture Survey ART 2103: Photography Survey ART 2503: Ceramic Art Survey ART 1013: Art History I ART 1023: Art History II ART History Elective ART History Elective ART History Elective	54	Major Core Courses For Graphic Design concentration: ART 1123: Design I ART 1133: Design II ART 1153: 3-D Design ART 1213: Drawing I ART 1223: Drawing II ART 2803: Intro to Computing ART 2013: Painting Survey ART 2213: Life Drawing I ART 2303: Printmaking Survey ART 2403: Sculpture Survey ART 2103: Photography Survey ART 2813: Intermediate Computing ART 1013: Art History I ART 1023: Art History II ART 3163: History of Graphic Design ART History Elective ART History Elective For Painting, Drawing, Sculpture, Printmaking, Ceramics and Photography concentrations: ART 1123: Design I ART 1133: Design II ART 1153: 3-D Design ART 1213: Drawing I ART 1223: Drawing II ART 2803: Intro to Computing ART 2013: Painting Survey ART 2213: Life Drawing I ART 2303: Printmaking Survey ART 2403: Sculpture Survey ART 2103: Photography Survey ART 2503: Ceramic Art Survey ART 1013: Art History I ART 1023: Art History II ART History Elective ART History Elective ART History Elective	54
Concentration Courses No Change	30	Concentration Courses No Change	30
Total Hours	123	Total Hours	123

3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

Concept and Form: ARC 1003 removal: The recently created class is not serving its students as well as hoped. One unit in the college is not requiring the class and therefore the idea of college cross-pollination is no longer relevant. Replacing the 3 credit hours with a general university elective will benefit students more and also fall more closely in line with NASAD's recommendations for curriculum structure.

Removal of Program of Excellence: Removal of the Program of Excellence will help eliminate grade inflation. The University's GPA requirement will weed out weak students. Further, elimination of the Program of Excellence will more accurately reflect the quality of students' work—currently, many 'C' students receive 'B's, which may lower perceptions of our program.

4. SUPPORT
(see attached)

5. PROPOSED 4-LETTER ABBREVIATION
no change

6. EFFECTIVE DATE
upon approval

APPROVAL FORM FOR

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DEGREE PROGRAMS

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1/14/10

MISSISSIPPI STATE UNIVERSITY

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

College or School: Arts & Sciences Department: Chemistry

Contact Person: Svein Saebo Phone: 325-7813 E-mail: ssaebo@chemistry.msstate.edu

Nature of Change: Add Date Initiated: 2-26-2010 Effective Date: 8-16-2010

New or Current Degree Program Name:

Degree Program Name: BS
Major : Chemistry
Concentration :ACS

Summary of Proposed Changes:

Adding a concentration called ACS to the BS degree in Chemistry.

Catalog Description
N/A

Approved:	*Date:*
Department Head	3/29/2010
Chair, College or School Curriculum Committee	10/8/10
Dean of College or School	10-8-10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Chair, Deans Council	January 24th 2011

Proposal to add ACS certification as a Concentration of the B. S. Degree in Chemistry.

3. Justification:

The Department of Chemistry has been offering a B.S. degree certified by the American Chemical Society (ACS) since 1941. This is the oldest B.S.-ACS degrees in the state and one of the oldest in the south-east.
However, the ACS certified B.S. degree has to our knowledge never been approved as a concentration. The students who completed the requirements were given a certificate by the department and the ACS certification did not appear on the students transcripts.
We propose therefore the approval of a concentration of the B. S. degree called ACS. The term ACS will then appear on the students transcripts, and the department will also be able to list this as a concentration in the course catalog.

The requirements for the ACS certified B.S. degree are listed below. These requirements are consistent with our current requirements for a BS in chemistry and no changes are proposed for B.S. in chemistry.

B.S. in Chemistry, ACS concentration

University and College Core

English Composition (6 hours)
EN 1103 English Comp I or EN 1163 Accelerated Comp I or EN 1183 Honors Comp I
EN 1113 English Comp II or EN 1173 Accelerated Comp II or EN 1193 Honors Comp II
Foreign Language (0-6 hours)
2nd semester proficiency in a foreign language
Humanities (6 hours)
3 hours English Literature - see A&S Requirements
3 hours History - see A&S Requirements
Mathematics (6 hours)
MA 1713 Calculus I
MA 1723 Calculus II
Fine Arts (3 hours)
See A&S Requirements
Natural Sciences
The requirements are satisfied by the major requirements and technical electives. Consult advisor for specifics
Social Sciences (6 hours)
From two different areas. See A&S Requirements

Major Core 66 hours
Chemistry (51 hours)
CH 1141 Professional Chemistry: Paths
CH 1234 Integrated Chemistry I
CH 1244 Integrated Chemistry II
CH 2141 Professional Chemistry: Tools
CH 2311 Analytical Chemistry I Laboratory
CH 2313 Analytical Chemistry I
CH 3141 Professional Chemistry: Literature

CH 3213 Inorganic Chemistry
CH 4141 Professional Chemistry: Research
CH 4212 Advanced Inorganic Lab
CH 4213 Advanced Inorganic Chemistry
CH 4351 Analytical Chemistry Lab II
CH 4353 Analytical Chemistry II
CH 4413 Thermodynamics and Kinetics
CH 4411 Physical Chemistry Lab I
CH 4423 Quantum Mechanics and Spectroscopy
CH 4421 Physical Chemistry Lab II
CH 4534 Integrated Organic Chemistry I
CH 4544 Integrated Organic Chemistry II
CH 4603 Undergraduate Research
CH 4711 Senior Seminar
*Chemistry Elective

Biochemistry (3 hours)
BCH 4603 General Biochemistry
Physics (9 hours)
PH 2213 Physics I
PH 2223 Physics II
PH 2233 Physics III
Math (3 hours)
MA 2733 Calculus III

Technical Electives (12 hours)
Advisor approved courses
General Electives
Number of credit hours needed to bring the total number of credit hours to 124. Consult advisor.
Total hours needed for major: 124

Note:
CH 1234 can be replaced by CH 1213 and CH 1211
CH 1244 can be replaced by CH 1223 and CH 1221
CH 4534 can be replaced by CH 4513 and CH 4511
CH 4544 can be replaced by CH 4523 and CH 4521

*3 credit hour CH or BCH course 3000 level or above

10. Support.

A letter of support from the Undergraduate Coordinator is attached.

14. Proposed Semester Effective:
Fall 2010

16. Contact Person:

Dr. Svein Saebo
Department of Chemistry
325-7813
SSaebo@chemistry.msstate.edu

MISSISSIPPI STATE
UNIVERSITY
Department of Chemistry

Committee on Courses and Curricula

Mississippi State University March 22, 2010

The faculty in the Department of chemistry voted unanimously in favor on making our ACS (American Chemical Society) certified BS degree a concentration of the BS degree.

Sincerely yours,

Svein Saebo

Undergraduate Coordinator

Department of Chemistry

1115 Hand Lab • Box 9573 • Mississippi State, MS 39762 • PHONE: 662-325-3586 • FAX: 662-325-1618
www.msstate.edu/dept/chemistry

APPROVAL FORM FOR RECEIVED 11.1.10

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DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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

College or School: Business **Department:** Graduate Studies in Business

Contact Person: Barbara Spencer **Phone:** 5-0315 **E-mail:** bspencer@cobilan.msstate.edu

Nature of Change: Modification **Date Initiated:** FA10 **Effective Date:** SP11

New or Current Degree Program Name:

Masters of Business Administration in Project Management

VPAA
JAN 07 2011
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Summary of Proposed Changes:

Modify the Core Curriculum Requirements to include:

Add FIN 8113 Corporate Finance as an option in addition to the current FIN 8313 Financial Management of Projects.

Change the minimum acceptable grade for prerequisites from 'C' to 'B' and require a minimum score of 450 on the GMAT even if the Admissions Criteria Score (ACS) is met.

Approved:	*Date:*
Barbara Spencer Department Head	10/20/10
Chair, College or School Curriculum Committee	10/29/10
Dean of College or School	10/29/10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	12/06/10
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th, 2011

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DEC 01 2010
GRADUATE SCHOOL

Degree Program Modification Proposal
Masters of Business Administration in Project Management

1. Catalog Description

This modification requires no change to the catalog description for the MBA in Project Management.

2. Curriculum Outline

Current:		Proposed:	
College Core		**College Core**	
ACC 8112	Financial Statement and Management Accounting for Business Decision Making	ACC 8112	Financial Statement and Management Accounting for Business Decision Making
BIS 8112	Management of Information Technology and Systems	BIS 8112	Management of Information Technology and Systems
BL 8112	Law, Business Ethics and Dispute Resolution	BL 8112	Law, Business Ethics and Dispute Resolution
BQA 8233	Quantitative Analysis and Business Research	BQA 8233	Quantitative Analysis and Business Research
EC 8103	Economics for Managers	EC 8103	Economics for Managers
MKT 8153	Strategic Marketing Management	MKT 8153	Strategic Marketing Management
MGT 8111	Human Resource Issues	MGT 8111	Human Resource Issues
MGT 8112	Leadership Skills for Managerial Behavior	MGT 8112	Leadership Skills for Managerial Behavior
MGT 8123	Strategic Business Consulting	MGT 8123	Strategic Business Consulting
IE 6533	Project Management	IE 6533	Project Management
IE 6573	Process Improvement Engineering	IE 6573	Process Improvement Engineering
IE 8583	Enterprise Systems Engineering	IE 8583	Enterprise Systems Engineering
FIN 8313	*Financial Management of Projects*	**FIN 8313**	**Financial Management Projects**
		or	
		FIN 8113	**Corporate Finance**

The financial course requirement will change from *FIN 8313 Financial Management of Projects* to **FIN 8313 Financial Management of Projects or FIN 8113 Corporate Finance.**

The admission criteria will be changed to require a minimum level of performance on the GMAT even when the admission criteria score has been achieved

The academic performance will be amended to require a grade of B or better on the prerequisites.

The MBA sections of the Graduate Bulletin that are affected will change as follows:

Admission –
Current: An applicant for the M.B.A. program must take the Graduate Management Admission Test (GMAT). Admission to the M.B.A. program requires a GPA of 3.00 or above out of 4.00 points over the last 60 semester hours of baccalaureate work and a GMAT score of 510 or above, or a combined score of 1110 using the formula (200 x GPA) + (GMAT).

Proposed: An applicant for the M.B.A program must take the Graduate Management Admission Test (GMAT). Admission to the M.B.A. program requires a GPA of 3.00 or above out of 4.00 points over the last 60 semester hours of baccalaureate work and a GMAT score of 510 or above, or a combined score of 1110 using the formula (200 x GPA) + (GMAT). Students will be directed to take the GMAT again prior to admission if they do not score a minimum of 450 on the GMAT.

Academic Performance –

Current: Academic Performance—A grade of C or better is required on all undergraduate prerequisite courses.

Proposed: Academic Performance—A grade of B or better is required on all undergraduate and/or graduate prerequisite courses.

3. Justification and Student Learning Outcomes

The department of finance proposes this modification to the finance course in the curriculum due to allocation of faculty resources within the College of Business. The department is not able to offer **FIN 8313 Financial Management of Projects** with the same regularity as **FIN 8113 Corporate Finance.** This change will allow the MBA-PM students more flexibility in scheduling.

The changes in admission criteria and academic performance are the result of recent assessment data. The change in academic performance and admission requirements will result in students who are better prepared for graduate level work.

Learning Outcomes

1. THINK. Students will demonstrate analytical skills and reflective thinking when applying managerial principles, analytical methods, and problem solving techniques to achieve business goals
    a. Evaluate a firm's financial condition based on appropriate analysis of accounting data.
    b. Utilize sales and cost estimates to calculate cash flow estimates and determine project worth through appropriate capital budgeting techniques.
    c. Apply economic principles to make optimal decisions given firm cost, demand, and market circumstances.
    d. Use critical thinking to reach decisions by identifying the problem/issues, integrating key factors from various functional areas, presenting plausible alternatives, evaluating the alternatives, resolving the problem with appropriate justification.
2. COMMUNICATE. Students will demonstrate proficiency in communicating ideas orally, in writing, and by utilizing information technologies.
    a. Orally deliver information in an organized and professional manner.
    b. Exhibit effective written communications skills.
    c. Demonstrate proficiency in using current information technology tools for communication and presentation.
3. COLLABORATE. Students will demonstrate the ability to work with and for others in a global and multi-cultural environment. They will develop ethical reasoning abilities and an understanding of how decisions affect and are affected by the world around them.
    a. Demonstrate effective interpersonal skills in a team environment.
    b. Exhibit an understanding of the ethical and legal responsibilities of employees and organizations.
    c. Demonstrate an understanding of the effects of globalization and diversity on business decisions.
4. LEAD. Graduates will evaluate their own capabilities as leaders and develop plans for improvement.
    a. New MBA students will identify personal strengths and weaknesses as leaders and develop a plan fo improvement.

b. Graduating MBA students will evaluate their personal progress towards improving leadership skills and describe continued plans for growth.

4. Support
This degree modification has been reviewed and approved by the MBA faculty advisory committee. A letter of support from Dr. Mike Highfield, Professor and Head, Finance and Economics Department, is included.

5. Proposed 4-Letter Abbreviation
N/A

6. Effective Date
SP11

MISSISSIPPI STATE UNIVERSITY

DEPARTMENT OF FINANCE AND ECONOMICS
COLLEGE OF BUSINESS

October 25, 2010

UCCC
Lloyd-Ricks Annex
Mail Stop 9699
Mississippi State University
Mississippi State, Mississippi 39762

Ladies and Gentlemen:

On behalf of the faculty of the Department of Finance and Economics, please accept this letter of support for the following curriculum changes effective Spring 2011:

- Substitution of "Corporate Finance" (FIN 8113) for "Financial Management of Projects" (FIN 8313) in the MBA in Project Management degree program.

The department of Finance and Economics proposes this modification to the finance course in the curriculum to improve allocation of faculty resources within the department. The department is not able to offer FIN 8313 Financial Management of Projects with the same regularity as FIN 8113 Corporate Finance due to the fact that FIN 8313 Financial Management of Projects is more specialized than the more general FIN 8113 Corporate Finance; thus, demand for one is significantly lower than the other. That said, the most significant content of FIN 8313 Financial Management of Projects for the MBA-PM students are generally addressed/discussed in FIN 8113 Corporate Finance. It is only the very specialized topics in FIN 8313 Financial Management of Projects which are not covered in FIN 8113 Corporate Finance. Accordingly, the faculty must offer FIN 8113 Corporate Finance with more regularity than FIN 8313 Financial Management of Projects due to student demand and proper resource allocation. The faculty are confident that this change in the MBA-PM curriculum will allow the MBA-PM students more flexibility in scheduling without sacrificing coverage of important topic areas. The representatives of the Faculty below represent the faculty of the Department of Finance and Economics in support of this deletion.

Sincerely,

Michael J. Highfield, Ph.D., CFA
Associate Professor of Finance
Department Head of Finance andEconomics

Approved:

Kenneth D. Roskelley, Ph.D. Date
Assistant Professor of Finance
Coordinator of Graduate Programs in Finance

10/25/10

Benjamin Blair, Ph.D. Date
Associate Professor of Economics
Coordinator of Graduate Programs in Economics

APPROVAL FORM FOR

DEGREE PROGRAMS

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11/30/10

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: Business **Department:** Finance and Economics

Contact Person: Jon Rezek **Mail Stop:** 9580 **E-mail:** jon.rezek@msstate.edu

Nature of Change: Modification **Date Initiated:** 10/15/10

Current Degree Program Name: Bachelor **Effective Date:** Fall 2011

Major: Business Economics **Concentration:**

New Degree Program Name: Bachelor

Major: Business Economics **Concentration:**

Summary of Proposed Changes:

The course titles of several major elective courses have been changed. These include:

- o EC 3513 Economic Systems of the World to EC 3513 Comparative Economic Policy
- o EC 4303 Theory of Economic Development to EC 4303 International Economic Development
- o EC 4323 International Economic Relations to EC 4323 International Economics.

Approved:	*Date:*
Department Head	
Chair, College or School Curriculum Committee	
Dean of College or School	11/24/10
Chair, University Committee on Courses and Curricula	11/30/10
Chair, Graduate Council (if applicable)	
Chair, Deans Council	January 24th 2011

☐ **SACS Letter Sent**

Degree Modification
Department of Finance & Economics
Bachelors of Business Administration (BBA) in Business Economics

1. **CATALOG DESCRIPTION**

   No change

2. **CURRICULUM OUTLINE**

CURRENT	PROPOSED
General Education Requirements **English Composition (6 hours)** - EN 1103 English Comp I OR - EN 1163 Accelerated Comp I - EN 1113 English Comp II OR - EN 1173 Accelerated Comp II **Mathematics (9 hours)** - MA 1313 College Algebra - MA 1613 Calculus for Business and Life Sciences I - BQA 2113 Business Statistical Methods I **Science (6 hours)** - 2 Lab Sciences from General Education courses **Humanities (6 hours)** - See General Education courses **Fine Arts (3 hours)** - See General Education courses **Social/Behavioral Sciences (6 hours)** - PS 1113 American Government - 3 hours See General Educ courses excluding: AEC and EC	**General Education Requirements** **English Composition (6 hours)** - EN 1103 English Comp I OR - EN 1163 Accelerated Comp I - EN 1113 English Comp II OR - EN 1173 Accelerated Comp II **Mathematics (9 hours)** - MA 1313 College Algebra - MA 1613 Calculus for Business and Life Sciences I - BQA 2113 Business Statistical Methods I **Science (6 hours)** - 2 Lab Sciences from General Education courses **Humanities (6 hours)** - See General Education courses **Fine Arts (3 hours)** - See General Education courses **Social/Behavioral Sciences (6 hours)** - PS 1113 American Government - 3 hours See General Educ courses excluding: AEC and EC
College Core - BQA 3123 Business Statistical Methods II - ACC 2013 Principles of Financial Accounting - ACC 2023 Principles of Managerial Accounting - EC 2113 Principles of Macroeconomics - EC 2123 Principles of Microeconomics - BL 2413 Legal Environment of Business - BIS 3233 Intro to Management Info Systems - FIN 3113 Financial Systems - FIN 3123 Financial Management - MKT 3013 Principles of Marketing - MGT 3114 Principles of Management and Production - BUS 4853 Business Policy **Oral Communication Requirement** - CO 1003 Fundamentals of Public Speaking OR - CO 1013 Introduction to Communication **Computer Literacy Requirement** - BIS 1012 Intro to Business Information Systems **Writing Requirement** - MGT 3213 Organizational Communications	**College Core** - BQA 3123 Business Statistical Methods II - ACC 2013 Principles of Financial Accounting - ACC 2023 Principles of Managerial Accounting - EC 2113 Principles of Macroeconomics - EC 2123 Principles of Microeconomics - BL 2413 Legal Environment of Business - BIS 3233 Intro to Management Info Systems - FIN 3113 Financial Systems - FIN 3123 Financial Management - MKT 3013 Principles of Marketing - MGT 3114 Principles of Management and Production - BUS 4853 Business Policy **Oral Communication Requirement** - CO 1003 Fundamentals of Public Speaking OR - CO 1013 Introduction to Communication **Computer Literacy Requirement** - BIS 1012 Intro to Business Information Systems **Writing Requirement** - MGT 3213 Organizational Communications

Major Core	Major Core
International Elective - Elect one of the following: - *EC 3513 Economic Systems of the World* - *EC 4303 Theory of Economic Development* - *EC 4323 International Economic Relations*	**International Elective - Elect one of the following:** - *EC 3513 Comparative Economic Policy* - *EC 4303 International Economic Development* - *EC 4323 International Economic*
Required Courses: - EC 3113 Intermediate Macroeconomics - EC 3123 Intermediate Microeconomics - EC 4643 Economic Forecasting and Analysis	**Required Courses:** - EC 3113 Intermediate Macroeconomics - EC 3123 Intermediate Microeconomics - EC 4643 Economic Forecasting and Analysis
Upper Division EC electives - 9 hours (see advisor for options)	**Upper Division EC electives** - 9 hours (see advisor for options)
Non-business electives - 12 hours (see advisor for options)	**Non-business electives** - 12 hours (see advisor for options)
Free electives - 10 hours	**Free electives** - 10 hours

3. **JUSTIFICATION AND LEARNING OUTCOMES**
   - The course titles of several major elective courses have been changed both to conform to similar titles at peer universities and to provide more specificity to students concerning course coverage. Under this proposals the following course titles have been changed:
     - EC 3513 Economic Systems of the World has been changed to EC 3513 Comparative Economic Policy.
     - EC 4303 Theory of Economic Development has been changed to EC 4303 International Economic Development.
     - EC 4323 International Economic Relations has been changed to EC 4323 International Economics.

   - Learning outcomes have not changed, nor has content. The changes to the titles and are merely designed to provide more specificity for prospective students and to conform to norms within the discipline.

4. **SUPPORT**
   See the attached letter of support from the economics faculty.

5. **PROPOSED 4-LETTER ABBREVIATION**
   No change

6. **EFFECTIVE DATE**
   Fall 2011

ORIGINAL

APPROVAL FORM FOR

RECEIVED 11.1.2010

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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

College or School: Business **Department:** Adkerson School of Accountancy

Contact Person: John Rigsby **Phone:** 5-1640 **E-mail:** jrigsby@cobilan.msstate.edu

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

New or Current Degree Program Name: Masters of Taxation (MTX)

Summary of Proposed Changes:

Currently the Required Tax Courses for the MTX include ACC 8083 Federal Estate and Gift Taxation. The change would eliminate that requirement and substitute ACC 8113 Advanced Individual Tax and Wealth Management as the required course.

VPAA
JAN 07 2011
RECEIVED

Approved:	*Date:*
Department Head	10.29.10
Chair, College or School Curriculum Committee	Oct 28, 2010
Dean of College or School	10/29/10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	12/06/10
Chair, Deans Council	January 24th, 2011

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DEC 01 2010
GRADUATE SCHOOL

Before:

MTX Program of Study

Master of Taxation (MTX) Program - Candidates for the MTX degree must complete 30 hours of course work at the graduate level including a core of 15 hours of taxation, as described below. At least 21 of the 30 hours must be taken from courses offered exclusively for graduate credit (8000 level).

Required Tax Courses (15 hours):

ACC 8063 Research in Tax Practice and Procedures.....3
ACC 8073 Taxation of Corporations & Shareholders.....3
ACC 8083 Federal Estate and Gift Taxation.....3
ACC 8093 Fed. Taxation of Partnerships, Corps, Trusts, & Estates...3
Elective - any 8000 level tax course.....3

Other Required Courses (6 hours)

ACC 8013 Seminar in Financial Accounting Theory.....3
ACC 8033 Business Assurance Services.....3

Electives (9 hours)

Graduate level Business or Accounting courses

Consult the Director, Adkerson School of Accountancy, P.O. Box EF, Mississippi State, Mississippi 39762 for further information or E-mail: sac@cobilan.msstate.edu.

With Change:

MTX Program of Study

Master of Taxation (MTX) Program - Candidates for the MTX degree must complete 30 hours of course work at the graduate level including a core of 15 hours of taxation, as described below. At least 21 of the 30 hours must be taken from courses offered exclusively for graduate credit (8000 level).

Required Tax Courses (15 hours):

ACC 8063 Research in Tax Practice and Procedures.....3
ACC 8073 Taxation of Corporations & Shareholders.....3
ACC 8113 Advanced Individual Tax and Wealth Management.....3
ACC 8093 Fed. Taxation of Partnerships, Corps, Trusts, & Estates....3
Elective - any 8000 level tax course.....3

Other Required Courses (6 hours)

ACC 8013 Seminar in Financial Accounting Theory.....3
ACC 8033 Business Assurance Services.....3

Electives (9 hours)

Graduate level Business or Accounting courses

Consult the Director, Adkerson School of Accountancy, P.O. Box EF, Mississippi State, Mississippi 39762 for further information or E-mail: sac@cobilan.msstate.edu.

3. Justification and Student Learning Outcome

The professor who taught *ACC 8083 Federal Estate and Gift Taxation* retired from the School of Accountancy. As a result we have been teaching ACC 8113 Advanced Individual Tax and Wealth Management in its place. We will keep ACC 8083 Federal Estate and Gift Taxation on the books but not include it as a required course of all accounting students graduating with a MTX degree.

Learning Outcome

Changes do not affect learning outcome.

4. Support

These changes were approved unanimously by the Adkerson School of Accountancy as indicated in the attached letter of support. This degree modification requires no additional faculty support at current or expected enrollment levels. The School currently has sufficient personnel and other infrastructure to make this change. The library resources are adequate.

5. Proposed 4-Letter Abbreviation
N/A

6. Effective Date
Spring 2011

MISSISSIPPI STATE UNIVERSITY

Richard C. Adkerson School of Accountancy
College of Business

October 28, 2010

To the University Courses & Curriculum Committee:

The faculty of the Adkerson School of Accountancy support the proposed course changes to the degree requirements of both the Bachelor of Accountancy (BACC) and the Masters of Taxation (MTX) programs.

Noel Addy

Brian Carver

Lewis Dawkins

Francis McNair

John Rigsby

Spencer Usrey

Marcia Watson

Zach Webb

P.O. Box EF Mississippi State, MS 39762-5661
Ph. (662) 325-3710
Fax (662) 325-1646
www.business.msstate.edu/accounting

APPROVAL FORM FOR

DEGREE PROGRAMS

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MISSISSIPPI STATE UNIVERSITY

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

College or School: Arts & Sciences Department: Chemistry

Contact Person: Svein Saebo Phone: 325-7813 E-mail: ssaebo@chemistry.msstate.edu

Nature of Change: Add Date Initiated: 2-26-2010 Effective Date: 8-16-2010

New or Current Degree Program Name:

Degree Program Name: BS
Major : Chemistry
Concentration :ACS

Summary of Proposed Changes:

Adding a concentration called ACS to the BS degree in Chemistry.

Catalog Description
N/A

Approved:	*Date:*
[signature] Department Head	3/29/2010
[signature] Chair, College or School Curriculum Committee	10/8/10
[signature] Dean of College or School	10-8-10
[signature] Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for J.A.G. Chair, Deans Council	January 24th 2011

Proposal to add ACS certification as a Concentration of the B. S. Degree in Chemistry.

3. Justification:

The Department of Chemistry has been offering a B.S. degree certified by the American Chemical Society (ACS) since 1941. This is the oldest B.S.-ACS degrees in the state and one of the oldest in the south-east.
However, the ACS certified B.S. degree has to our knowledge never been approved as a concentration. The students who completed the requirements were given a certificate by the department and the ACS certification did not appear on the students transcripts.
We propose therefore the approval of a concentration of the B. S. degree called ACS. The term ACS will then appear on the students transcripts, and the department will also be able to list this as a concentration in the course catalog.

The requirements for the ACS certified B.S. degree are listed below. These requirements are consistent with our current requirements for a BS in chemistry and no changes are proposed for B.S. in chemistry.

B.S. in Chemistry, ACS concentration

University and College Core

English Composition (6 hours)
EN 1103 English Comp I or EN 1163 Accelerated Comp I or EN 1183 Honors Comp I
EN 1113 English Comp II or EN 1173 Accelerated Comp II or EN 1193 Honors Comp II
Foreign Language (0-6 hours)
2nd semester proficiency in a foreign language
Humanities (6 hours)
3 hours English Literature - see A&S Requirements
3 hours History - see A&S Requirements
Mathematics (6 hours)
MA 1713 Calculus I
MA 1723 Calculus II
Fine Arts (3 hours)
See A&S Requirements
Natural Sciences
The requirements are satisfied by the major requirements and technical electives. Consult advisor for specifics
Social Sciences (6 hours)
From two different areas. See A&S Requirements

Major Core 66 hours
Chemistry (51 hours)
CH 1141 Professional Chemistry: Paths
CH 1234 Integrated Chemistry I
CH 1244 Integrated Chemistry II
CH 2141 Professional Chemistry: Tools
CH 2311 Analytical Chemistry I Laboratory
CH 2313 Analytical Chemistry I
CH 3141 Professional Chemistry: Literature

CH 3213 Inorganic Chemistry
CH 4141 Professional Chemistry: Research
CH 4212 Advanced Inorganic Lab
CH 4213 Advanced Inorganic Chemistry
CH 4351 Analytical Chemistry Lab II
CH 4353 Analytical Chemistry II
CH 4413 Thermodynamics and Kinetics
CH 4411 Physical Chemistry Lab I
CH 4423 Quantum Mechanics and Spectroscopy
CH 4421 Physical Chemistry Lab II
CH 4534 Integrated Organic Chemistry I
CH 4544 Integrated Organic Chemistry II
CH 4603 Undergraduate Research
CH 4711 Senior Seminar
*Chemistry Elective

Biochemistry (3 hours)
BCH 4603 General Biochemistry
Physics (9 hours)
PH 2213 Physics I
PH 2223 Physics II
PH 2233 Physics III
Math (3 hours)
MA 2733 Calculus III

Technical Electives (12 hours)
Advisor approved courses
General Electives
Number of credit hours needed to bring the total number of credit hours to 124. Consult advisor.
Total hours needed for major: 124

Note:
CH 1234 can be replaced by CH 1213 and CH 1211
CH 1244 can be replaced by CH 1223 and CH 1221
CH 4534 can be replaced by CH 4513 and CH 4511
CH 4544 can be replaced by CH 4523 and CH 4521

*3 credit hour CH or BCH course 3000 level or above

10. Support.

A letter of support from the Undergraduate Coordinator is attached.

14. Proposed Semester Effective:
Fall 2010

16. Contact Person:

Dr. Svein Saebo
Department of Chemistry
325-7813
SSaebo@chemistry.msstate.edu

MISSISSIPPI STATE
UNIVERSITY
Department of Chemistry

Committee on Courses and Curricula

Mississippi State University March 22, 2010

The faculty in the Department of chemistry voted unanimously in favor on making our ACS (American Chemical Society) certified BS degree a concentration of the BS degree.

Sincerely yours,

Svein Saebo

Undergraduate Coordinator

Department of Chemistry

1115 Hand Lab • Box 9573 • Mississippi State, MS 39762 • PHONE: 662-325-3586 • FAX: 662-325-1618
www.msstate.edu/dept/chemistry

APPROVAL FORM FOR

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DEGREE PROGRAMS

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MISSISSIPPI STATE UNIVERSITY

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College or School: Arts & Sciences Department: Chemistry

Contact Person: Svein Saebo Phone: 325-7813 E-mail: ssaebo@chemistry.msstate.edu

Nature of Change: Add Date Initiated: 2-26-2010 Effective Date: 8-16-2010

New or Current Degree Program Name:

Degree Program Name: BS
Major : Chemistry
Concentration :PMED

Summary of Proposed Changes:

Add the PMED (pre-medical) concentration to the BS degree in chemistry.

Catalog Description
N/A

Approved:	*Date:*
Department Head	3/29/2010
Chair, College or School Curriculum Committee	10/8/10
Dean of College or School	10-8-10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Chair, Deans Council	January 24th 2011

Proposal to add PMED as a Concentration of the B. S. Degree in Chemistry.

3. Justification:

The Department of Chemistry has been offering a B.S. degree for Pre-Medical students for over 50 years, and pre-med students majoring in chemistry has a high acceptance rate into medical school. The pre-med track has never been approved as a concentration; however, a pre-med track for students seeking a B.S. degree in chemistry has been offered for many years.
We propose adding PMED as a concentration to the BS degree in chemistry. This will allow a separate listing of the requirements in the course catalog

The requirements for the PMED concentration of the B.S. degree are listed below. These requirements are consistent with our current requirements for a B.S. in chemistry and no changes are proposed for B.S. in chemistry. The specific requirements for PRE-MED students are satisfied within our current B.S. degree by selecting specific courses for Technical and General Electives.

B.S. in Chemistry PMED concentration

University and College Core

English Composition (6 hours)
EN 1103 English Comp I or EN 1163 Accelerated Comp I or EN 1183 Honors Comp I
EN 1113 English Comp II or EN 1173 Accelerated Comp II or EN 1193 Honors Comp II
Foreign Language (0-6 hours)
2nd semester proficiency in a foreign language
Humanities (6 hours)
3 hours English Literature - see A&S Requirements
3 hours History - see A&S Requirements
Mathematics (6 hours)
MA 1713 Calculus I
MA 1723 Calculus II
Fine Arts (3 hours)
See A&S Requirements
Natural Sciences
For chemistry/pre-med students this requirements is satisfied by the major requirements and technical electives. Consult Advisor for specifics
Social Sciences (6 hours)
PSY 1013 General Psychology
3 hours chosen from courses listed (not psychology)– see A&S Requirements

Major Core 51 hours

Chemistry (42 hours)
CH 1141 Professional Chemistry: Paths
CH 1234 Integrated Chemistry I
CH 1244 Integrated Chemistry II
CH 2141 Professional Chemistry: Tools
CH 2311 Analytical Chemistry I Laboratory
CH 2313 Analytical Chemistry I
CH 3141 Professional Chemistry: Literature
CH 4141 Professional Chemistry: Research

CH 4213 Advanced Inorganic Chemistry
CH 4351 Analytical Chemistry Lab II
CH 4353 Analytical Chemistry II
CH 4404 Biophysical Chemistry
CH 4534 Integrated Organic Chemistry I
CH 4544 Integrated Organic Chemistry II
CH 4711 Senior Seminar
BCH 4603 General Biochemistry
BCH 4613General Biochemistry
Physics (9 hours)
PH 1113 General Physics I or PH 2213 Physics I
PH 1123 General Physics II or PH 2223 Physics II
PH 1133 General Physics III or PH 2233 Physics III
Technical and General Electives (28 hours)

BIO 1134	Biology I
BIO 1144	Biology II
BIO 2103	Cell Biology or BCH 4713 Molecular Biology
BIO 3304	General Microbiology
BIO 3103	Genetics I or BIO 4133 Human Genetics
BIO 3504	Comparative Anatomy
BIO 4413	Immunology
BIO 4513	Animal Physiology

General Electives
Number of credit hours needed to bring the total number of credit hours to 124. Consult advisor
Total credit hours required 124

Note:
CH 1234 can be replaced by CH 1213 and CH 1211
CH 1244 can be replaced by CH 1223 and CH 1221
CH 4534 can be replaced by CH 4513 and CH 4511
CH 4544 can be replaced by CH 4523 and CH 4521
CH 4404 can be replaced by CH 4413 and CH 4411 or CH 4423 and CH 4411

10. Support.

A letter of support from the Undergraduate Coordinator is attached.

14. Proposed Semester Effective:
Fall 2010

16. Contact Person:

Dr. Svein Saebo
Department of Chemistry
325-7813
SSaebo@chemistry.msstate.edu

MISSISSIPPI STATE
UNIVERSITY
Department of Chemistry

Committee on Courses and Curricula

Mississippi State University March 22, 2010

The faculty in the Department of chemistry voted unanimously in favor on making our Pre-Med track a concentration of the BS degree.

Sincerely yours,

Svein Saebo

Undergraduate Coordinator

Department of Chemistry

1115 Hand Lab • Box 9573 • Mississippi State, MS 39762 • PHONE: 662-325-3586 • FAX: 662-325-1618
www.msstate.edu/dept/chemistry

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11.1.2010

ORIGINAL

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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College or School: Business **Department:** Adkerson School of Accountancy

Contact Person: John Rigsby **Phone:** 5-1640 **E-mail:** jrigsby@cobilan.msstate.edu

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

New or Current Degree Program Name: Bachelor of Accountancy (BACC)

Summary of Proposed Changes:

Currently the admission requirements for the BACC degree limits students to only taking two 3000 level courses before they have been admitted to the Adkerson School of Accountancy. The purpose of this change is to eliminates the phrase "and may only take two 3000 level courses" from the admission requirement description in the catalog.

Approved:	*Date:*
Department Head	10.29.10
Chair, College or School Curriculum Committee	Oct 28, 2010
Dean of College or School	10/29/10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Chair, Deans Council	January 24th, 2011

Before:

Director: Louis Dawkins
Office: 300 McCool Hall, 325-3710

Academic Coordinator: Lanna Miller
Office: 300A McCool Hall, 325-1631

The Richard C. Adkerson School of Accountancy is a professional school whose mission is to prepare students for successful careers in accountancy. Such career preparation includes a wide range of professional accounting activities, general education, and broad training in business administration. This program of study gives students the basic preparation for positions in all areas of accounting including, but not limited to, public, private, and governmental accounting. It also (1) requires students to take a planned and coordinated non-business program designed to increase their cultural appreciation and give them a broad knowledge of world affairs and (2) permits the election of additional non-business courses according to the interests of the individual student.

The accountancy program is accredited by the AACSB (The International Association for Management Education) as part of the overall accreditation of the College of Business as well as the separate and additional accreditation of accounting programs.

Certification

The Bachelor of Accountancy Degree (BACC) from the Adkerson School of Accountancy, Mississippi State University, is recognized by those states requiring the baccalaureate degree as a minimum, as fulfilling all the educational requirements for eligibility to sit for the Certified Public Accountant (CPA) examination. It is also recognized as meeting educational requirements to sit for the Certificate in Management Accountant (CMA) and the Certified Internal Auditor (CIA) examinations. Graduates are encouraged to seek professional certification in one or more areas by passing these examinations.

The American Institute of Certified Public Accountants (AICPA) which prepares and grades the CPA examination, has urged the requirement of five years of academic preparation and has reflected this in the CPA examination. Students who aspire to become certified public accountants should consider the Master of Professional Accountancy or Master of Taxation programs herein described, in addition to the BACC.

Admission

Pre-Accountancy (PACC) - All students desiring to major in accounting will be admitted into Pre-Accountancy in the Adkerson School of Accountancy at Mississippi State University. Admission to the University is equivalent to admission to Pre-Accountancy. International students need a 575 TOEFL score to be admitted to Pre-Accountancy.

Bachelor of Accountancy (BACC) Candidate - Requirements for admission as a candidate for the BACC degree are listed below. Students will not be allowed to take 4000 level accounting courses ***and may only take two 3000 level courses*** if they have not been admitted to the Adkerson School of Accountancy.

1. A student must complete 60 hours or more of college credit earned toward the BACC degree.
2. A student must complete the pre-accountancy core listed below with a 2.6 GPA on all college work attempted and a 2.6 GPA on the 18 hours of preaccountancy core.
3. A student must complete Principles of Financial Accounting and Principles of Managerial Accounting with at least a B in each of the two courses.

Graduation

Bachelor of Accountancy (BACC) - Requirements for a BACC Degree from the Adkerson School of Accountancy are listed below. It is the student's
responsibility to complete the requirements of the BACC curriculum before applying for a degree.

1. A student must be a BACC candidate and complete the required curriculum and a minimum of 124 semester hours.
2. A student must achieve at least a 2.5/4.00 GPA in upper-division business, economics, and statistics courses.
3. A student must achieve at least a 2.5/4.00 GPA in upper-division accounting subjects with at least a C in each accounting course. A student who makes less than a C in an upper-division accounting course must repeat that course the next regular semester that the student is enrolled and the course is offered. Students will be permitted to repeat an upper-division accounting course only once in an effort to make a C in the course. If they make less than a C in two
attempts in a specific course, they will no longer be able to continue in the accounting program.
4. A student must achieve an overall and MSU GPA of at least 2.0 on a 4.0 scale.

With Change:

Director: Louis Dawkins
Office: 300 McCool Hall, 325-3710

Academic Coordinator: Lanna Miller
Office: 300A McCool Hall, 325-1631

The Richard C. Adkerson School of Accountancy is a professional school whose mission is to prepare students for successful careers in accountancy. Such career preparation includes a wide range of professional accounting activities, general education, and broad training in business administration. This program of study gives students the basic preparation for positions in all areas of accounting including, but not limited to, public, private, and governmental accounting. It also (1) requires students to take a planned and coordinated non-business program designed to increase their cultural appreciation and give them a broad knowledge of world affairs and (2) permits the election of additional non-business courses according to the interests of the individual student.

The accountancy program is accredited by the AACSB (The International Association for Management Education) as part of the overall accreditation of the College of Business as well as the separate and additional accreditation of accounting programs.

Certification

The Bachelor of Accountancy Degree (BACC) from the Adkerson School of Accountancy, Mississippi State University, is recognized by those states requiring the baccalaureate degree as a minimum, as fulfilling all the educational requirements for eligibility to sit for the Certified Public Accountant (CPA) examination. It is also recognized as meeting educational requirements to sit for the Certificate in Management Accountant (CMA) and the Certified Internal Auditor (CIA) examinations. Graduates are encouraged to seek professional certification in one or more areas by passing these examinations.

The American Institute of Certified Public Accountants (AICPA) which prepares and grades the CPA examination, has urged the requirement of five years of academic preparation and has reflected this in the CPA examination. Students who aspire to become certified public accountants should consider the Master of Professional Accountancy or Master of Taxation programs herein described, in addition to the BACC.

Admission

Pre-Accountancy (PACC) - All students desiring to major in accounting will be admitted into Pre-Accountancy in the Adkerson School of Accountancy at Mississippi State University. Admission to the University is equivalent to admission to Pre-Accountancy. International students need a 575 TOEFL score to be admitted to Pre-Accountancy.

Bachelor of Accountancy (BACC) Candidate - Requirements for admission as a candidate for the BACC degree are listed below. Students will not be allowed to take 4000 level accounting courses if they have not been admitted to the Adkerson School of Accountancy.

1. A student must complete 60 hours or more of college credit earned toward the BACC degree.
2. A student must complete the pre-accountancy core listed below with a 2.6 GPA on all college work attempted and a 2.6 GPA on the 18 hours of preaccountancy core.
3. A student must complete Principles of Financial Accounting and Principles of Managerial Accounting with at least a B in each of the two courses.

Graduation

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responsibility to complete the requirements of the BACC curriculum before applying for a degree.

1. A student must be a BACC candidate and complete the required curriculum and a minimum of 124 semester hours.
2. A student must achieve at least a 2.5/4.00 GPA in upper-division business, economics, and statistics courses.
3. A student must achieve at least a 2.5/4.00 GPA in upper-division accounting subjects with at least a C in each accounting course. A student who makes less than a C in an upper-division accounting course must repeat that course the next regular semester that the student is enrolled and the course is offered. Students will be permitted to repeat an upper-division accounting course only once in an effort to make a C in the course. If they make less than a C in two
attempts in a specific course, they will no longer be able to continue in the accounting program.
4. A student must achieve an overall and MSU GPA of at least 2.0 on a 4.0 scale.

3. Justification and Student Learning Outcomes

The requirement that students may only take two 3000 level accounting courses if they are not admitted to the School of Accountancy is not enforced. We allow students to take any 3000 level course, just not 4000 level courses. We have found that trying to limit students to just two 3000 level course is not enforceable by our personnel or Banner. Also if the requirement is enforced that serious scheduling problems can be created for students. As a result the policy needs to be revised to the policy that we actually use.

Learning Outcomes

Changes do not affect learning outcomes.

5. Proposed 4-Letter Abbreviation
N/A

6. Effective date
Spring 2011

ORIGINAL

APPROVAL FORM FOR

RECEIVED 11/2/10

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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

College or School: Engineering **Department:** Mechanical

Contact Person: Mary C. Emplaincourt **Phone:** 325-8787 **E-mail:** emplaincourt@me.msstate.edu

Nature of Change: Adding and Deleting Courses from the ME Curriculum
Date Initiated: 5/22/08 **Effective Date:** Phase-in Dates are spring 2010 through spring 2011

New or Current Degree Program Name: Mechanical Engineering

Summary of Proposed Changes: Delete ECE 3283 (Last semester required is spring 2010); Delete ME 3701 (Last semester taught is fall 2009); Delete ME 4721 (Last semester taught is spring 2010); Delete ME 4731 (Last semester taught is fall 2010); Add ME 3103-new course (To be taught for first time spring 2010); Add ME 4301(To be taught for first time fall 2010) and ME 4401-new course (To be taught for first time spring 2011); Add ME 4111-new course (To be taught for first time spring 2011)

Approved:	*Date:*
S R Daniewicz Department Head	10/21/10
M. Dandars Chair, College or School Curriculum Committee	10/28/2010
Robert A. Hu Dean of College or School	26 JAN 2011
Ava E Bumgardner Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for T. Abo Chair, Deans Council	January 24th 2011

MISSISSIPPI STATE UNIVERSITY

Mechanical Engineering

October 5, 2009

TO: UCCC

FROM: Mechanical Engineering Laboratory Committee

RE: ME Laboratory Curriculum Modification

A recently formed Experimental Committee was appointed by the faculty of Mechanical Engineering to review the current structure of the ME department laboratory sequence (in existence since 1988) and to make recommendations for the ME department's consideration.

The Experimental Committee proposed the following recommendations that were approved by the ME faculty.

Eliminate existing course ME 3701, Experimental Orientation
Eliminate existing course 4721, Experimental Techniques I
Eliminate existing course 4731, Experimental Techniques II

Develop new course ME 3103, Experimental Measurements and Techniques
Develop new course ME 4301, Thermal Laboratory
Develop new course ME 4401, Solid Mechanics Laboratory

This letter addresses only the recommendation to eliminate ME 3701 and add a new course proposed as ME 3103.

The Committee recommended that the current one-semester hour laboratory course content, ME 3401, Experimental Orientation, be eliminated and in its place a new three-semester hour course (two hours lecture and two hours laboratory) be developed that would combine basic measurements knowledge (currently be taught in ME 3701), uncertainty analysis (currently taught in ME 4721) and data acquisition management via a virtual instruments (VI's) software such as LabVIEW. Additionally, the new course will utilize the Bagley College Of Engineering Technical Writing staff in the grading of laboratory reports thus allowing the instructor of the course to concentrate on the technical content of the reports, while the students' benefit from professional assessments of their technical writing skills.

Current faculty that teach ME 3701 will teach ME 3103. The software LabVIEW is provided to the students through the department.

Thank you,

Judy Schneider 10/26/10

JAMES WORTH BAGLEY COLLEGE OF ENGINEERING
MISSISSIPPI STATE UNIVERSITY

479-1 Hardy Road • 210 Carpenter Hall • Post Office Box 9552 • Mississippi State, MS 39762
662.325.3260 Phone • 662.325.7223 Fax • www.me.msstate.edu

MISSISSIPPI STATE UNIVERSITY

Mechanical Engineering

Rogelio Luck 10/21/2010

Pedro Mago 10/26/10

Kalyan Srinivasan 10/26/10

Richard Patton 10/21/10

JAMES WORTH BAGLEY COLLEGE OF ENGINEERING
MISSISSIPPI STATE UNIVERSITY

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XI. DEGREE PROGRAM MODIFICATION
B. PROPOSAL ELEMENTS
1. CATALOG DESCRIPTION
Both the existing and proposed catalog descriptions should be included if significant changes in focus of the curriculum are proposed.

Delete ME 3701
ME 3701. Experimental Orientation. (1) (Prerequisites: credit or registration in ME 3523 and a technical junior level writing course). Three hours laboratory. Measurements: their accuracy and usefulness; reporting;
measurements of pressure, temperature, mass, weight, volume, speed, time, frequency, torque, power, area, force, and displacement.

Delete ME 4721
ME 4721. Experimental Techniques I. (1) (Prerequisites: ME 3701, EM 3313, and credit or registration in ME 3313). Three hours laboratory. Application of principles of experimental design, statistics, uncertainty analysis,
instrument response, data acquisition and data reduction to obtain experimental solutions to problems in engineering.

Delete ME 4731
ME 4731. Experimental Techniques II. **(1)** (Prerequisite: ME 4721). Three hours laboratory. Continuation of ME 4721. Plan and use the microcomputer to record data and control experiments in traditional mechanical engineering subject areas. Analyze and report results.

Add ME 3103
ME 3103 Experimental Measurements and Techniques. (3) (Prerequisites: credit or registration in ME 3523 and a technical junior-level writing course) Two hours lecture, one hour laboratory. Measurements: their accuracy and usefulness; reporting; uncertainty analysis and design of experiments; data acquisition; measurements of length, area, volume, temperature, pressure, flow, strain, and force.

Add ME 4301
ME 4301Thermo-Fluids Laboratory (1) (Prerequisites: ME 3103, EM 3313, ME 3313, ME 3523, a technical junior-level writing course) One hour laboratory. Selection and use of pressure, temperatures, fluid flow, and heat transfer instrumentation. Hands-on experiments with fluid flow, thermodynamic systems and heat transfer. Statistical design of experiments and technical writing proficiency are required.

Add ME 4401
ME 4401 Solid Mechanics Laboratory. (1) (Prerequisites: EM 3213, ME 3103, ME 3403, EM 2433, a technical junior-level writing course) one hour laboratory. Selection and use of strain gages, dimensional measurements, load cells, and accelerometers. Hands-on experiments with quasi-static testing, dynamic impact testing, spring constants, and vibrations.

Add ME 4111

ME 4111. Professional Development Seminar. (1) (Prerequisite: Senior Standing or consent of instructor). Two hours laboratory. Preparation toward professional licensure, professional development trends, introduction of forensic engineering, impact of engineering on global societal challenges.

Remove ECE 3283 from ME curriculum
ECE 3283. Electronics. (3) (For non-Electrical Engineering majors). (Prerequisites: Grade of C or better in either ECE 3144 or ECE 3183). Three hours lecture. Fundamentals of active devices, linear amplifiers, digital logic, digital devices, and microprocessors

2. CURRICULUM OUTLINE

Mechanical Engineering Curriculum (Current)	Mechanical Engineering Curriculum (Proposed)
University Core	**University Core**
English Composition (6 hours)	English Composition (6 hours)
EN 1103 English Comp I OR	EN 1103 English Comp I OR
EN 1163 Accelerated Comp I	EN 1163 Accelerated Comp I
EN 1113 English Comp II* OR	EN 1113 English Comp II* OR
EN 1173 Accelerated Comp II*	EN 1173 Accelerated Comp II*
Mathematics (9 hours)	Mathematics (9 hours)
See Major Core	See Major Core
Science (6 hours)	Science (6 hours)
See Major Core	See Major Core
Humanities (6 hours)	Humanities (6 hours)
See University Core	See University Core
Fine Arts (3 hours)	Fine Arts (3 hours)
See University Core	See University Core
Social/Behavioral Sciences (6 hours)	Social/Behavioral Sciences (6 hours)
See University Core	See University Core
Major Core	**Major Core**
Math and Basic Science	Math and Basic Science
MA 1713 Calculus I*	MA 1713 Calculus I*
MA 1723 Calculus II*	MA 1723 Calculus II*
MA 2733 Calculus III*	MA 2733 Calculus III*
MA 2743 Calculus IV*	MA 2743 Calculus IV*
MA 3113 Intro to Linear Algebra*	MA 3113 Intro to Linear Algebra*
MA 3253 Differential Equations I*	MA 3253 Differential Equations I*
CH 1213 Chemistry I	CH 1213 Chemistry I
CH 1211 Investigations in Chemistry I	CH 1211 Investigations in Chemistry I
CH 1223 Chemistry II*	CH 1223 Chemistry II*
PH 2213 Physics I*	PH 2213 Physics I*
PH 2223 Physics II	PH 2223 Physics II
PH 2233 Physics III	PH 2233 Physics III
Engineering Topics	Engineering Topics

EM 2413 Engineering Mechanics I* EM 2433 Engineering Mechanics II* EM 3313 Mechanics of Fluids* EM 3213 Mechanics of Materials* ECE 3183 Electrical Engineering Systems* ***ECE 3283 Electronics*** ME 3133 Modeling and Manufacturing ME 3513 Thermodynamics I* ME 3523 Thermodynamics II ME 1111 Introduction to Mechanical Engineering ME 3113 Engineering Analysis* ME 3313 Heat Transfer ME 3423 Mechanics of Machinery ***ME 3701 Experimental Orientation*** ME 3403 Materials for Mechanical Engineering Design ***ME 4721 Experimental Techniques I*** ***ME 4731 Experimental Techniques II*** ME 3613 System Dynamics ME 4403 Machine Design ME 4443 Mechanical Systems Design ME 4643 Automation of Mechanical Systems ME 4333 Energy Systems Design Must make at least a grade of C for courses that are bolded* 6 hours Technical Elective** Oral Communication Requirement Fulfilled in Engineering Topics courses Writing Requirement GE 3513 Technical Writing Computer Literacy CSE 1233 or equivalent, Visual Basic, FORTRAN Total hours needed for major: 128	EM 2413 Engineering Mechanics I* EM 2433 Engineering Mechanics II* EM 3313 Mechanics of Fluids* EM 3213 Mechanics of Materials* ECE 3183 Electrical Engineering Systems* ME 3133 Modeling and Manufacturing ME 3513 Thermodynamics I* ME 3523 Thermodynamics II ME 1111 Introduction to Mechanical Engineering ME 3113 Engineering Analysis* ME 3313 Heat Transfer ME 3423 Mechanics of Machinery ME 3403 Materials for Mechanical Engineering Design ME 3613 System Dynamics ME 4403 Machine Design ME 4443 Mechanical Systems Design ME 4643 Automation of Mechanical Systems ME 4333 Energy Systems Design **ME 3103 Experimental Measurements and Techniques** **ME 4301 Thermo-Fluids Laboratory** **ME 4401 Solid Mechanics Laboratory** **ME 4111 Professional Development Seminar** Must make at least a grade of C for courses that are bolded* 6 hours Technical Elective** Oral Communication Requirement Fulfilled in Engineering Topics courses Writing Requirement GE 3513 Technical Writing Computer Literacy CSE 1233 or equivalent, Visual Basic, FORTRAN Total hours needed for major: 128

3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

The program review/assessment should include two of the following:

1. Comparison with leading academic program in the discipline

Based on the review of mechanical engineering laboratories at peer universities, the need to incorporate new material, and to address antiquated equipment the ME faculty at MSU voted to reconfigure ME 3701, Experimental Orientations into ME 3103, Experimental Measurements and Techniques; ME 4721, Experimental Techniques I and ME 4731, Experimental Techniques II into ME 4301, Thermo Sciences Laboratory (TSL) and ME

Experimental Techniques II into ME 4301, Thermo Sciences Laboratory (TSL) and ME 4401, Solid Mechanics Laboratory (SML) respectively. The reconfiguration of ME 3701 into a 3-semester hour course (ME 3103) will reflect the contact time needed to cover Virtual instrument (VI) software applications (example LabVIEW) with uncertainty analyses. Modifying ME 4721 and ME 4731 into Solid Mechanics (ME 4401) and Thermal Science (ME 4301) laboratories respectively reflects similar courses at peer institutions.

2. Employer assessment and feedback of student's preparedness for employment

Using VI software to perform uncertainty analyses on experiments is view by employers as a strong positive in the workplace. In fact, in most research laboratories Virtual instrument (VI) software is the de-facto standard. Additionally, since an uncertainty analyses has been moved totally into ME 3103 (the proposed 3-semester hour course) the most appropriate topical coverage is to have a thermal science lab (ME 4301) and a mechanics lab (ME 4401).

3. Graduate assessment and feedback on their preparedness for employment

The results from the annual surveying of graduating undergraduate ME students show a continual dissatisfaction of the ME lab courses due to lab experiments assigned to various laboratory equipment that are not operational.

4. Advisory Board or External review assessment and feedback of the degree program

The laboratory modifications were presented to the ME Advisory Board and the recommended changers were approved by the Board.

The program modification proposal must also address the following questions:

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

Yes----Ensures that the ME curriculum at MSU is consistent with regional and national educational norms.

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

No

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

N/A

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

Learning a Virtual Instrument (VI) software in the new 3-semester hour laboratory course and stressing its continual use in the two new 1-semester hour laboratory courses strengthens and broadens the ME program by adding educational value to ME students' knowledge base. Employers are aware of the benefits of utilizing VI software programs in the workplace and will notice in resumes that MSU ME students have been exposed to a VI software.

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

Employers are aware of the benefits of utilizing VI software in the workplace and will notice in resumes that students have been exposed to this type of software, so it may result in improving the students' leverage with salary negotiations.

4. SUPPORT
A letter of support from the departmental faculty must be included with the degree modification proposal.

See attached letter.

6. EFFECTIVE DATE
A degree program modification (other than a name change) becomes effective the semester following approval by the Academic Deans Council unless a later effective date is indicated. Departments must keep this fact in mind when students are pre-registering for the next semester. Effective dates will not be back-dated.
Overall Effective date is the spring semester 2011

Delete: ME 3701 Experimental Orientation (last time taught fall semester 2009)
Delete: ME 4721 Experimental Techniques I (last time taught spring semester 2010)
Delete ME 4731 Experimental Techniques II (last time taught fall semester 2010)

Add: ME 3103 (spring 2010-first time taught)
Add ME 4301 (fall semester 2010-first time taught)
Add ME 4401 (spring semester 2011-first time taught)
Add ME 4111(spring semester 2011-first time taught)

Remove from ME Curriculum: ECE 3283 Electronics (last time required of ME students is spring semester 2010)

APPROVAL FORM FOR

DEGREE PROGRAMS

RECEIVED

☐ ORIGINAL

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: VET Med **Department:** College of Vet Med

Contact Person: Regina J Brotherton **Mail Stop:** 9825 **E-mail:** brotherton@cvm.msstate.edu

Nature of Change: Modify **Date Initiated:** 10-25-2010 **Effective Date:** Summer 2011

Current Degree Program Name: Bachelor of Science

Major: Veterinary Medical Technology (VMT) Concentration:

New Degree Program Name: Bachelor of Science

Major: Veterinary Medical Technology (VMT) Concentration: none

Summary of Proposed Changes:

In order to meet the requirements for accreditation from CVTEA of the AVMA, the Veterinary Medical Technology curriculum and program requirements are being altered. Also, to properly identify students fulfilling the prerequisites and for advising purposes, MSU-CVM has decided to enroll all students as pre-vet tech students. Pre vet tech students can apply to the VMT program in their sophomore year. Competency tests have been put in place (end of sophomore year and at the end of each semester of the junior year).

Curriculum alterations include the following:
Addition of a stats class and an ethics class.
Addition of ADS 1114 and VS 1012
Deletions: 6 current rotations have been deleted as specified in the attached degree modification
Additions: 9 courses have been added of which 5 are clinical experiences
Modifications: 8 courses have been modified in the enhancement to the program by adding and deleting some courses
Name change only: the names of 2 courses have been changed

Approved:	*Date:*
Regina Brotherton Department Head	11/1/10
Chair, College or School Curriculum Committee	11/1/10
Kent H. Hoblet Dean of College or School	11/1/10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for J.A.G. Chair, Deans Council	January 24th, 2011

☐ IHL Action Required

☐ SACS Letter Sent

CURRENT Catalog Description of Program:

VETERINARY MEDICAL TECHNOLOGY

The Veterinary Medical Technology Program (VMTP) prepares students for multiple career opportunities. Private veterinary practice, biomedical research, pharmaceutical industry, zoological parks, humane societies, United States Department of Agriculture, U.S. military, and academic institutions are examples of potential work environments for VMTP graduates. The first two years of the curriculum are open enrollment and consists primarily of general education courses to fulfill the core requirements for the Bachelor of Veterinary Medical Technology degree. Admission to the third year of the curriculum is competitive and enrollment is limited to 28 students. Accepted students will begin classes the second summer session following acceptance. The fourth year consists of clinical rotations and begins the first summer session following completion of the third year.

PREADMISSION to the JUNIOR YEAR

Preadmission to the junior year is offered on a competitive basis to high school seniors and college students who have earned no more than 18 college credits. Applicants must have demonstrated significant academic achievement. Applications are available by January 15 of each year and are due for return by March 15. Online applications are available at www.cvm.msstate.edu. Questions should be addressed to www.msuvmt@cvm.msstate.edu. Those granted preadmission status into the VMTP are pre-accepted into the junior year of the VMTP contingent upon their maintaining predetermined qualifications during their freshman and sophomore years. Accepted students must attend Mississippi State University.

ENTRANCE REQUIREMENTS TO THE JUNIOR YEAR

An applicant to the junior year of the VMTP must successfully complete prerequisite courses by the end of the spring semester prior to beginning the junior year. Three (3) letters of recommendation forms are required. To apply, applicants must have a minimum grade point average of 2.50 on a 4.00 scale with no grade less than "C" in any prerequisite course. The minimum GPA must be maintained throughout the application process. Prerequisite courses for entrance into the VMTP must include specific courses:

English Composition 6 semester hours
Public Speaking 3 semester hours
Mathematics (college algebra or higher)
6 semester hours
Biological science with lab 8 semester hours
Microbiology with lab 4 semester hours
Inorganic Chemistry 7 semester hours
Humanities 6 semester hours
Social/Behavioral Sciences 6 semester hours
Fine Arts 3 semester hours
Total semester credit hours 49 semester hours

ADMISSION PROCEDURE

Applications are available online September 1 and are accepted through January 15. Admission procedures include a critique of each applicant's academic record, an evaluation of each applicant's references, and a personal interview of selected applicants. Successful applicants will begin classes the second summer session following their acceptance.

Further information may be obtained from:
Director, Veterinary Medical Technology Program
College of Veterinary Medicine
Mississippi State University
PO Box 6100, Mississippi State, MS 39762-6100
662-325-1388; www.msuvmt@cvm.msstate.edu

PROPOSED Catalog Description of Program:

Veterinary Medical Technology
The Veterinary Medical Technology Program (VMTP) prepares students for multiple career opportunities. Upon completion of this program, graduates will positively contribute to the veterinary health care team regardless of the area/specialty graduates wish to pursue. Potential work environments for VMTP graduates include but are not limited to private veterinary practice, biomedical research, pharmaceutical industry, zoological parks, humane societies, nutrition companies, United States Department of Agriculture, U.S. military and academic institutions. The first year of the curriculum students are enrolled as pre-vet tech students. Students will be enrolled in general education courses. Admission to the second year will be contingent on the student applying to the VMTP and meeting entrance criteria. Students will take a competency exam at the end of the sophomore year. The third year of the curriculum is competitive and enrollment is limited to 30 students. Accepted students will begin classes the summer session following acceptance. The fourth year mainly consists of clinical experiences and begins the first summer session following successful completion of the third year. Students will be evaluated by clinical competency exams throughout the curriculum for successful program advancement.

PREADMISSION to the Sophomore YEAR
Preadmission to the sophomore year is offered on a competitive basis to high school seniors and college students who have earned no more than 18 college credits. Applicants must have demonstrated significant academic achievement. Applications are available by January 15 of each year and are due for return by March 15. Online applications are available at www.cvm.msstate.edu. Questions should be addressed to www.msuvmt@cvm.msstate.edu. Those granted preadmission status into the VMTP are pre-accepted into the sophomore year of the VMTP contingent upon their maintaining predetermined qualifications during their freshman year. Accepted students must attend Mississippi State University.

ENTRANCE REQUIREMENTS TO THE SOPHPMORE YEAR
An applicant to the sophomore year of the VMTP must successfully complete prerequisite courses by the end of the spring semester prior to beginning the sophomore year. Three (3) letters of recommendation are required. To apply, applicants must have a minimum grade point average of 2.8 on a 4.00 scale with no grade less than "C" in any prerequisite course. The minimum GPA must be maintained throughout the application process. Prerequisite courses for entrance into the VMTP must include specific courses:
English Composition 6 semester hours
Mathematics (college algebra or higher) 6 semester hours
Inorganic Chemistry 7 semester hours
Humanities 6 semester hours
Social/Behavioral Sciences 6 semester hours
Total of 31 semester hours

The following courses must be successfully completed prior to the fall semester of the junior year before students are allowed to continue in the program:
Public Speaking 3 semester hours
Microbiology with lab 4 semester hours
Biological science with lab 8 semester hours
Fine Arts 3 semester hours
ADS 1114 Animal Science 4 semester hours
VS 1012 Careers in Veterinary Medicine 2 semester hours
CVM 3101 Veterinary Medical Terminology
CVM 3243 Basics of Practice Procedures & Management
CVM 3014 Anatomy & Physiology for Veterinary Technologists
CMV 3112 Animal Handling, Husbandry, & Nutrition
Total of 34 semester hours

ADMISSION PROCEDURE
Applications are available online September 1 and are accepted through January 15. Admission procedures include a critique of each applicant's academic record, an evaluation of each applicant's references, and a personal interview of selected applicants. Further information may be obtained from:
Director, Veterinary Medical Technology Program
College of Veterinary Medicine
Mississippi State University
PO Box 6100, Mississippi State, MS 39762-6100
662-325-7487; www.msuvmt@cvm.msstate.edu

Curriculum Modification

DEGREE MODIFICATION OUTLINE FORM

Use the chart below to indicate your new degree outline. If any General Education (Core) course is acceptable in the category, please indicate by saying "any Gen Ed course". There is no need to type in the whole list. All deleted courses and information should be shown in *italics* and all new courses and information in **bold.**

CURRENT Degree Description	PROPOSED Degree Description
Degree: Bachelor of Science Major: Veterinary Medical Technology Concentration: N/A	Degree: Bachelor of Science Major: Veterinary Medical Technology Concentration: N/A
VETERINARY MEDICAL TECHNOLOGY The Veterinary Medical Technology Program (VMTP) prepares students for multiple career opportunities. Private veterinary practice, biomedical research, pharmaceutical industry, zoological parks, humane societies, United States Department of Agriculture, U.S. military, and academic institutions are examples of potential work environments for VMTP graduates. *The first two years of the curriculum are open enrollment and consists primarily of general education courses to fulfill the core requirements for the Bachelor of Veterinary Medical Technology degree. Admission to the third year of the curriculum is competitive and enrollment is limited to 28 students. Accepted students will begin classes the second summer session following acceptance. The fourth year consists of clinical rotations and begins the first summer session following completion of the third year.*	**Veterinary Medical Technology** The Veterinary Medical Technology Program (VMTP) prepares students for multiple career opportunities. **Upon completion of this program, graduates will positively contribute to the veterinary health care team regardless of the area/specialty graduates wish to pursue. Potential work environments for VMTP graduates include but are not limited to** private veterinary practice, biomedical research, pharmaceutical industry, zoological parks, humane societies, nutrition companies, United States Department of Agriculture, U.S. military and academic institutions. **The first year of the curriculum students are enrolled as pre-vet tech students. Students will be enrolled in general education courses. Admission to the second year will be contingent on the student applying to the VMTP and meeting entrance criteria. Students will take a competency exam at the end of the sophomore year. The third year of the curriculum is competitive and enrollment is limited to 30 students. Accepted students will begin classes the summer session following acceptance. The fourth year mainly consists of clinical experiences and begins the first summer session following successful completion of the third year. Students will be evaluated by clinical competency exams throughout the curriculum for successful program advancement.**
PREADMISSION to the *JUNIOR* YEAR Preadmission to *the junior* year is offered on a competitive basis to high school seniors and college students who have earned no more than 18 college credits. Applicants must have demonstrated significant academic achievement. Applications are available by January 15 of each year and are due for return by March 15. Online applications are available at www.cvm.msstate.edu. Questions should be addressed to www.msuvmt@cvm.msstate.edu. Those granted preadmission status into the VMTP are pre-accepted into *the junior* year of the VMTP contingent upon their maintaining predetermined qualifications during their freshman *and sophomore* years. Accepted students must attend Mississippi State University.	**PREADMISSION to the Sophomore YEAR** Preadmission to the **sophomore** year is offered on a competitive basis to high school seniors and college students who have earned no more than 18 college credits. Applicants must have demonstrated significant academic achievement. Applications are available by January 15 of each year and are due for return by March 15. Online applications are available at www.cvm.msstate.edu. Questions should be addressed to www.msuvmt@cvm.msstate.edu. Those granted preadmission status into the VMTP are pre-accepted into the **sophomore** year of the VMTP contingent upon their maintaining predetermined qualifications during their **freshman year.** Accepted students must attend Mississippi State University.
ENTRANCE REQUIREMENTS TO THE *JUNIOR* YEAR An applicant to the *junior* year of the VMTP must successfully complete prerequisite courses by the end of the spring semester prior to beginning the *junior* year. Three (3) letters of recommendation *forms* are	ENTRANCE REQUIREMENTS TO THE **SOPHPMORE** YEAR An applicant to the **sophomore** year of the VMTP must successfully complete prerequisite courses by the end of the spring semester prior to beginning the **sophomore** year. Three (3) letters of recommendation are required. To

required. To apply, applicants must have a minimum grade point average of *2.50* on a 4.00 scale with no grade less than "C" in any prerequisite course. The minimum GPA must be maintained throughout the application process. Prerequisite courses for entrance into the VMTP must include specific courses: English Composition 6 semester hours *Public Speaking 3 semester hours* Mathematics (college algebra or higher) 6 semester hours Biological science with lab 8 semester hours *Microbiology with lab 4 semester hours* *Inorganic Chemistry 7 semester hours* Humanities 6 semester hours Social/Behavioral Sciences 6 semester hours *Fine Arts 3 semester hours* Total semester credit hours *49* semester hours **ADMISSION PROCEDURE** Applications are available online September 1 and are accepted through January 15. Admission procedures include a critique of each applicant's academic record, an evaluation of each applicant's references, and a personal interview of selected applicants. *Successful applicants will begin classes the second summer session following their acceptance.* Further information may be obtained from: Director, Veterinary Medical Technology Program College of Veterinary Medicine Mississippi State University PO Box 6100, Mississippi State, MS 39762-6100 662-325-1388; www.msuvmt@cvm.msstate.edu	apply, applicants must have a minimum grade point average of 2.8 on a 4.00 scale with no grade less than "C" in any prerequisite course. The minimum GPA must be maintained throughout the application process. Prerequisite courses for entrance into the VMTP must include specific courses: English Composition 6 semester hours Mathematics (college algebra or higher) 6 semester hours Inorganic chemistry 7 semester hours Humanities 6 semester hours Social/Behavioral Sciences 6 semester hours **Total of 31 semester hours** **The following courses must be successfully completed prior to the fall semester of the junior year before students are allowed to continue in the program:** **Public Speaking 3 semester hours** **Microbiology with lab 4 semester hours** **Biological Science 8 semester hours** **Fine Arts 3 semester hours** **ADS 1114 Animal Science 4 semester hours** **VS 1012 Careers in Veterinary Medicine 2 semester hours** **CVM 3101 Veterinary Medical Terminology** **CVM 3243 Basics of Practice Procedures & Management** **CVM 3014 Anatomy & Physiology for Veterinary Technologists** **CMV 3112 Animal Handling, Husbandry, & Nutrtion** **Total of 34 semester hours** **ADMISSION PROCEDURE** Applications are available online September 1 and are accepted through January 15. Admission procedures include a critique of each applicant's academic record, an evaluation of each applicant's references, and a personal interview of selected applicants. Further information may be obtained from: Director, Veterinary Medical Technology Program College of Veterinary Medicine Mississippi State University PO Box 6100, Mississippi State, MS 39762-6100 662-325-7487; www.msuvmt@cvm.msstate.edu
"[Click here and type old concentration description]" N/A	"[Click here and type new concentration description]"

CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
English: EN 1103 English Composition I EN 1113 English Composition II	6	English (Ex: EN 1103 English Comp I): EN 1103 English Composition I EN 1113 English Composition II	6
Fine Arts (General Education): Any Gen Ed Course	3	Fine Arts (General Education): Any Gen Ed Course	3
Natural Sciences (2 labs required from Gen Ed): BIO 1134 Principles of Biology I BIO 1144 Principles of Biology II	8	Natural Sciences (2 labs required from Gen Ed): BIO 1134 Principles of Biology I BIO 1144 Principles of Biology II	8
Extra Science (if appropriate) BIO 3304 Microbiology	11	Extra Science (if appropriate) BIO 3304 Microbiology	11

CH 1053 Survey of Chemistry II CH 1051 Investigations in Chemistry		CH 1053 Survey of Chemistry II CH 1051 Investigations in Chemistry	
Math (General Education): MA 1313 College Algebra MA 1323 Trigonometry	6	Math (General Education): MA 1313 College Algebra MA 1323 Trigonometry **OR** **MA 2213 Introduction to Statistics**	6
Humanities (General Education): Any Gen Ed Course	6	Humanities (General Education): **PHI 1123 Introduction to Ethics, and** **3 hours of approved humanities**	6
Social/Behavioral Sciences (Gen Ed): Any Gen Ed Course	6	Social/Behavioral Sciences (Gen Ed): Any Gen Ed Course	6
Other Courses: CO 1003 Fundamental of Speaking	3	Other Courses: CO 1003 Fundamental of Speaking, or CO 1013 Intro to Communication	3
Major Core Courses CVM 3243 Basics of Practice Procedures & Management CVM 3101 Veterinary Medical Technology Terminology CVM 3014 Anatomy & Physiology for Veterinary Technologists CVM 3012 Small Animal Disease and Management CVM 3021 Small Animal Technical Skills & Nursing Care CVM 3032 Food Animal Diseases & Management CVM 3031 Food Animal Technical Skills & Nursing Care CVM 3042 Equine Disease & Management CVM 3041 Equine Technical Skills & Nursing Care CVM 3232 Pharmacology& Toxicology for Veterinary Technologists CVM 3111 Parasitology for Veterinary Technologists CVM 3121 Hematology & Immunology for Veterinary Technologists CVM 3131 Clinical Pathology Laboratory Techniques I *CVM 3231 Clinical Pathology Laboratory Techniques II* CVM 3212 Anesthesiology for Veterinary Technologists CVM 3051 Laboratory Animal Health Management CMV 3061 Laboratory Animal Technical Skills CVM 3202 Diagnostic Imaging for Veterinary Technologists CVM 3222 Surgical Skills & Nursing Care for Veterinary Technologists CVM 3221 Surgical Nursing & Anesthetic Management Lab CVM 3141 Anatomical Pathology Laboratory Techniques CVM 4103Equine Clinical Rotation	69	Major Core Courses **ADS 1114 Animal Science** **VS 1012 Careers in Veterinary Medicine** **CVM 3112 Animal Handling, Husbandry, & Nutrition** CVM 3243 Basics of Practice Procedures & Management CVM 3101 Veterinary Medical Technology Terminology CVM 3014 Anatomy & Physiology for Veterinary Technologists **CVM 3013 Small Animal Disease and Management** **CVM 3022 Small Animal Technical Skills & Nursing Care** CVM 3032 Food Animal Diseases & Management CVM 3031 Food Animal Technical Skills & Nursing Care CVM 3042 Equine Disease & Management CVM 3041 Equine Technical Skills & Nursing Care CVM 3232 Pharmacology& Toxicology for Veterinary Technologists CVM 3111 Parasitology for Veterinary Technologists CVM 3121 Hematology & Immunology for Veterinary Technologists **CVM 3132 Clinical Pathology Laboratory Techniques** CVM 3212 Anesthesiology for Veterinary Technologists CVM 3051 Laboratory Animal Health Management CMV 3061 Laboratory Animal Technical Skills **CVM 3201 Dental Principles for Veterinary Technologists** CVM 3202 Diagnostic Imaging for Veterinary Technologists CVM 3222 Surgical Skills & Nursing Care for Veterinary Technologists CVM 3221 Surgical Nursing & Anesthetic Management Lab CVM 3141 Anatomical Pathology Laboratory Techniques **CVM 4103 Large Animal Clinical Experience I**	71

CVM 4113 Food Animal Clinical Rotation CVM 4223 Small Animal Primary Care Rotation CVM 4333 Small Animal Emergency/Critical Care Rotation CVM 4213 Small Animal Surgery Rotation *CVM 4303 Anesthesia Rotation* CVM 4203 Small Animal Medical Rotation CVM 4503 Diagnostic Laboratory *CVM 4313 Diagnostic Imaging* *CVM 4403 Laboratory Animal Rotation* *CVM 4323 Pharmacy Rotation* *CVM 4123 Large Animal Ambulatory Rotation*		**CVM 4113 Large Animal Clinical Experience I I OR** **CVM 4223 Small Animal Primary Care Experience** **CVM 4333 Small Animal Emergency/Critical Care Clinical Experience** **CVM 4213 Small Animal Anesthesia/ Surgery Experience** **CVM 4102 Professional Development** **CVM 4701 Application & Process for VTNE** **CVM 4206 Small Animal Clinical Experience I** **CVM 4003 Internship Experience** **CVM 4601 Animal Emergency & Referral Center Elective, Flowood, MS** **Elective Experiences: <u>Must choose 2 from the following:</u>** **CVM 4511 University Medical Center Biomedical Research Unit Elective, Jackson, MS** **CVM 4501 Diagnostic and Research Laboratory Elective, Pearl, Ms** **CVM 4101 Veterinary Technology Academic Elective** **CVM 4201 Clinical Experience Elective**	
Concentration Courses	0	Concentration Courses	
Total Hours	121	Total Hours	120

Justification & Student Learning Objectives

The VMTP is seeking accreditation from CVTEA of the AVMA. The current curriculum does not meet the required educational requirements of the accrediting body. In order to meet the requirements, the curriculum and program requirements are being altered. It is a direct charge that the essential technical skill tasks be completed for all students by the use of live animals and in the most realistic clinical setting. The alterations to the current rotations/clinical experiences have been made to address these criteria. Likewise, CVTEA desires to see competency exams throughout the program to ensure students are mastering the required skills as they progress through the program. Competency tests have been put in place (end of sophomore year and at the end of each semester of the junior year).

Currently, students apply to the VMT program in the junior year. For the first two years, students must enroll as undeclared majors and follow the VMTP guidelines to complete all prerequisite requirements. In order to properly identify students fulfilling the prerequisites and for advising purposes, MSU-CVM has decided to enroll all students as pre-vet tech students. Pre vet tech students can apply to the VMTP sophomore year. At that time students will have general education courses and some program core requirements. After completion of the sophomore year, students will advance to the junior year upon successful completion of the program requirements. Currently, there is not a pre vet tech track. Thus, students do not have an advisor for the freshman and sophomore years unless they contact the VMT program director for a personal contact. To offset this, the current program director went to all June enrollment sessions to "catch" any students that might want to apply to the junior year to the VMT program. Students were enrolled as undeclared and were advised. There is still a deficiency in identifying and properly advising students. The concern is that students that do not get accepted to the junior year have no other track to follow. By having a pre vet tech designation for freshman and entrance into the sophomore year, proper advising can be accomplished for these students which the Provost's Office has indicated is of the utmost importance.

Consequently, the students will be better prepared for the junior year curriculum content by accepting students into the sophomore class. This change will enhance the deliver, sequencing, and content for a better prepared junior year student.

Learning outcomes:

Students will be able to
- demonstrate a working knowledge of small animals, large animals, laboratory animals, and production animals.
-demonstrate technical skill as an entry level veterinary technologist
-obtain positions in a clinical, laboratory, research, and regulatory facilities as entry level veterinary technologists.
-build upon their knowledge base for specialization in various areas such as nutrition, critical care, internal medicine, and dentistry.
-be prepared to successfully complete the national veterinary technology examination.
-understand their role as a contributing member of a veterinary health care team.

Support

Letter of support attached

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

November 1, 2010

Dear Dr. Bourgeois,

The curriculum committee has reviewed and accepts the request for degree modification of the Veterinary Medical Technology Program and its associated course proposals. This letter represents our support of the course proposals submitted by Dr. Regina Brotherton for those changes in the Veterinary Medical Technology Program.

Dr. Brotherton is an Assistant Clinical Professor at CVM and the Director of the Veterinary Medical technology Program. In addition to her DVM and a PhD in human development and education, Dr. Brotherton has extensive experience training veterinary technologists. She came to MSU-CVM to direct and prepare the vet tech program for accreditation in the AVMA/CVTEA. The proposed changes are critical and necessary for the continued development of the program and for accreditation.

There is no additional equipment, staff, space or other support required for establishing these courses, as those aspects already exist and are available in CVM. There is no course duplication with any existing MSU course.

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

Sincerely,

Andrea Varela-Stokes DVM, PhD
Chair, Curriculum Committee
College of Veterinary Medicine
Mississippi State University

October 27, 2010

Dr. Regina Brotherton, D.V.M., Ph.D.
Director, Veterinary Medical Technology Program
College of Veterinary Medicine
Mississippi State University

Re: ADS 1114

Dear Dr. Brotherton,

I am the course leader for ADS 1114, "Introduction to Animal and Dairy Sciences". The course is currently offered in the spring semester of each academic year. Based on the previous class enrollment and classroom size, ADS 1114 can accommodate the Veterinary Medical Technology Students (VMTS).

I am honored that you have selected this course as a core requirement for the VMT students. I feel that this course will be an asset to them as they continue forward in the VMT program. I look forward to working both with you and the VMT students. If I can be of further assistance, please let me know.

Sincerely,

Carolyn E. Huntington, Ph.D.
Undergraduate Coordinator & Instructor
Animal and Dairy Sciences

Addendum for the

Modifications to the Veterinary Medical Technology Program

1. Pre Veterinary Medical Technology (pre vet med tech) category for students; proposed so that incoming freshman as well as other transfers will be identified as a pre VMT student. This will allow for proper identification and advising of students as they work on the completion of required courses. Students can apply to the VMT program at the end of the freshman year if they have all courses required at that point in addition to other academic requirements; GPA. At that time, students will go through an interview process, must submit 3 letters of recommendation, and meet a specific GPA and/or SAT score. Any student that applies and is not accepted can reapply. We suggest, they work with their advisor to see where the student may be deficient and assist that student in becoming a better candidate. If students meet the preadmission requirements (specific GPA and SAT scores), they may be pre admitted into the program as early as their first semester of college. The pre admitted student will not have to go through the interview process.
2. The freshman will still make application to the sophomore year and go through the same competencies at the end of the sophomore year to possibly be chosen for entrance into the junior year. Thirty (30) students will be chosen based upon academic merit to enter in the junior year. For those not accepted, they can make application the following year for another chance. Some may even be offered a back up seat or be offered a placed on a waiting list for the next year.
3. Because students will now be taken at the end of the freshman year, we want to make sure the students have met specific academic achievements and have developed certain technical skill before they go into the next year. Therefore, at the end of the sophomore year, only 30 students will advance to the junior year. The advancement will be based upon academic competencies and technical skills set forth by the accrediting body. Students that do not meet the criteria to go on to the junior year, can take other courses or gain employment in the field of veterinary medicine to help in their deficiencies and thus, take the test again prior to the beginning of the junior year. Students that still do not pass; will have to take the exam the next year if they still have a desire to pursue the VMT program at MSU-CVM. We also encourage students to seek minors especially in the areas of business and animal dairy science as this can have a major impact on future career options. During the year of waiting, they may elect to

work on this option. Students may also elect to change majors in the first and second year of studies. Most classes are general education courses and can certainly be applied to other majors throughout the university.

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED
10.29.2010

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

College or School: Ag & Life Sciences **Department:** Human Sciences

Contact Person: Angel Fason **Phone:** 5-3790 **E-mail:** apf2@msstate.edu

Nature of Change: AOCE Approval **Date Initiated:** 8-2010 **Effective Date:** 01-2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
HS	2803	Prenatal and Infant Development	(3.0)

Current Catalog Description:

HS 2803. Prenatal and Infant Development.(3). Two hours lecture. Two hours laboratory. Biological and environmental influences; behavioral and developmental patterns, from the onset of pregnancy to toddlerhood.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
			( )

New or Modified Catalog Description:

Approved: Walter N. Taylor **Department Head**	*Date:* October 6, 2010
 Chair, College or School Curriculum Committee	10-15-2010
George Hopper CH **Dean of College or School**	10-20-10
Angi E Bumgarner **Chair, University Committee on Courses and Curricula**	11.30.10
 Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. **Chair, Deans Council**	January 24th, 2011

COURSE APPROVAL FOR DISTANCE EDUCATION (AOCE)
HS 2803 Prenatal and Infant Development

XIII. COURSE APPROVAL FOR CAMPUS 5 (AOCE)

A. Proposal Format

1. CATALOG DESCRIPTION

HS 2803 Prenatal and Infant Development. (3). Two hours lecture, two hours laboratory. Biological and environmental influences. Behavioral and developmental patterns, from the onset of pregnancy to toddlerhood.

2. JUSTIFICATION FOR AOCE OFFERING

The Department of Curriculum, Instruction, and Special Education requests approval to offer HS 2803 Prenatal and Infant Development through AOCE as an online distance learning class. While this class does exist as a Main Campus course, the online section of HS 2803 is intended primarily for students enrolled in the online program in Elementary Education.

3. LEARNING OUTCOMES
   a. To get students excited about studying and working with infants and toddlers.
   b. To engage students in developing a critical understanding of current and classic developmental theories and research.
   c. To expose students to the critical developmental milestones associated with prenatal development, infancy, and toddlerhood.
   d. To engage students in an examination of current issues and the impact of culture and context on prenatal and infant development.
   e. To promote students' understanding of the scientific method of observing and studying infants and toddlers.
   f. To help students consider how their own experiences in infancy and toddlerhood have influenced the adults they are today, and the parents they might someday be.
   g. To help students apply this knowledge of prenatal and infant development to a professional setting working with children and families.

4. DETAILED COURSE OUTLINE OF CAMPUS 1

See attached syllabus

5. DETAILED COURSE OUTLINE OF CAMPUS 5

See attached syllabus

6. METHOD OF EVALUATION

Honor Code Readings	5
Exams (3 @ 100 points each)	300
Reading Quizzes	50
Article Review	50
Discussion Board Postings	100
Lab Completion (30 hours)	25
Laboratory Assignments (7 @ 10 pts. each)	70
Developmental Case Study	150
TOTAL POINTS	**750**

Letter grades will be based on the following guidelines:

675-750 =	A
600-674 =	B
525-599 =	C
450-524 =	D
0-449=	F

7. METHOD OF INSTRUCTION

Lecture, Discussions, Readings

8. METHOD OF DELIVERY

Online, Internet, Web-Based
This course will be offered through Mississippi State's MyCourses website.

9. DELIVERY STATEMENT
In accordance and participation with the Office of the Provost and Vice President for Academic Affairs, this course will not violate the Division of Academic Outreach and Continuing Education's Policies and Procedures in regards to all Campus 5 offerings.

Academic Misconduct
The materials, tests, and assignments in this class have been designed to curtail academic dishonesty. This includes:

- **Changing tests every semester that the course is offered.**
- **Offering time sensitive tests. The instructor will make the tests available for a twenty-four hour period.**
- **Offer different types of test questions, including multiple choice, short answer and essay questions. The questions will require the student to apply the information they have learned in class and be able to give thoughtful answers. Also, the essay questions will be broad, and will**

require students to understand materials from across lectures and readings.

- **When appropriate, assignments will be submitted through www.turnitin.com to analyze for plagiarism.**

Target Audience

The target audience for this course is students enrolled in the online Elementary Education degree program who are seeking the N-1 endorsement. Campus 1 students should not need to enroll in this course as it is offered in the traditional setting every spring semester.

B. SPECIAL NOTES

1. CROSS-LISTING

This course is not cross-listed.

2. EFFECTIVE DATE

Spring 2011

3. EFFECT ON OTHER COURSES

This course will not have an effect on any other courses at Mississippi State University in that it is delivered to a specific non-traditional audience.

4. CONTACT PERSON

Angel Fason (325-3790, angelf@humansci.msstate.edu)

5. MASTER SCHEDULE

This course will be offered via AOCE in Fall 2011.

HS 2803 - Pre-Natal and Infant Development
School of Human Sciences
Spring 2010

Class Time:	1:00 – 1:50 p.m. on Mondays and Wednesdays
Lecture Location:	McCool Hall, Room 212
Credit:	Three (3) hours
Instructor:	Mrs. Angel Fason
Email:	angelf@humansci.msstate.edu
Voice Mail:	(662) 325-7703
Office	115 Moore Hall
Office Hours:	Tuesday 10:00 – 12:00, Wednesday 9:00 – 11:00, Thursday, 1:00 – 3:00
Lab:	2 hours/week, TBA, 30 Total Hours
Lab Location:	Child Development & Family Studies Center, 501 College View

Course Description: HS 2803. Prenatal and Infant Development. (3). Two hours lecture, two hours laboratory. Biological and environmental influences. Behavioral and developmental patterns, from the onset of pregnancy to toddlerhood.

In this course, we will review research, theory, and practice related to prenatal development, infancy, and toddlerhood. During prenatal development, infancy, and toddlerhood, many profound changes occur in the developing human being. These changes encompass physical, emotional, social, cognitive, language, and motor development. Both genetic makeup and contextual experiences influence the development of a child. In other words, nature and nurture together play significant roles in human development. This course will present information on all facets of development from both vantage points. This course will also focus on implications for care and guidance of young children.

Course Objectives:

(1) To get students excited about studying and working with infants and toddlers.
(2) To engage students in developing a critical understanding of current and classic developmental theories and research.
(3) To expose students to the critical developmental milestones associated with prenatal development, infancy, and toddlerhood.
(4) To engage students in an examination of current issues and the impact of culture and context on prenatal and infant development.
(5) To promote students' understanding of the scientific method of observing and studying infants and toddlers.
(6) To help students consider how their own experiences in infancy and toddlerhood have influenced the adults they are today, and the parents they might someday be.
(7) To help students apply this knowledge of prenatal and infant development to a professional setting working with children and families.

Required textbook:
Berk, L. E. (2008). *Infants and children* (6th ed.). Boston, MA: Pearson Publishers.

The Lab Manual is available at Copy Cow.

Supplemental readings are available through links on myCourses.

STUDENT ACTIVITIES:

Exams (300 points): Three (3) exams will be given during the semester. Exams will count 100 points each. Exam questions will be based on all course material, including lectures, films, textbook, and supplemental readings. Exams may include multiple choice, short answer, and discussion questions with the goal of helping you apply the concepts you are learning.

In-Class Reading Quizzes (60 points): Six (6) short, in-class reading quizzes will be given during the semester. Reading quizzes will count 10 points each and are based on the assigned reading for that day. The goal is to provide extra incentive to read course material before coming to class. You must be in class to receive credit for the reading quizzes – there are no make-up in-class reading quizzes. **Exceptions will be made for students with an official excused absence.**

Class Participation (60 points): Two points will be given for each class attended.

Lab Attendance (60 points): Students must complete a total of 30 hours during the semester at the Child Development and Family Studies Center (CDFSC) to receive a passing grade for the class. See CDFSC Policies on pages 3 & 4 of this syllabus. Students will be evaluated on (a) use of positive and appropriate guidance of young children, (b) involvement in and assistance with daily routines and planned activities, (c) promptness, (d) dependability, (e) preparation and execution of their planned activities, and (f) professional conduct with children, children's parents, teachers and other participating students at the CDFSC [Talking with other lab students or lack of attention/involvement with children demonstrates inappropriate behavior]. A copy of the form will be provided on myCourses.

Lab Assignments (70 points): There will be seven (7) lab assignments, worth 10 points each (total of 70 points), completed on your assigned child. The lab assignments are due on the dates listed in the course schedule. Additional information and requirements concerning the lab assignments can be found in the Lab Manual. The lab assignments must be submitted through myCourses – complete the assignments that are posted on myCourses and attach them to the assignment link. More information will be given about this in class.

Article Review (50 points): Students will need to review one empirical research article related to the content of the course and writing a 2-page, typed double spaced summary of the article. Your paper must include: (1) a one to two paragraph summary of the main points of the article; (2) a one or two paragraph summary of something in the article that you found particularly interesting, unique, and/or informative; and (3) one paragraph summary of something that the article discussed or suggested that you found unclear/confusing/or wanted to learn more about. The article review is worth 50 points toward your final grade. There are three articles posted on myCourses that you can review. **DUE March 10 in class.** Below is a list of the three empirical articles you can choose from to review:

(1) Topic: Breastfeeding. Pinilla, T., & Birch, L.L. (1993). Help me make it through the night: Behavioral entrainment of breast-fed infants' sleep patterns. *Pediatrics, 91*, 436-443.

(2) Topic: Early childcare. Vernon-Feagans, L., & Manlove, E.E. (2005). Otitis media, the quality of child care, and the social/communicative behavior of toddlers: A replication and extension. *Early Childhood Research Quarterly, 20(3)*, 306-328.

(3) Topic: Parenting. Leerkes, E.M., & Burney, R.V. (2007). The development of parenting efficacy among new mothers and fathers. *Infancy, 12(1)*, 45-67.

Developmental Case Study (150 points): Each student will be assigned a target child who attends the CDFSC to write a complete developmental case study on that evaluates all developmental domains covered in this course. Additional information and requirements concerning the case study can be found in the Lab Manual. **DUE April 21 in class.**

STUDENT EVALUATION:

	Possible Points:	Points Earned:
Exams (3 @ 100 points each)	300	____
In-class Reading Quizzes (6 @ 10 pts each)	60	____
Lab Attendance	60	____
Class Participation (2 pts per class)	60	____
Article Review	50	____
Lab Assignments (7@10 pts ea)	70	____
Developmental Case Study	150	____
TOTAL POINTS	**750**	____

Letter grades will be based on the following guidelines:

675-750 = A
600-674 = B
525-599 = C
450-524 = D
Below 450= F

Course Policies:

1. Students are expected to attend class and to participate in class discussions and activities. Attendance will be taken daily. Students are expected to come to class promptly and stay the entire lecture period. Instructor reserves the right to limit access/entry to class to tardy students. Excessive absences will be reported to the student's advisor.
2. Attendance will be taken daily. **It is your responsibility to sign the attendance sheet, which will be passed around daily.** Failure to sign in before sheet is pulled will result as an absence. The attendance sheet will be pulled ten minutes into the class. You will not be allowed to sign the sheet after that time. **Students coming in to class more than 10 minutes late will not receive credit for attendance on that day.**
3. Assigned readings should be completed prior to the designated class lecture period. Additional assigned readings may be made in class. Adequate time for students to complete the readings will be allowed.
4. Students remain responsible for readings or notes covered in class when they are absent.
5. Laptop computers can be used for note taking in class. However, the first time I see that computers are being used for other activities during class time I will change my policy to "no computers in class."
6. All late assignments will be penalized 10 percent per day for each day after the deadline, up to a maximum of one week. After one week from the original due date, the assignment will not be accepted.
7. There will one make-up day for missed quizzes. **The make-up date is April 16 at 1:00 p.m.** This will be the only opportunity for a make-up exam.
8. In-class activities cannot be made up regardless of the circumstances.
9. It is the student's responsibility to inform the instructor of special needs regarding disabilities (Section 504 of the Rehabilitation Act and the Americans with Disabilities Act or ADA). Disability documentation that is current within that past 3 years is requested for necessary accommodations.

10. Cell phones are to remain OFF and out of sight during class. Cell phone policy: In accordance with Academic Operating Policy 10.08 (approved July 12, 2005) and in order to limit classroom disruptions, as well as to protect against academic misconduct, students' use of cell phones, messaging devices and other electronic devices is prohibited. In this class, students are required to put cell phones in the silent mode and stow in backpack or purse while attending class. Cell phones may not be used as calculators or clocks at any time during class.
11. EXTRA CREDIT ASSIGNMENTS, IF OFFERED, WILL BE AVAILABLE TO THE CLASS AS A WHOLE. NO INDIVIDUAL EXTRA CREDIT ASSIGNMENTS WILL BE GIVEN.
11. 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 please visit: **http://www.msstate.edu/dept/audit/1207A.html**
    Any blatant cheating and/or plagiarism will result in a failing grade (XF or Dishonesty F) in this course.
12. Every assignment should include the following statement that is signed and dated when submitted: ***"On my honor, as a Mississippi State University student, I have neither given nor received unauthorized assistance on this academic work."***
13. The university and instructor contacts students with official information via email using a university-assigned netID. It is the student's responsibility to regularly check his/her E-mail for official university messages and class announcements.

CDFSC (Lab) Policies:

1. Lab attendance will be taken daily. All lab participants are expected to demonstrate promptness and dependability. Your lab grade is based on your attendance, dependability, and techniques in working with young children.
2. Students are required to complete 25 hours in the lab with young children. All 30 lab hours must be documented for this class no later than Friday, April 23 at 5:30 p.m. or complete double the number of lab hours remaining after final exams.
3. If you drive to lab, you will have to park in approved lots following university parking guidelines. Contact the campus police if you have questions. Students are strongly encouraged to ride the shuttle to the Child Development and Family Studies Center. Currently the maroon route stops near the CDFSC. Parking spaces at the Center are designated for parents and staff.
4. If you become so seriously ill that you are a health hazard to children, it is essential that you call the lab prior to your assigned hours. Your lab grade is negatively affected when you fail to report an absence ahead of time. TELEPHONE: 325-3031.
5. All missed labs must be rescheduled and successfully completed in order to pass this course. Rescheduling is initiated by the student and must be done promptly. Rescheduled labs will be set up according to the needs of the CDFSC and must have the advanced approval of the Manager.
6. Students will follow the policies and procedures for lab participation that are described in class handouts and in directions given verbally by the CDFSC Manager or Teacher.
7. Please do **not** bring purses, money, or food/beverages to lab at the Center.

COURSE OUTLINE AND TENTATIVE SCHEDULE:

Date	Topic	Reading
Wednesday, Jan. 6	Brief Introduction to the Course & Observation Lab Experience Scheduling Lab Hours	
Monday, Jan. 11	Introduction to course and observation and study of infants	Chapter 1: Berk textbook: pgs. 3 – 10
Wednesday, Jan. 13	Continue observation and the study of infants and young children **In-Class Reading Quiz 1**	Chapter 1: Berk textbook: pgs. 3 – 10 and 29-46.
Monday, Jan. 18	**HOLIDAY – NO CLASS**	
Wednesday, Jan. 20	Biological and Environmental Foundations	Chapter 2: Berk textbook: pgs. 52 – 62
Monday, Jan. 25	Conception, Fertility, & Making Reproduction Decisions **Due: Lab 1**	Chapter 2: Berk textbook: pgs. 63 – 89; 94 – 97
Wednesday, Jan. 27	Prenatal Development Movie: The Miracle of Life **In-Class Reading Quiz 2**	Chapter 3: Berk textbook: pgs. 93 - 105
Monday, Feb. 1	Prenatal Development: Stages of development & Teratogens	Chapter 3: Berk textbook: pgs. 105 - 119
Wednesday, Feb. 3	Preparing for Parenthood **Due: Lab 2**	Chapter 3: Berk textbook: pgs. 119 – 124
Monday, Feb. 8	Labor & Delivery; Prepared Childbirth	Chapter 4: Berk textbook: pgs. 129 - 145
Wednesday, Feb. 10	The Newborn Condition; Caring for a Newborn	Chapter 4: Berk textbook: pgs. 146 - 161
Monday, Feb. 15	**EXAM 1**	
Wednesday, Feb. 17	Breastfeeding & Sleep Arrangements **In-Class Reading Quiz 3**	Chapter 5: Berk textbook: pgs. 177 – 180 and Article: Pinilla, T., & Birch, L.L. (1993)
Monday, Feb. 22	Early Infancy: Physical Development, The Development of the Brain, and Learning Capacities	Chapter 5: Berk textbook: pgs. 165 - 187
Wednesday, Feb. 24	Conclude Learning Capacities Motor Development in Infancy and Toddlerhood	Chapter 5: Berk textbook: pgs. 187 - 193
Monday, March 1	Cognitive Development in Infancy and Toddlerhood **Due: Lab 3**	Chapter 6: Berk textbook: pgs. 207 - 228
Wednesday, March 3	Movie: To Walk	

Date	Topic	Reading
Monday, March 8	Infant & Toddler Child care **In-Class Reading Quiz 4** **Due: Lab 4**	Chapter 6: Berk textbook: pgs. 228 – 235 Article: Vernon-Feagans, L., & Manlove, E.E. (2005)
Wednesday, March 10	Language Development **ARTICLE REVIEW DUE**	Chapter 6: Berk textbook: pgs. 236 – 247
March 15 - 19	**Spring Break**	
Monday, March 22	Movie: To Talk	
Wednesday, March 24	Conclude Language Development; Influence of Books & the Media **Due: Lab 5**	
Monday, March 29	**EXAM 2**	
Wednesday, March 31	Emotional & Social Development in Infancy & Toddlerhood: Personality, Emotions, & Temperament	Chapter 7: Berk textbook: pgs. 251- 267
Monday, April 5	Emotional & Social Development in Infancy & Toddlerhood: Attachment	Chapter 7: Berk textbook: pgs. 268 – 283
Wednesday, April 7	Gender; Social Relationships & Play in Infancy and Toddlerhood **Due: Lab 6**	
Monday, April 12	Parenting Styles, Efficacy, and Discipline **In-Class Reading Quiz 5**	Article: Leerkes, E.M., & Burney, R.V. (2007)
Wednesday, April 14	Movie: Wild Child: The Story of Feral Children **Due: Lab 7**	
Friday, April 16	**Exam Make-Up Day**	1:00 p.m. in Moore Hall 116
Monday, April 19	Early Deprivation and Child Development **Due: Extra Credit Lab**	
Wednesday, April 21	Conclude Course /**LAST DAY OF CLASS** **Due: Developmental Case Study**	
Friday, April 23	**Last day to observe at the CDFSC**	
Friday, April 30	**EXAM 3 (8:00 AM)**	

Instructor's Note: In order to allow you to plan ahead for your semester activities, we will make every effort to stay on schedule. However, the above class schedule as well as the course requirements and procedures are subject to change in the case of unforeseen events.

HS 2803 Pre-Natal and Infant Development – AOCE, Campus 5
School of Human Sciences

Credit:	Three (3) hours
Instructor:	Mrs. Angel Fason
Email:	angelf@humansci.msstate.edu
Voice Mail:	(662) 325-3790
Office	115 Moore Hall
Office Hours:	Tuesday, 9:00 – 12:00 and Thursday, 10:00 – 12:00 or by appointment
Lab:	2 hours/TBA, 30 Total Hours
Lab Location:	To Be Determined – See Lab Component section below

Course Description: HS 2803. Prenatal and Infant Development. (3). Two hours lecture. Two hours laboratory. Biological and environmental influences. Behavioral and developmental patterns, from the onset of pregnancy to toddlerhood.

In this course, we will review research, theory, and practice related to prenatal development, infancy, and toddlerhood. During prenatal development, infancy, and toddlerhood, many profound changes occur in the developing human being. These changes encompass physical, emotional, social, cognitive, language, and motor development. Both genetic makeup and contextual experiences influence the development of a child. In other words, nature and nurture together play significant roles in human development. This course will present information on all facets of development from both vantage points. This course will also focus on implications for care and guidance of young children.

Course Objectives:

(1) To get students excited about studying and working with infants and toddlers.
(2) To engage students in developing a critical understanding of current and classic developmental theories and research.
(3) To expose students to the critical developmental milestones associated with prenatal development, infancy, and toddlerhood.
(4) To engage students in an examination of current issues and the impact of culture and context on prenatal and infant development.
(5) To promote students' understanding of the scientific method of observing and studying infants and toddlers.
(6) To help students consider how their own experiences in infancy and toddlerhood have influenced the adults they are today, and the parents they might someday be.
(7) To help students apply this knowledge of prenatal and infant development to a professional setting working with children and families.

Required textbook:

Berk, L. E. (2008). *Infants and children* (6th ed.). Boston, MA: Pearson Publishers.

The Lab Manual is available for download on myCourses.

Supplemental readings are available through links on myCourses.

Laboratory Component Information

Every student enrolled in this course must complete 30 laboratory hours in a childcare setting with children between the ages of birth to 2 years of age. There are certain requirements that must be met in order to use a location as your lab site.

Requirements:

1. The **lab student must be supervised by a teacher in the assigned classroom that holds a Bachelor's Degree.** This must be verified by the Center Director with an official letter stating this information. Follow-up phone calls to Center Directors will be made to verify this information.
2. The center must approve you as a lab student and allow the student to complete 30 hours in the classroom with the appropriate personnel supervising you.
3. The center must be willing to assign a target child to the lab student. You will complete required laboratory assignments on this child throughout the semester.
4. The center must be willing to provide a form showing the number of hours you complete and write a letter of completion when you have completed your hours.

It is the responsibility of the student to locate a center that meets these requirements. All information should be submitted to the course instructor for final approval no later than the 5th day of class. Failure to have a lab site approved by this deadline will result in the student being dropped from the course.

EXPECTATIONS

You are expected to:

1. Budget your time to complete readings, quizzes, and assignments as scheduled.
2. Read all assigned materials.
3. Successfully complete quizzes.
4. Successfully complete written assignments, including discussion posts.
5. Check your myCourses e-mail at least once a day.
6. Follow the MSU Honor Code.
7. Ask quest ions about anything you don't understand via e-mail or by telephone.

SOFTWARE REQUIREMENTS

To access basic course materials, you will need Microsoft Word, Microsoft Power Point, and Adobe Acrobat Reader (available free at: http://www.adobe.com/products/acrobat/readstep2.html). All paper assignments must be prepared and submitted using Microsoft Word.

myCOURSES

This course is accessible online through myCourses (https://mycourses.msstate.edu/webct/). Information, help, and resources related to distance learning can be found at http://www.aoce.msstate.edu/SRC/

SPECIAL NOTE ABOUT ONLINE LEARNING

Success in online classes requires a great deal of motivation, self-discipline, focus, and commitment. Self-directed study is required. To determine your readiness for an online class, I encourage you to take the quiz on the following page http://www.aoce.msstate.edu/SRC/readi.html

STUDENT ACTIVITIES:

Honor Code readings (5 points). You are required to read the complete 17-page MSU Honor Code document and submit the following statement via the appropriate assignment tool on myCourses: "I have read and understand the rules and procedures of the Academic Operating Policy and Procedures pertaining to the Mississippi State University Honor Code, found at http://www.msstate.edu/dept/audit/PDF/1207a.pdf."

Exams: Three (3) exams will be given during the semester. Exams will count 100 points each. Exam questions will be based on all course material, including lectures, films, textbook, and supplemental readings. Each exam will include multiple choice, short answer, and discussion questions with the goal of helping you apply the concepts you are learning. These exams will be timed and administered through myCourses.

Reading Quizzes: (50 points): Five (5) reading quizzes will be given during the semester. Reading quizzes will count 10 points each and are based on assigned readings. The goal is to provide extra incentive to read course material. The quizzes are timed and will only be open for a 24-hour period of time. Each quiz is worth 10 points for a total of 50 points.

Developmental Case Study: The case study is worth 150 points. Each student will be assigned to write a developmental case study on a child that attends the center where they are completing lab hours. The Center Director should assign each student a child to complete the study. Additional information and requirements concerning the case study can be found in the Lab Manual.

Lab Assignments: There will be seven (7) lab assignments, worth 10 points each (total of 70 points), completed on your assigned child. The lab assignments are due on the dates listed in the course schedule. Additional information and requirements concerning the lab assignments can be found in the Lab Manual. The lab assignments must be submitted through myCourses – complete the assignments that are posted on myCourses and attach them to the assignment link. More information will be given about this in class.

Article Review (50 points): Students will need to review one empirical research article related to the content of the course and write a 2-page, typed double spaced summary of the article. Your paper must include: (1) a one to two paragraph summary of the main points of the article; (2) a one or two paragraph summary of something in the article that you found particularly interesting, unique, and/or informative; and (3) one paragraph summary of something that the article discussed or suggested that you found unclear/confusing/or wanted to learn more about. The article review must be submitted through www.turnitin.com as well as through the assignment link. The article review is worth 50 points toward your final grade. There is a selection of articles posted on myCourses that you can choose from to review. Additional articles may be reviewed if approved by the instructor.

Discussion Board Postings

Throughout the semester, students will post responses to questions placed on the class myCourse discussion board. There will be 10 discussion threads, and your responses will be worth up to 10 points each. You are expected to respond to discussion questions and to at least one of your classmate's postings (a minimum of 2 postings). However, you may post to a particular discussion thread as many times as you like. While students can certainly disagree with others, they are advised to abstain from engaging in personal attacks (aka "flaming"). At the same time, the use of profanity is to be avoided. Keep the discussion at a professional, intellectual level. Each posting must be relevant and substantive. Responses to classmates must also be relevant and substantive (more than "I agree"). The online discussions are required activities, and full participation is vital for your success in this course.

STUDENT EVALUATION:

	Possible Points:	Points Earned:
Honor Code Readings	5	_____
Exams (3 @ 100 points each)	300	_____
Reading Quizzes	50	_____
Article Review	50	_____
Discussion Board Postings	100	_____
Lab Completion (30 hours)	25	_____
Laboratory Assignments (7 @ 10 pts. each)	70	_____
Developmental Case Study	150	_____
TOTAL POINTS	**750**	_____

Letter grades will be based on the following guidelines:

675-750 = A
600-674 = B
525-599 = C
450-524 = D
0-449= F

CLASS POLICIES:

1. Students are expected to participate in class discussions and activities.
2. Assigned readings should be completed by the designated dates listed on the syllabus. Additional assigned readings may be posted on myCourses. Adequate time for students to complete the readings will be allowed.
3. All late assignments will be penalized **10 percent per day** for each day after the deadline, up to a maximum of one week. After one week from the original due date, the assignment will not be accepted.
4. It is the student's responsibility to inform the instructor of special needs regarding disabilities (Section 504 of the Rehabilitation Act and the Americans with Disabilities Act or ADA). Disability documentation that is current within that past 3 years is requested for necessary accommodations.
5. EXTRA CREDIT ASSIGNMENTS, IF OFFERED, WILL BE AVAILABLE TO THE CLASS AS A WHOLE. NO INDIVIDUAL EXTRA CREDIT ASSIGNMENTS WILL BE GIVEN.
6. 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 please visit: **http://www.msstate.edu/dept/audit/1207A.html**

   Any blatant cheating and/or plagiarism will result in a failing grade (XF or Dishonesty F) in this course.

7. Every assignment should include the following statement that is signed and dated when submitted: ***"On my honor, as a Mississippi State University student, I have neither given nor received unauthorized assistance on this academic work."***
8. The university and instructor contacts students with official information via email using a university-assigned NetID. It is the student's responsibility to regularly check his/her E-mail for official university messages and class announcements.

LABORATORY POLICIES:

1. A total of 30 hours of participation in a laboratory setting is required for this course. You do not receive a separate grade for attending lab; the lab requirements are part of the final grade in this course. **FAILURE TO COMPLETE THE REQUIRED NUMBER OF LAB HOURS WILL RESULT IN A 10-POINT REDUCTION IN THE TOTAL NUMBER OF POINTS FOR THE CLASS FOR EVERY HOUR NOT COMPLETED. For example, if you only complete 28 of the 30 required hours, you will receive a 20 point reduction from your total points in the class.**
2. Please remember that what you see and hear at your assigned center is confidential. Do not discuss this information with anyone. If you post to the discussion board about something that you observed during your lab, you should avoid using real names and speak in general terms.
3. It is the responsibility of the student to make sure that all required documentation is received from the Center Director.

COURSE OUTLINE:

Module 1 (2 hours):
Introduction to the course/Course Requirements
Lab information
Introduction to field of HDFS and Prenatal and Infant Development

Module 2 (2 hours)
Using Observation
The Study of Infants and Young Children
Ethical Considerations

Module 3 (3 hours)
Biological and Environmental Foundations
Conception and Fertility
Making Reproductive Decisions

Module 4 (4 hours)
Prenatal Development
- Movie: The Miracle of Life

Stages of Development
Teratogens
Preparing for Parenthood

Module 5 (4 hours)
Labor and Delivery
Prepared Childbirth
Birth Complications
The Newborn Condition; Caring for a Newborn

Exam 1 (1 hour)

Module 6 (4 hours)
Early Infancy: Physical Development, The Development of the Brain, and Learning Capacities
Motor Development in Infancy and Toddlerhood
Breastfeeding and Sleep Arrangements

Module 7 (4 hours)
Cognitive Development in Infancy and Toddlerhood

- Understanding of Cognition
- Cognitive Development Theories
- Language Development
- Influence of Books and the Media

Infant and Toddler Child Care

Exam 2 (1 hour)

Module 8 (4 hours)
Social and Emotional Development in Infancy and Toddlerhood

- Erikson's Psychosocial Theory
- Personality, Emotions and Temperament
- Attachment
- Social Relationships and Play
- Parenting Styles and Discipline

Video and discussion

Exam 3 (1 hour)

Total Lecture Contact Hours = 30
Total Lab Contact Hours = 30

Instructor's Note: In order to allow you to plan ahead for your semester activities, we will make every effort to stay on schedule. However, the above class schedule as well as the course requirements and procedures are subject to change in the case of unforeseen events.

MISSISSIPPI STATE UNIVERSITY™

School of Human Sciences
Agricultural Information Science and Education • Apparel, Textiles and Merchandising
Human Development and Family Studies • Program and Staff Development

Date: October 4, 2010

To: University Courses and Curriculum Committee

Subject: AOCE Course Approval, HS 2803

The proposal for HS 2803 to be taught by distance education through AOCE has the full support of the six members serving on the curriculum committee for the School of Human Sciences. This course proposal was developed to meet AOCE guidelines at the request of faculty in the College of Education. This class is a required course for elementary education majors who are enrolled in an online B.S. degree.

Jan Cooper Taylor, Committee Chair

Wanda Cheek, Committee Member

Jacquelyn Deeds, Committee Member

Joe Wilmoth, Committee Member

Tommy Phillips, Committee Member

Angel Fason, Committee Member

School of Human Sciences • Box 9745 • Mississippi State, MS 39762-9745
(662) 325-2950 • Fax (662) 325-8188 • email: humansci@humansci.msstate.edu

☐ ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED
10.29.2010

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

College or School: Ag & Life Sciences **Department:** Human Sciences

Contact Person: Angel Fason **Phone:** 5-3790 **E-mail:** apf2@msstate.edu

Nature of Change: AOCE Approval **Date Initiated:** 8-2010 **Effective Date:** 01-2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
HS	2813	Child Development	(3.0)

Current Catalog Description:

HS 2813. Child Development. (3) (Prerequisite: HS 1813 or consent of instructor). Two hours lecture. Two hours laboratory. Developmental characteristics of children with emphasis on the early years; implications for care and guidance.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
			( )

New or Modified Catalog Description:

Approved: Walter M. Taylor **Department Head**	*Date:* October 6, 2010
 Chair, College or School Curriculum Committee	10-15-2010
Denise Hopper CH **Dean of College or School**	10-20-10
 Chair, University Committee on Courses and Curricula	11.30.10
 Chair, Graduate Council (if applicable)	
Peter L. Ryan for J.A.G. **Chair, Deans Council**	January, 24th, 2011

COURSE APPROVAL FOR DISTANCE EDUCATION (AOCE)
HS 2813 Child Development

XIII. COURSE APPROVAL FOR CAMPUS 5 (AOCE)

A. Proposal Format

1. CATALOG DESCRIPTION

HS 2813. Child Development. (3) (Prerequisite: HS 1813 or consent of instructor). Two hours lecture. Two hours laboratory. Developmental characteristics of children with emphasis on the early years; implications for care and guidance.

2. JUSTIFICATION FOR AOCE OFFERING

The Department of Curriculum, Instruction, and Special Education requests approval to offer HS 2813 Child Development through AOCE as an online distance learning class. While this class does exist as a Main Campus course, the online section of HS 2813 is intended primarily for students enrolled in the online program in Elementary Education.

3. LEARNING OUTCOMES
   a. To get students excited about studying and working with children.
   b. To expose students to developmental theory and the critical developmental milestones associated with early childhood development.
   c. To help students understand and apply current theory and research related to contextual influences on child development, including family relationships, parent-child relationships, and neighborhood, child care, and educational settings
   d. To engage students in an examination of current issues and the impact of culture and context on child development.
   e. To promote students' understanding of the scientific method of observing children.
   f. To help students consider how their own experiences in childhood have influenced the adults they are today, and the parents they might someday be.
   g. To help students apply this knowledge of child development to a professional setting working with children and families.

4. DETAILED COURSE OUTLINE OF CAMPUS 1

See attached syllabus

5. DETAILED COURSE OUTLINE OF CAMPUS 5

See attached syllabus

6. METHOD OF EVALUATION

Honor Code Readings	5
Exams (3 @ 100 points each)	300
Child Dev. In the News #1	50
Child Dev. In the News #2	50
Discussion Board Postings	100
Lab Completion (30 hours)	25
Laboratory Assignments (7 @ 10 pts. each)	70
Developmental Case Study	150
TOTAL POINTS POSSIBLE	**750**

Letter grades will be based on the following guidelines:

675-750 = A
600-674 = B
525-599 = C
450-524 = D
0-449= F

7. METHOD OF INSTRUCTION

Lecture, Discussions, Readings

8. METHOD OF DELIVERY

Online, Internet, Web-Based
This course will be offered through Mississippi State's MyCourses website.

9. **DELIVERY STATEMENT**

In accordance and participation with the Office of the Provost and Vice President for Academic Affairs, this course will not violate the Division of Academic Outreach and Continuing Education's Policies and Procedures in regards to all Campus 5 offerings.

The materials, tests, and assignments in this class have been designed to curtail academic dishonesty. This includes:

- **Changing tests every semester that the course is offered.**
- **Offering time sensitive tests. The instructor will make the tests available for a twenty-four hour period.**
- **Offer different types of test questions, including multiple choice, short answer and essay questions. The questions will require the student to apply the information they have learned in class and be able to give thoughtful answers. Also, the essay questions will be broad, and will require students to understand materials from across lectures and readings.**
- **When appropriate, assignments will be submitted through www.turnitin.com to analyze for plagiarism.**

Target Audience

The target audience for this course is students enrolled in the online Elementary Education degree program who are seeking the N-1 endorsement. Campus 1 students should not need to enroll in this course as it is offered in the traditional setting in both the fall and spring semesters.

B. SPECIAL NOTES

1. CROSS-LISTING

This course is not cross-listed.

2. EFFECTIVE DATE

Spring 2011

3. EFFECT ON OTHER COURSES

This course will not have an effect on any other courses at Mississippi State University in that it is delivered to a specific non-traditional audience.

4. CONTACT PERSON

Angel Fason (325-3790, angelf@humansci.msstate.edu)

5. MASTER SCHEDULE

This course will be offered via AOCE in Spring semesters.

HS 2813 Child Development
School of Human Sciences
Fall 2010

Class Time:	1:00 – 1:50 p.m. on Mondays and Wednesdays
Lecture Location:	Dorman 128
Credit:	Three (3) hours
Instructor:	Mrs. Angel Fason
Email:	angelf@humansci.msstate.edu
Voice Mail:	(662) 325-3790
Office	115 Moore Hall
Office Hours:	Tuesday, 9:00 – 12:00 and Thursday, 10:00 – 12:00 or by appointment
Lab:	2 hours/TBA, 25 Total Hours
Lab Location:	Child Development & Family Studies Center, 501 College View

Course Description:
Two hours lecture. Two hours laboratory. Developmental characteristics of children with emphasis on the early years; implications for care and guidance.

Additional Information
This course focuses on the developmental characteristics of children from 18-months through early/middle childhood with an emphasis on the early years (2 – 6 years). During childhood, many profound changes occur in the developing human being. These changes encompass physical, emotional, social, cognitive, language, and motor development. Both genetic makeup and contextual experiences influence the development of a child. In other words, nature and nurture together play significant roles in human development. This course will present information on all facets of development from both vantage points. This course will also focus on implications for care and guidance of young children. The course includes a child observation component (lab) at the Child Development and Family Studies Center.

Course Objectives:
(1) To get students excited about studying and working with children.
(2) To expose students to developmental theory and the critical developmental milestones associated with early childhood development.
(3) To help students understand and apply current theory and research related to contextual influences on child development, including family relationships, parent-child relationships, and neighborhood, child care, and educational settings
(4) To engage students in an examination of current issues and the impact of culture and context on child development.
(5) To promote students' understanding of the scientific method of observing children.
(6) To help students consider how their own experiences in childhood have influenced the adults they are today, and the parents they might someday be.
(7) To help students apply this knowledge of child development to a professional setting working with children and families.

Required textbook:
Berk, L. E. (2008). *Infants and children* (6th ed.). Boston, MA: Pearson Publishers.

The Lab Manual is available at Copy Cow.

Supplemental readings are available through links on myCourses.

STUDENT ACTIVITIES:

Exams: Three (3) exams will be given during the semester. Exams will count 100 points each. Exam questions will be based on all course material, including lectures, films, textbook, and supplemental readings. Each exam will include multiple choice, short answer, and discussion questions with the goal of helping you apply the concepts you are learning.

Child Development in the News: Students will need to find two (2) recent news articles or news broadcast transcripts over the course of the semester that relate to course content (either content from the text or lectures) and write a 1 to 2 page reaction to the article. Your reaction papers should include (1) a 1 - 2 paragraph summary about the information in the article; (2) an analysis of the content of the article based on what we are learning in class (think about whether the article is similar or different from what you have learned) and how the information in the article can be applied to work with young children; and (3) a brief description of something you would like to know more about or something that wasn't clear in the article. Each news article write up is worth 50 points. **Your news article or broadcast transcript must be attached to your write up when you turn it in.**

Sources to consider: Starkville Daily News, Clarion Ledger in Jackson, The New York Times, The Washington Post, TIME Magazine, Newsweek, National Public Radio (Mississippi Public Broadcasting, 89.9 FM)

Below is a description of the 2 Child Development in the News assignments:

(1) Base your assignment on a newspaper article, magazine article, or radio programming transcript that addresses any current topic related to nutrition, obesity, or physical activity during early childhood (ages 2-6).

(2) Base your assignment on a newspaper article, magazine article, or radio programming transcript that addresses any current topic related to group childcare or preschool education during early childhood (ages 2-6).

Developmental Case Study: The case study is worth 150 points. Each student will be assigned to write a developmental case study on a child that attends the CDFSC. The Center Manager will assign each student a child to complete the study. Additional information and requirements concerning the case study can be found in the Lab Manual.

Lab Assignments: There will be seven (7) lab assignments, worth 10 points each (total of 70 points), completed on your assigned child. The lab assignments are due on the dates listed in the course schedule. Additional information and requirements concerning the lab assignments can be found in the Lab Manual. The lab assignments must be submitted through myCourses – complete the assignments that are posted on myCourses and attach them to the assignment link. More information will be given about this in class.

STUDENT EVALUATION:

	Possible Points:	Points Earned:
Exams (3 @ 100 points each)	300	_____
Child Dev. In the News #1	50	_____
Child Dev. In the News #2	50	_____
Class Attendance (2 pts per class attended)	60	_____
Lab Attendance (completion of 25 hours)	50	_____
Laboratory Assignments (7 @ 10 pts. each)	70	_____
Developmental Case Study	150	_____
In-class assignments	20	_____
TOTAL POINTS	**750**	_____

Letter grades will be based on the following guidelines:

675-750 = A
600-674 = B
525-599 = C
450-524 = D
0-449= F

CLASS POLICIES:

1. Students are expected to attend class and to participate in class discussions and activities. Attendance will be taken daily. Students are expected to come to class promptly and stay the entire lecture period. Instructor reserves the right to limit access/entry to class to tardy students. Excessive absences will be reported to the student's advisor.
2. Attendance will be taken daily. **It is your responsibility to sign the attendance sheet, which will be passed around daily.** Failure to sign in before sheet is pulled will result as an absence. The attendance sheet will be pulled ten minutes into the class. You will not be allowed to sign the sheet after that time. **Students coming in to class more than 10 minutes late will not receive credit for attendance on that day.**
3. Assigned readings should be completed prior to the designated class lecture period. Additional assigned readings may be made in class or posted on myCourses. Adequate time for students to complete the readings will be allowed.
4. Students remain responsible for readings or notes covered in class when they are absent.
5. In-class assignments are unannounced and cannot be made up. No Exceptions!
6. All late assignments will be penalized **10 percent per day** for each day after the deadline, up to a maximum of one week. After one week from the original due date, the assignment will not be accepted.
7. There will be one make-up day for missed exams. If you miss Exams 1 or 2, you can make up the exam on **November 12 at 1:00 p.m. Location: TBA.** This will be the only opportunity for a make-up exam.
8. It is the student's responsibility to inform the instructor of special needs regarding disabilities (Section 504 of the Rehabilitation Act and the Americans with Disabilities Act or ADA). Disability documentation that is current within that past 3 years is requested for necessary accommodations.

7. **Cell phones are to remain OFF and out of sight during class.** Students using laptops, cell phones, or other electronic devices for anything other than taking notes or activities specifically approved by the professor **may be asked to leave the class.** See policy below:

   Cell phone policy: In accordance with Academic Operating Policy 10.08 (approved July 12, 2005) and in order to limit classroom disruptions, as well as to protect against academic misconduct, students' use of cell phones, messaging devices and other electronic devices is prohibited. In this class, students are required to put cell phones in the silent mode and stow in backpack or purse while attending class. Cell phones may not be used as calculators or clocks at any time during class.
8. Any correspondence by email or in person should be done in a professional manner.
9. Laptop computers can be used for note taking in class. However, the first time I see that computers are being used for other activities during class time I will change my policy to "no computers in class."
10. EXTRA CREDIT ASSIGNMENTS, IF OFFERED, WILL BE AVAILABLE TO THE CLASS AS A WHOLE. NO INDIVIDUAL EXTRA CREDIT ASSIGNMENTS WILL BE GIVEN.
11. 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 please visit: **http://www.msstate.edu/dept/audit/1207A.html**
    Any blatant cheating and/or plagiarism will result in a failing grade (XF or Dishonesty F) in this course.
12. Every assignment should include the following statement that is signed and dated when submitted: ***"On my honor, as a Mississippi State University student, I have neither given nor received unauthorized assistance on this academic work."***
13. The university and instructor contacts students with official information via email using a university-assigned NetID. It is the student's responsibility to regularly check his/her E-mail for official university messages and class announcements.

CDFSC LABORATORY POLICIES:

1. A total of 25 hours of participation in the CDFSC is required for this course. You do not receive a separate grade for attending lab; the lab requirements are part of the final grade in this course. **FAILURE TO COMPLETE THE REQUIRED NUMBER OF LAB HOURS WILL RESULT IN AN INCOMPLETE GRADE IN THE COURSE. IN ORDER TO HAVE THE INCOMPLETE GRADE CHANGED, YOU MUST COMPLETE 2 TIMES THE NUMBER OF HOURS THAT WERE NOT COMPLETED. NO EXCEPTIONS.**
2. Lab attendance will be taken daily. The Center Manager will explain this in greater detail. All lab participants are expected to demonstrate promptness and dependability. Your lab grade is based on your attendance, dependability, and timely completion of assignments.
3. In the event of an illness, call the center prior to your assigned hours (325-3031).
4. All lab absences must be rescheduled with the Center Manager. Please schedule make-up labs the same week you miss by going to the center. Please do not call to reschedule lab times.
5. Wear clothing that is comfortable and washable.
6. Students must ride the shuttle to the CDFSC or park on the street. Students are not allowed to park in the parking lot because the spaces are reserved for staff and parents.
7. Please do not bring purses, cell phones, pagers, or money to the lab.
8. Please remember that what you see and hear at CDFSC is confidential.

COURSE OUTLINE AND TENTATIVE SCHEDULE:

Date	Topic	Reading
August 18	Introduction to the Course Lab Policies and Procedures by Center Manager	
August 23	Syllabus Review/Lab Sign-up Child Development Introduction	
August 25	Studying the Child: Using Observation	Supplemental reading (myCourses): Part 1 from Using Observation in Early Childhood Education: The Power, Process, and Ethics of Observation
August 30	Ethical Considerations	Supplemental reading (myCourses): Part 1 from Using Observation in Early Childhood Education: The Power, Process, and Ethics of Observation
September 1	Physical Development in Early Childhood: Body growth, brain development, influences on physical development	Berk: Chapter 8 (pgs. 292-300)
September 8	Physical Development in Early Childhood: Influences on physical growth and health. **DUE: LAB 1**	Berk: Chapter 8 (pgs. 300-311)
September 13	Physical Development in Early Childhood: Motor development, childhood obesity.	Berk: Chapter 8 (pgs. 312-319) &
September 15	Special Topic – Childhood Obesity	Supplemental reading (myCourses): Davison & Birch (2001). Childhood Overweight.
September 20	**EXAM 1**	
September 22	Cognitive Development in Early Childhood: Piaget	Berk: Chapter 9 (pgs. 320-333)
September 27	Cognitive Development in Early Childhood: Vygotsky, Information Processing	Berk: Chapter 9 (pgs. 333-345)
September 29	Cognitive Development in Early Childhood: Individual differences in IQ **DUE: LAB 2**	Berk: Chapter 9 (pgs. 349-363)
October 4	Cognitive Development in Early Childhood:, Language development	Berk: Chapter 9 (pgs. 349-363)
October 6	Development in the News Discussion **DUE: Dev. In the News #1**	
October 11-12	**FALL BREAK**	
October 13	Cognitive Development: Complete Language Development	
October 18	Video/Supplemental Reading: Cognitive Development	

Date	Topic	Reading
	DUE: LAB 3	
October 20	**EXAM 2**	
October 25	Emotional/Social Development in Early Childhood: Erikson, the self, self-regulation.	Berk: Chapter 10 (pgs. 364-373)
October 27	Emotional and Social Development in Early Childhood: Peer relations, gender development. **DUE: LAB 4**	Berk: Chapter 10 (pgs. 374-380)
November 1	Emotional /Social Development in Early Childhood: Child Rearing & Emotional and Social Development.	Berk: Chapter 10 (pgs. 380-391)
November 3	Emotional/Social Development in Early Childhood: Gender development **DUE: LAB 5**	Berk: Chapter 10 (pgs. 391-398)
November 8	Emotional/Social Development in Early Childhood: Child Rearing & Emotional and Social Development	Berk: Chapter 10 (pgs. 398-407)
November 10	Movie: Raising Cain. **DUE: Dev. In the News #2**	
November 12	**Exam Make-up Day 1:00 p.m.**	**Location: TBA**
November 15	Movie Conclusion & Discussion/Meeting the Needs of Boys and Girls **DUE: LAB 6**	
November 17	Study of Early Child Care	Supplemental reading (myCourses): NICHD Study of Early Child Care
November 22	Special Topic: Toileting Issues in Children. **DUE: LAB 7**	
November 29	Special Topic of Early Childhood: Atypical Child Development (Autism, giftedness) **DUE: Developmental Case Study**	Supplemental reading (myCourses): NICHD Autism Overview
December 1	Special Topic of Early Childhood: Resilience	Supplemental reading (myCourses): Masten (2001). Ordinary Magic.
December 3	**EXAM 3 at 12:00 Noon**	

Instructor's Note: In order to allow you to plan ahead for your semester activities, we will make every effort to stay on schedule. However, the above class schedule as well as the course requirements and procedures are subject to change in the case of unforeseen events.

HS 2813 Child Development – AOCE, Campus 5
School of Human Sciences
Fall 2010

Credit:	Three (3) hours
Instructor:	Mrs. Angel Fason
Email:	angelf@humansci.msstate.edu
Voice Mail:	(662) 325-3790
Office	115 Moore Hall
Office Hours:	Tuesday, 9:00 – 12:00 and Thursday, 10:00 – 12:00 or by appointment
Lab:	2 hours/TBA, 30 Total Hours
Lab Location:	To Be Determined – See Lab Component section below

Course Description:
Two hours lecture. Two hours laboratory. Developmental characteristics of children with emphasis on the early years; implications for care and guidance.

Additional Information
This course focuses on the developmental characteristics of children from 18-months through early/middle childhood with an emphasis on the early years (2 – 6 years). During childhood, many profound changes occur in the developing human being. These changes encompass physical, emotional, social, cognitive, language, and motor development. Both genetic makeup and contextual experiences influence the development of a child. In other words, nature and nurture together play significant roles in human development. This course will present information on all facets of development from both vantage points. This course will also focus on implications for care and guidance of young children. The course includes a child observation component (lab) at a location to be determined by the student and approved by the instructor.

Course Objectives:
(1) To get students excited about studying and working with children.
(2) To expose students to developmental theory and the critical developmental milestones associated with early childhood development.
(3) To help students understand and apply current theory and research related to contextual influences on child development, including family relationships, parent-child relationships, and neighborhood, child care, and educational settings
(4) To engage students in an examination of current issues and the impact of culture and context on child development.
(5) To promote students' understanding of the scientific method of observing children.
(6) To help students consider how their own experiences in childhood have influenced the adults they are today, and the parents they might someday be.
(7) To help students apply this knowledge of child development to a professional setting working with children and families.

Required textbook:
Berk, L. E. (2008). *Infants and children* (6th ed.). Boston, MA: Pearson Publishers.

The Lab Manual is available for download on myCourses.

Supplemental readings are available through links on myCourses.

Laboratory Component Information

Every student enrolled in this course must complete 30 laboratory hours in a preschool setting with children between the ages of 2 and 5 years of age. There are certain requirements that must be met in order to use a location as your lab site.

Requirements:

1. The **lab student must be supervised by a teacher in the assigned classroom that holds a Bachelor's Degree.** This must be verified by the Center Director with an official letter stating this information. Follow-up phone calls to Center Directors will be made to verify this information.
2. The center must approve you as a lab student and allow the student to complete 30 hours in the classroom with the appropriate personnel supervising you.
3. The center must be willing to assign a target child to the lab student. You will complete required to complete laboratory assignments on this child throughout the semester.
4. The center must be willing to provide a form showing the number of hours you complete and write a letter of completion when you have completed your hours.

It is the responsibility of the student to locate a center that meets these requirements. All information should be submitted to the course instructor for final approval no later than the 5th day of class. Failure to have a lab site approved by this deadline will result in the student being dropped from the course.

EXPECTATIONS

You are expected to:

1. Budget your time to complete readings, quizzes, and assignments as scheduled.
2. Read all assigned materials.
3. Successfully complete quizzes.
4. Successfully complete written assignments, including discussion posts.
5. Check your myCourses e-mail at least once a day.
6. Follow the MSU Honor Code.
7. Ask quest ions about anything you don't understand via e-mail or by telephone.

SOFTWARE REQUIREMENTS

To access basic course materials, you will need Microsoft Word, Microsoft Power Point, and Adobe Acrobat Reader (available free at: http://www.adobe.com/products/acrobat/readstep2.html). All paper assignments must be prepared and submitted using Microsoft Word.

myCOURSES

This course is accessible online through myCourses (https://mycourses.msstate.edu/webct/). Information, help, and resources related to distance learning can be found at http://www.aoce.msstate.edu/SRC/

SPECIAL NOTE ABOUT ONLINE LEARNING

Success in online classes requires a great deal of motivation, self-discipline, focus, and commitment. Self-directed study is required. To determine your readiness for an online class, I encourage you to take the quiz on the following page http://www.aoce.msstate.edu/SRC/readi.html

STUDENT ACTIVITIES:

Honor Code readings (5 points). You are required to read the complete 17-page MSU Honor Code document and submit the following statement via the appropriate assignment tool on myCourses: "I have read and understand the rules and procedures of the Academic Operating Policy and Procedures pertaining to the Mississippi State University Honor Code, found at http://www.msstate.edu/dept/audit/PDF/1207a.pdf."

Exams: Three (3) exams will be given during the semester. Exams will count 100 points each. Exam questions will be based on all course material, including lectures, films, textbook, and supplemental readings. Each exam will include multiple choice, short answer, and discussion questions with the goal of helping you apply the concepts you are learning. These exams will be timed and administered through myCourses.

Child Development in the News: Students will need to find two (2) recent news articles or news broadcast transcripts over the course of the semester that relate to course content (either content from the text or lectures) and write a 1 to 2 page reaction to the article. Your reaction papers should include (1) a 1 - 2 paragraph summary about the information in the article; (2) an analysis of the content of the article based on what we are learning in class (think about whether the article is similar or different from what you have learned) and how the information in the article can be applied to work with young children; and (3) a brief description of something you would like to know more about or something that wasn't clear in the article. Each news article write up is worth 50 points. **A link to your news article or broadcast transcript must be attached to your write up when you submit it through myCourses Assignments.**

Sources to consider: Starkville Daily News, Clarion Ledger in Jackson, The New York Times, The Washington Post, TIME Magazine, Newsweek, National Public Radio (Mississippi Public Broadcasting, 89.9 FM). Below is a description of the 2 Child Development in the News assignments:

(1) Base your assignment on a newspaper article, magazine article, or radio programming transcript that addresses any current topic related to nutrition, obesity, or physical activity during early childhood (ages 2-6).

(2) Base your assignment on a newspaper article, magazine article, or radio programming transcript that addresses any current topic related to group childcare or preschool education during early childhood (ages 2-6).

Developmental Case Study: The case study is worth 150 points. Each student will be assigned to write a developmental case study on a child that attends the center where they are completing lab hours. The Center Director should assign each student a child to complete the study. Additional information and requirements concerning the case study can be found in the Lab Manual.

Lab Assignments: There will be seven (7) lab assignments, worth 10 points each (total of 70 points), completed on your assigned child. The lab assignments are due on the dates listed in the course schedule. Additional information and requirements concerning the lab assignments can be found in the Lab Manual. The lab assignments must be submitted through myCourses – complete the assignments that are posted on myCourses and attach them to the assignment link. More information will be given about this in class.

Discussion Board Postings

Throughout the semester, students will post responses to questions placed on the class myCourse discussion board. There will be 10 discussion threads, and your responses will be worth up to 10 points each. You are expected to respond to discussion questions and to at least one of your classmate's postings (a minimum of 2 postings). However, you may post to a particular discussion thread as many times as you like. While students can certainly disagree with others, they are advised to abstain from engaging in personal attacks (aka "flaming). At the same time, the use of profanity is to be avoided. Keep the discussion at a professional, intellectual level. Each posting must be relevant and substantive. Responses to classmates must also be relevant and substantive (more than "I agree.") The online discussions are required activities, and full participation is vital for your success in this course.

STUDENT EVALUATION:

	Possible Points:	Points Earned:
Honor Code Readings	5	_____
Exams (3 @ 100 points each)	300	_____
Child Dev. In the News #1	50	_____
Child Dev. In the News #2	50	_____
Discussion Board Postings	100	_____
Lab Completion (30 hours)	25	_____
Laboratory Assignments (7 @ 10 pts. each)	70	_____
Developmental Case Study	150	_____
TOTAL POINTS	**750**	_____

Letter grades will be based on the following guidelines:

675-750 = A
600-674 = B
525-599 = C
450-524 = D
0-449= F

CLASS POLICIES:

1. Students are expected to participate in class discussions and activities.
2. Assigned readings should be completed by the designated dates listed on the syllabus. Additional assigned readings may be posted on myCourses. Adequate time for students to complete the readings will be allowed.
3. All late assignments will be penalized **10 percent per day** for each day after the deadline, up to a maximum of one week. After one week from the original due date, the assignment will not be accepted.
4. It is the student's responsibility to inform the instructor of special needs regarding disabilities (Section 504 of the Rehabilitation Act and the Americans with Disabilities Act or ADA). Disability documentation that is current within that past 3 years is requested for necessary accommodations.
5. EXTRA CREDIT ASSIGNMENTS, IF OFFERED, WILL BE AVAILABLE TO THE CLASS AS A WHOLE. NO INDIVIDUAL EXTRA CREDIT ASSIGNMENTS WILL BE GIVEN.
6. 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 please visit: **http://www.msstate.edu/dept/audit/1207A.html**
   Any blatant cheating and/or plagiarism will result in a failing grade (XF or Dishonesty F) in this course.

7. Every assignment should include the following statement that is signed and dated when submitted: ***"On my honor, as a Mississippi State University student, I have neither given nor received unauthorized assistance on this academic work."***
8. The university and instructor contacts students with official information via email using a university-assigned NetID. It is the student's responsibility to regularly check his/her E-mail for official university messages and class announcements.

LABORATORY POLICIES:

1. A total of 30 hours of participation in a laboratory setting is required for this course. You do not receive a separate grade for attending lab; the lab requirements are part of the final grade in this course. **FAILURE TO COMPLETE THE REQUIRED NUMBER OF LAB HOURS WILL RESULT IN A 10-POINT REDUCTION IN THE TOTAL NUMBER OF POINTS FOR THE CLASS FOR EVERY HOUR NOT COMPLETED. For example, if you only complete 28 of the 30 required hours, you will receive a 20 point reduction from your total points in the class.**
2. Please remember that what you see and hear at your assigned center is confidential. Do not discuss this information with anyone. If you post to the discussion board about something that you observed during your lab, you should avoid using real names and speak in general terms.
3. It is the responsibility of the student to make sure that all required documentation is received from the Center Director.

COURSE OUTLINE:

Module 1 (2 hours):
Introduction to the course/Course Requirements
Lab information
Introduction to field of HDFS and Child Development

Module 2 (2 hours)
Studying the Child: Using Observation
Ethical Considerations

Module 3 (6 hours)
Physical Development in Early Childhood

- Body growth, brain development, influences on physical development
- Influences on physical growth and health.

Special Topic: Childhood Obesity
Discussion of Development in the News articles

Exam 1 (1 hour)

Module 4 (6 hours)
Cognitive Development in Early Childhood

- Understanding of Cognition
- Cognitive Development Theorists/Theories: Piaget, Vygotsky, Information Processing
- Individual Differences in IQ
- Language Development

Discussion of Development in the News articles

Exam 2 (1 hour)

Module 5 (6 hours)
Social Emotional Development in Early Childhood

- Erikson's Psychosocial Theory
- Gender Development
- Moral Development
- Peer Relations
- Child Rearing in Early Childhood

Gender Development video and discussion

Module 6 (5 hours)
Topics and Issues of Early Childhood

- Toileting Issues in Early Childhood
- Atypical Development: Giftedness; Autism Spectrum Disorder
- Resilience in Children

Exam 3 (1 hour)

Total Lecture Contact Hours - 30
Total Lab Contact Hours - 30

Instructor's Note: In order to allow you to plan ahead for your semester activities, we will make every effort to stay on schedule. However, the above class schedule as well as the course requirements and procedures are subject to change in the case of unforeseen events.

MISSISSIPPI STATE UNIVERSITY

School of Human Sciences
Agricultural Information Science and Education • Apparel, Textiles and Merchandising
Human Development and Family Studies • Program and Staff Development

Date: October 4, 2010

To: University Courses and Curriculum Committee

Subject: AOCE Course Approval, HS 2813

The proposal for HS 2813 to be taught by distance education through AOCE has the full support of the six members serving on the curriculum committee for the School of Human Sciences. This course proposal was developed to meet AOCE guidelines at the request of faculty in the College of Education. This class is a required course for elementary education majors who are enrolled in an online B.S. degree.

Jan Cooper Taylor, Committee Chair

Wanda Cheek, Committee Member

Jacquelyn Deeds, Committee Member

Joe Wilmoth, Committee Member

Tommy Phillips, Committee Member

Angel Fason, Committee Member

School of Human Sciences • Box 9745 • Mississippi State, MS 39762-9745
(662) 325-2950 • Fax (662) 325-8188 • email: humansci@humansci.msstate.edu

☐ ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 10.29.2010

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

College or School: Ag & Life Sciences **Department:** Human Sciences

Contact Person: Angel Fason **Phone:** 5-3790 **E-mail:** apf2@msstate.edu

Nature of Change: AOCE Approval **Date Initiated:** 8-2010 **Effective Date:** 01-2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
HS	3803	Child Care Procedures	(3.0)

Current Catalog Description:

HS 3803 Child Care Procedures. (3) (Prerequisites:HS 2813). Two hours lecture. Two hours laboratory. Selection of appropriate equipment and supplies; program planning for nursery school and day care centers.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
			( )

New or Modified Catalog Description:

Approved: Walter N. Taylor Department Head	*Date:* October 6, 2010
Chair, College or School Curriculum Committee	10-15-2010
George Hopper CH Dean of College or School	10-20-10
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th, 2011

COURSE APPROVAL FOR DISTANCE EDUCATION (AOCE)
HS 3803 Child Care Procedures

XIII. COURSE APPROVAL FOR CAMPUS 5 (AOCE)

A. Proposal Format

1. CATALOG DESCRIPTION

HS 3803. Child Care Procedures. (3) (Prerequisites: HS 2813). Two hours lecture. Two hours laboratory. Selection of appropriate equipment and supplies; program planning for nursery school and day care centers.

2. JUSTIFICATION FOR AOCE OFFERING

The Department of Curriculum, Instruction, and Special Education requests approval to offer HS 3803 Child Care Procedures through AOCE as an online distance learning class. While this class does exist as a Main Campus course, the online section of HS 3803 is intended primarily for students enrolled in the online program in Elementary Education.

3. LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Describe the benefits of programs that are based on principles of child development for children ages five years and younger.
2. Discuss the impact of the early care giving and educational environment on the positive and negative behavior of young children.
3. Consistently demonstrate positive guidance techniques while teaching young children.
4. Develop and use appropriate professional skills including confidentiality and ethical behavior with children, parents and staff at the child care lab location.
5. Identify and describe the contribution of developmentally appropriate curriculum to the overall development of the young child.
6. Discuss the learning centers that are included in a developmentally appropriate program including the benefit of each center to children, the specific materials included and organized in each center, and how to manage activities in these centers.
7. Identify and write instructional objectives for developmentally appropriate activities for young children.
8. Plan, use, and evaluate a wide range of developmentally appropriate techniques, strategies, and materials during weekly lab participation.
9. Develop an organized resource file system for curriculum activities and other teaching materials that are developmentally appropriate for young children.
10. Describe and apply observation and play-based assessment techniques with young children using appropriate assessment tools.

4. DETAILED COURSE OUTLINE OF CAMPUS 1

See attached syllabus

5. DETAILED COURSE OUTLINE OF CAMPUS 5

See attached syllabus

6. METHOD OF EVALUATION

Three (3) Exams @100 points each	300
Lab Participation (30 hours)	30
Planned Activities (3 @ 40)	120
Article Reflection	50
Resource File	100
Art Demonstration	50
Child Assessment Activity	50
Discussion Board Postings	100
Total Points	**800**

Letter grades will be based on the following guidelines:

720-800 = A
640-719 = B
560-639 = C
480-559 = D
0-559= F

7. METHOD OF INSTRUCTION

Lecture, Discussions, Readings

8. METHOD OF DELIVERY

Online, Internet, Web-Based
This course will be offered through Mississippi State's MyCourses website.

9. **DELIVERY STATEMENT**
In accordance and participation with the Office of the Provost and Vice President for Academic Affairs, this course will not violate the Division of Academic Outreach and Continuing Education's Policies and Procedures in regards to all Campus 5 offerings.

The materials, tests, and assignments in this class have been designed to curtail academic dishonesty. This includes:

- **Changing tests every semester that the course is offered.**
- **Offering time sensitive tests. The instructor will make the tests available for a twenty-four hour period.**
- **Offer different types of test questions, including multiple choice, short answer and essay questions. The questions will require the student to apply the information they have learned in class and be able to give thoughtful answers. Also, the essay questions will be broad, and will require students to understand materials from across lectures and readings.**
- **When appropriate, assignments will be submitted through www.turnitin.com to analyze for plagiarism.**

Target Audience

The target audience for this course is students enrolled in the online Elementary Education degree program who are seeking the N-1 endorsement. Campus 1 students should not need to enroll in this course as it is offered in the traditional setting in spring semesters.

B. SPECIAL NOTES

1. CROSS-LISTING

This course is not cross-listed.

2. EFFECTIVE DATE

Spring 2011

3. EFFECT ON OTHER COURSES

This course will not have an effect on any other courses at Mississippi State University in that it is delivered to a specific non-traditional audience.

4. CONTACT PERSON

Angel Fason (325-3790, angelf@humansci.msstate.edu)

5. MASTER SCHEDULE

This course will be offered via AOCE in Summer 2011.

HS 3803 - Child Care Procedures
School of Human Sciences
Spring 2010

Class Time:	8:00 – 9:15 a.m. on Tuesdays and Thursdays
Lecture Location:	McCool Hall, Room 212
Credit:	Three (3) hours
Instructor:	Mrs. Angel Fason
Email:	angelf@humansci.msstate.edu
Voice Mail:	(662) 325-7703
Office	115 Moore Hall
Office Hours:	Tuesday 10:00 – 12:00, Wednesday 9:00 – 11:00, Thursday, 1:00 – 3:00
Lab:	2 hours/TBA, 30 Total Hours
Lab Location:	Child Development & Family Studies Center, 501 College View

Catalog Description: Prerequisite: HS 2813. Two hours lecture. Two hours laboratory. Selection of appropriate equipment and supplies; program planning for nursery school and day care centers.

Conceptual Framework:
Application of developmentally appropriate practice in guidance, assessment and learning activities for typically and atypically developing young children.

Instructional Objectives:
By the end of this course, students will:

1. Describe the benefits of programs that are based on principles of child development for children ages five years and younger.
2. Discuss the impact of the early care giving and educational environment on the positive and negative behavior of young children.
3. Consistently demonstrate positive guidance techniques while teaching young children.
4. Develop and use appropriate professional skills including confidentiality and ethical behavior with children, parents and staff as a teaching assistant at the Child Development and Family Studies Center.
5. Identify and describe the contribution of developmentally appropriate curriculum to the overall development of the young child.
6. Discuss the learning centers that are included in a developmentally appropriate program including the benefit of each center to children, the specific materials included and organized in each center, and how to manage activities in these centers.
7. Identify and write instructional objectives for developmentally appropriate activities for young children.
8. Plan, use, and evaluate a wide range of developmentally appropriate techniques, strategies, and materials during weekly lab participation.
9. Develop an organized resource file system for curriculum activities and other teaching materials that are developmentally appropriate for young children.
10. Describe and apply observation and play-based assessment techniques with young children using appropriate assessment tools.

Topics to Be Covered:

A. Using the lab effectively. Establishing a prosocial environment.
   1. Philosophy and theory of programs based on child development. Goals and objectives in program planning. Assessing and organizing the learning environment. Free play and guidelines for daily routines.
   2. Beliefs about child guidance. Direct and indirect guidance techniques. Positive communication.
   3. Positive action and guidelines for effective discipline. Guidance strategies for chronic misbehavior.
   4. Understanding reasons for problem behavior.

B. The whole child and curriculum areas in developmentally appropriate environments for young children
   1. Theories, developmental stages of art and the value of creative activities for young children. Including creative art in the curriculum. Developing and planning activities for young children.
   2. Creativity and healthy emotional and social development through music, movement and fingerplays with young children.
   3. Fostering the whole child through block, dramatic play, and cooking activities.
   4. Supporting literacy. Language and literature activities with young children. Selecting appropriate books for young children. Puppetry with young children.
   5. Promoting physical and motor development through manipulatives (table top activities), woodworking and outdoor activities and sand and water play.
   6. Supporting inquiry and discovery through science, math and social studies.
   7. Computers and developmentally appropriate programming for young children.

C. Ethical issues and conduct for teachers of young children. Developmentally appropriate practice revisited.

D. Assessment of young children using varied approaches. Review limited assessment tools. Working effectively with children who have special abilities and their families in programs for young children. Early Intervention programs in Mississippi.

Student Activities:

Exams: Three exams will be given during the semester. Each exam is worth 100 points. Each exam will cover material from assigned readings, lectures, guest speakers, videos, etc. Each exam may include a selection of multiple choice, true-false, matching and/or fill-in-the-blank questions. Expect several questions to require short answer or discussion. If exams 1 &/or 2 are missed for any reason, the student will take a make-up exam on **Friday, April 16 at 1:00 p.m.** in 116 Moore Hall. There will be no other opportunities to make up an exam. The final exam will be given on **Thursday, April 29 at 3:00 p.m.**, which is the time scheduled by the university,

Workshop presentation: Attendance is required at the art workshop. Each student will demonstrate a creative art activity. Students will work in groups to prepare a presentation which will include the purpose and value of the activity, materials needed, and how to set up and present the activity to children. The workshop will be scheduled in class as a group. We will arrange a time that is agreed upon by the class. The workshop will take place at the Child Development and Family Studies Center. Students are required to allow time for workshop set-up, presentations/experimentation, and clean up.

Lab participation: Students must complete a total of 30 hours during the semester at the Child Development and Family Studies Center (CDFSC) to receive a passing grade for the class. See CDFSC Policies on pages 3 & 4 of this syllabus. Students will be evaluated on (a) use of positive and appropriate guidance of young children, (b) involvement in and assistance with daily routines and planned activities, (c) promptness, (d) dependability, (e) preparation and execution of their planned activities, and (f) professional conduct with children, children's parents, teachers and other participating students at the CDFSC [Talking with other lab students or lack of attention/involvement with children demonstrates inappropriate behavior]. A copy of the form will be provided. Students must have appropriate childcare licensure forms on file prior to starting lab.

Child Assessment Activity: Students will complete a developmental checklist for one child (assigned) including a summary of skill levels for documentation. Guidelines will be provided and discussed in class.

Planned activities with children: Students will plan, conduct, and evaluate three (3) activities with young children at the Child Development and Family Studies Center (CDFSC). The following activities are required: 1 art, 1 music; and 1 literacy/language. Tentative due dates appear on the class schedule. Any changes in these due dates will be announced in class.

When activities are due, submit items 1-5 on the planned activity form in class. The activity plan should be neat, appropriately spaced, and word processed. Correct spelling and grammar are expected. After the

activity is approved and returned to you, you will complete the activity with the children. It is your responsibility to prepare and set up materials prior to the period in which the activity is scheduled. You are responsible for purchasing any special materials other than paint or paper that may be needed for your planned activity. You are also responsible for cleanup after planned activities. After you complete the activity (the group teacher must observe you), answer parts 6-8 on the planned activity form.

At class following the week that you do the activity, turn in parts 1-8 [the original copy of parts 1-5 that were returned to you along with any changes/additions that you were to make and your evaluation of the activity based on parts 6-8] in class. Staple all pages before you submit the final copy to the instructor. Papers that do not meet these basic preparation guidelines will be returned to the student for missing sections, but points will be taken off the overall activity score.

Article Reflection: Students will be assigned an article or topic from a professional journal to review and analyze. Information may be presented in class in addition to the written assignment. A description of requirements for this activity will be given in class.

Resource File: Students will prepare an organized file/storage system of developmentally appropriate materials for children 2-5 years of age. The materials (folder games, manipulative game, flannel board story, puppet, teaching pictures) must be neatly prepared and labeled. File will be submitted on March 30 in class. Materials must be submitted in an appropriate container labeled with the student's name. Guidelines for materials and preparation will be provided in class.

In-class activities/quizzes: In-class assignments or quizzes may be "scheduled" but may also be unannounced. These class activities cannot be "made-up" by students, whatever the reason for class absence.

Course Policies:

1. Students are expected to attend class and to participate in class discussions and activities. Attendance will be taken daily. Students are expected to come to class promptly and stay the entire lecture period. Instructor reserves the right to limit access/entry to class to tardy students. Excessive absences will be reported to the student's advisor.
2. Attendance will be taken daily. **It is your responsibility to sign the attendance sheet, which will be passed around daily.** Failure to sign in before sheet is pulled will result as an absence. The attendance sheet will be pulled ten minutes into the class. You will not be allowed to sign the sheet after that time. **Students coming in to class more than 10 minutes late will not receive credit for attendance on that day.**
3. Assigned readings should be completed prior to the designated class lecture period. Additional assigned readings may be made in class. Adequate time for students to complete the readings will be allowed.
4. Students remain responsible for readings or notes covered in class when they are absent.
5. This class uses myCourses; however, PowerPoint presentations are not posted until after they are presented in class.
6. All late assignments will be penalized 10 percent per day for each day after the deadline, up to a maximum of one week. After one week from the original due date, the assignment will not be accepted.
7. There will one make-up day for missed quizzes. **The make-up date is April 16 at 1:00 p.m.** This will be the only opportunity for a make-up exam.
8. In-class activities cannot be made up regardless of circumstances.
9. It is the student's responsibility to inform the instructor of special needs regarding disabilities (Section 504 of the Rehabilitation Act and the Americans with Disabilities Act or ADA). Disability documentation that is current within that past 3 years is requested for necessary accommodations.
10. Cell phones are to remain OFF and out of sight during class. Cell phone policy: In accordance with Academic Operating Policy 10.08 (approved July 12, 2005) and in order to limit classroom disruptions, as well as to protect against academic misconduct, students' use of cell phones, messaging devices and other electronic devices is prohibited. In this class, students are required to put cell phones in the silent mode and stow in backpack or purse while attending class. Cell phones may not be used as calculators or clocks

at any time during class. If a cell phone is seen out and/or being used during class, I will ask you to leave the class and you will be counted as absent for the class period.

11. EXTRA CREDIT ASSIGNMENTS, IF OFFERED, WILL BE AVAILABLE TO THE CLASS AS A WHOLE. NO INDIVIDUAL EXTRA CREDIT ASSIGNMENTS WILL BE GIVEN.
11. 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. **Students will be asked to sign a statement indicating they have followed the honor code as they prepared each assignment.** For additional information please visit: **http://www.msstate.edu/dept/audit/1207A.html**
12. All projects and assignments must word processed. All assignments must include the following statement:

For this assignment, the work that I have submitted is my own and I did not copy, plagiarize, or fabricate information nor take any other action that does not uphold the MSU Honor Code.
Signed:_____ Date_____

13. The university and instructor contacts students with official information via email using a university-assigned netID. It is the student's responsibility to regularly check his/her E-mail for official university messages and class announcements.
14. Laptop computers can be used for note taking in class. However, the first time I see that computers are being used for other activities during class time I will change my policy to "no computers in class."
15. Consume food and/or beverage (including water) before you come into class. Tobacco in any form is prohibited in the building.

CDFSC (Lab) Policies:

1. Lab attendance will be taken daily. All lab participants are expected to demonstrate promptness and dependability. Your lab grade is based on your attendance, dependability, and techniques in working with young children (lab evaluation form with specific criteria is attached).
2. Students are required to complete 30 hours in the lab with young children. All 30 lab hours must be documented for this class no later than Friday, April 23 at 5:30 p.m. or complete double the number of lab hours remaining after final exams.
3. If you drive to lab, you will have to park in approved lots following university parking guidelines. Contact the campus police if you have questions. Students are strongly encouraged to ride the shuttle to the Child Development and Family Studies Center. Currently the maroon route stops near the CDFSC. Parking spaces at the Center are designated for parents and staff.
4. If you become so seriously ill that you are a health hazard to children, it is essential that you call the lab prior to your assigned hours. Your lab grade is negatively affected when you fail to report an absence ahead of time. TELEPHONE: 325-3031.
5. All missed labs must be rescheduled and successfully completed in order to pass this course. Rescheduling is initiated by the student and must be done promptly. Rescheduled labs will be set up according to the needs of the CDFSC and must have the advanced approval of the Manager.
6. Students will follow the policies and procedures for lab participation that are described in class handouts and in directions given verbally by the CDFSC Manager or Teacher.
7. Please do **not** bring purses, money, or food/beverages to lab at the Center.

Methods of Instruction: Methods of instruction include experiential learning at the Child Development and Family Studies Center, student presentations, discussion/lecture, videos, and speakers. Class members are expected to be actively engaged in class discussions and activities.

Assessment of Concepts and Skills/Evaluation of Student Progress:
In summary, the following activities will compose your course grade:

	Possible Points	Points Earned
Three (3) Exams @100 points each	300	
Workshop Material/Presentation	75	
CDFSC Lab Participation (30 hours)	60	
Class Participation (2 pts/class attended)	60	
Planned Activities (3 @ 25)	75	
Article Reflection	50	
Unannounced quizzes or in-class activities	30	
Resource File	100	
Child Assessment Activity	50	
Total Points	800	

Grades will be assigned as follows:

A = 720-800 points (91-100%)
B = 640-719 points (81-90%)
C = 560-639 points (71-80%)
D = 480-559 points (61-70%)
F = less than 559 (0-60%)

Texts:

Miller, D.F. (2010). Positive child guidance (6th ed.). Belmont, CA: Wadsworth/Cengage Learning.

Bredekamp, S., & Copple, C. (Eds.). (2009). Developmentally appropriate practice in early childhood programs (3rd ed.). Washington, DC: National Association for the Education of Young Children.

Dodge, D.T., Colker, L.J., & Heroman, C. (2002). The creative curriculum for preschool(4th ed.). Washington, DC: Teaching Strategies, Inc.

Mississippi Department of Education. (2006). Mississippi Early Learning Guidelines for Three and Four Year Old Children. Jackson, MS: Mississippi Department of Education.

Other readings may be assigned in class.

Mississippi State University
School of Human Sciences
HS 3803 Evaluation Form

Student's Name _____ Date of Evaluation _____

Evaluator _____ Rating (Grade) _____

The purpose of this evaluation sheet is to rate the performance of student interns who are teaching preschool children. The areas rated reflect important competences that should be demonstrated by beginning teachers. The five ratings are: 5 – very good, 4 – good, 3 – average, 2 – below average, 1 – unsatisfactory.

I. GUIDANCE	**1**	**2**	**3**	**4**	**5**
a. Maintains a controlled manner, displaying emotions in appropriate situations.					
b. Intervenes only at appropriate times (safety, security, aid, protecting equipment).					
c. Participates without inappropriately directing the course of children's play.					
d. Talks with others (child or adult) as appropriate.					
e. Encourages creativity without modeling.					
f. Gives suggestions and directions only as needed.					
g. Secures child's attention before speaking.					
h. Gives choices when appropriate.					
i. States logical and truthful reasons.					
j. Uses positive statements.					
k. Is consistent.					
l. Follows through with limits and direction.					
m. Uses indirect guidance (management of people, equipment, materials, and space) when appropriate.					
II. ACCEPTING RESPONSIBILITY IN TEACHER ROLE	**1**	**2**	**3**	**4**	**5**
a. Arrives and leaves as scheduled.					
b. Is dependable.					
c. Carries out assigned duties.					
d. Knows the daily schedule.					
e. Reads the daily plans, checks with head teacher as needed.					
f. Works effectively and in a cohesive manner with other teachers.					
g. Positions self for maximum supervision.					
h. Is aware of classroom limits and enforces them as necessary.					
i. Is aware of children's activities in assigned area.					
j. Accurately predicts and responds to normative child behavior.					
k. Acts to forestall or diffuse dangerous or inflammatory situations.					

Class Schedule/Tentative Readings and Assignments Spring 2010		
Date	**Topics, Assignments and Due Dates**	**Readings**
1/7	• Introduction to the course. Reviewsyllabus and lab responsibilities for this term. Sign up for lab hours. • Review CDFSC responsibilities.	
1/12	• Finish course review/lab hour sign-up	
1/14	• How children grow and develop • Developmentally appropriate practice. • Child guidance objectives and goals	TCC, Foundation and Ch. 1 DAP, pages 1-15 PCG, Ch.1
1/19	• Theories and developmental stages of art. The value of art for young children. • Developmentally appropriate practice	TCC, Ch.9 DAP, pages 15-30
1/21	• Developing and planning creative art activities for young children. • Overview of planned activity form.	TCC, Ch.9 Due 1/28. Planned activity for art workshop presentation.
1/26	• Planning art workshop presentations and materials lists. • Settings that promote learning and what children learn.	TCC, Ch. 2 & Ch. 3
1/28	• Overview of MS Early Learning Guidelines • **Planned activity for Art Workshop due**	Mississippi Early Learning Guidelines
2/2	• Serving culturally diverse children and families.	PCG, Ch. 3.
2/4	• Early Intervention programs in Mississippi. Observation and other play-based assessment procedures and documentation. • Value of observation skills. Observation as a teaching and assessment tool.	PCG, Ch 10 *Due 2/9: Article reflection*
2/9	• The role of the teacher • Role of Family • **Article reflection due**	TCC, Ch. 4 TCC, Ch. 5
2/11	**Exam 1**	
2/16	• Dramatic play. Puppetry with young children.	TCC, Chapter 7. Due 2/18: Planned activity for art (from each individual class member)
2/18	• Reasons for misbehavior. Effective guidance. • **Planned Activity for Art Due**	PCG, Ch. 4 & 5.
2/23	• Language, literacy and literature activities with young children. Selecting appropriate books for young children.	TCC, Chapter 10

2/25	• Language, literacy and literature activities with young children. Selecting appropriate books for young children	TCC, Ch 13 *Due 3/4: Literacy planned activity*
3/2	• Teaching children through music, movement and fingerplays	TCC, Ch. 6.
3/4	• Blocks and manipulatives • **Literacy Planned Activity Due**	TCC, Ch. 8
3/9	• Planning the developmentally appropriate prosocial environment.	PCG, Chapter 6 *Due 3/11: Music planned activity*
3/11	• Computers and developmentally appropriate programming for young children. • **Music Planned Activity due**	TCC, Ch. 15 *Due 4/1 Resource File Due*
3/23	• Nonverbal cues and consequences.	PCG, Ch. 8
3/25	**Exam 2**	
3/30	• Positive communication.	PCG, Ch. 7
4/1	• The outdoor play environment. • **Resource File Due**	TCC, Ch. 12.
4/6	• Misguided behaviors and mistaken goals	PCG, Ch. 9.
4/8	• Sand and water play.	TCC, Ch. 16
4/13	• DAP Revisited	DAP, 111 - 183
4/15	• DAP Revisited	DAP, 111 - 183
4/16	**Exam Make-Up Day (1:00 p.m.)**	
4/20	• Discovery centers. • Last day to submit final activity forms	TCC, Ch. 11 *Due 4/22: Child Assessment*
4/22	• Historic and cultural beliefs about children. • **Child Assessment Due**	PCG, Ch. 11
4/29	**Final Exam (3:00 p.m.)**	

Instructor's Note: In order to allow you to plan ahead for your semester activities, we will make every effort to stay on schedule. However, the above class schedule as well as the course requirements and procedures are subject to change in the case of unforeseen events.

HS 3803 Child Care Procedures - AOCE, Campus 5

Credit:	Three (3) hours
Instructor:	Mrs. Angel Fason
Email:	angelf@humansci.msstate.edu
Voice Mail:	(662) 325-7703
Office	115 Moore Hall
Lab:	2 hours/TBA, 30 Total Hours

Catalog Description: Prerequisite: HS 2813. Two hours lecture. Two hours laboratory. Selection of appropriate equipment and supplies; program planning for nursery school and day care centers.

Conceptual Framework:
Application of developmentally appropriate practice in guidance, assessment and learning activities for typically and atypically developing young children.

Instructional Objectives:
By the end of this course, students will:

1. Describe the benefits of programs that are based on principles of child development for children ages five years and younger.
2. Discuss the impact of the early care giving and educational environment on the positive and negative behavior of young children.
3. Consistently demonstrate positive guidance techniques while teaching young children.
4. Develop and use appropriate professional skills including confidentiality and ethical behavior with children, parents and staff at the child care lab location.
5. Identify and describe the contribution of developmentally appropriate curriculum to the overall development of the young child
6. Discuss the learning centers that are included in a developmentally appropriate program including the benefit of each center to children, the specific materials included and organized in each center, and how to manage activities in these centers.
7. Identify and write instructional objectives for developmentally appropriate activities for young children.
8. Plan, use, and evaluate a wide range of developmentally appropriate techniques, strategies, and materials during weekly lab participation.
9. Develop an organized resource file system for curriculum activities and other teaching materials that are developmentally appropriate for young children.
10. Describe and apply observation and play-based assessment techniques with young children using appropriate assessment tools

Texts:
Miller, D.F. (2010). Positive child guidance (6th ed.). Belmont, CA: Wadsworth/Cengage Learning.

Bredekamp, S., & Copple, C. (Eds.). (2009). Developmentally appropriate practice in early childhood programs (3rd ed.). Washington, DC: National Association for the Education of Young Children.

Dodge, D.T., Colker, L.J., & Heroman, C. (2002). The creative curriculum for preschool (4th ed.). Washington, DC: Teaching Strategies, Inc.

Mississippi Department of Education. (2006). Mississippi Early Learning Guidelines for Three and Four Year Old Children. Jackson, MS: Mississippi Department of Education.

Other readings may be assigned in class.

Laboratory Component Information

Every student enrolled in this course must complete30 laboratory hours in a preschool setting with children between the ages of 2 and 5 years of age. There are certainrequirements that must be met in order to use a location as your lab site.

Requirements:

1. The **lab student must be supervised by a teacher in theassigned classroom that holds a Bachelor's Degree.** This must be verifiedby the Center Director with an official letter stating this information. Follow-up phone calls to Center Directors will be made to verify this information.
2. The center must approve you as a lab student and allow the student to complete 30 hours in the classroom with the appropriate personnel supervising you.
3. The center must be willing to assign a target childto the lab student. You will complete required laboratory assignments on this childthroughout the semester.
4. The center must be willing to provide a form showing the number of hoursyou complete and write a letter of completion when you have completedyour hours.

EXPECTATIONS

You are expected to:

1. Budget your time to complete readings, quizzes, and assignments as scheduled.
2. Read all assigned materials.
3. Successfully complete quizzes.
4. Successfully complete written assignments, including discussion posts.
5. Check your myCourses e-mail at least once a day.
6. Follow the MSU Honor Code.
7. Ask questions about anything you don't understand via e-mail or by telephone.

SOFTWARE REQUIREMENTS

To access basic course materials, you will need Microsoft Word, Microsoft Power Point, and Adobe Acrobat Reader (available free at: http://www.adobe.com/products/acrobat/readstep2.html). All paper assignments must be prepared and submitted using Microsoft Word.

myCOURSES

This course is accessible online through myCourses (https://mycourses.msstate.edu/webct/). Information, help, and resources related to distance learning can be foundat http://www.aoce.msstate.edu/SRC/

SPECIAL NOTE ABOUT ONLINE LEARNING

Success in online classes requires a great deal of motivation, self-discipline, focus, and commitment. Self-directed study is required. To determine your readiness for an online class, I encourage you to take the quiz on the following page http://www.aoce.msstate.edu/SRC/readi.html

Student Activities:

Exams: Three exams will be given during the semester. Each exam is worth 100 points. Each exam will cover material from assigned readings, lectures, guest speakers, videos, etc. Each exam may include a selection of multiple choice, true-false, matching and/or fill-in-the-blank questions. Expect several questions to require short answer or discussion.

Lab participation: Every student enrolled in this course must complete 30 laboratory hours in a preschool setting with children between the ages of 2 and 5 years of age. See requirements above.

Child Assessment Activity: Students will complete a developmental checklist for one child (assigned) including a summary of skill levels for documentation. Guidelines will be provided and discussed.

Planned activities with children: Students will plan, conduct, and evaluate three (3) activities with young children at your lab location. The following activities are required: 1 art, 1 music; and 1 literacy/language. Tentative due dates appear on the class schedule. Any changes in these due dates will be announced.

When activities are due, submit items 1-5 on the planned activity form via myCourses. The activity plan should be neat, appropriately spaced, and word processed. Correct spelling and grammar are expected. After the activity is approved and returned to you, you will complete the activity with the children. It is your responsibility to prepare and set up materials prior to the period in which the activity is scheduled. You are responsible for purchasing any special materials other than paint or paper that may be needed for your planned activity. You are also responsible for cleanup after planned activities. After you complete the activity (the teacher must observe you), answer parts 6-8 on the planned activity form. Following completion of the activity, turn in parts 1-8 of the planned activity form.

Article Reflection: Students will be assigned an article or topic from a professional journal to review and analyze. Information may be presented in class in addition to the written assignment. A description of requirements for this activity will be posted on myCourses.

Art Demonstration: Students will be assigned an art category or topic from the course material. They will be responsible for creating a developmentally appropriate art activity on this topic to present to the class. Students will complete the planned activity form for their activity and submit to myCourses along with detailed instructions and materials needed for the activity. Each student will also submit photographs of the process for this activity as well as a photograph of the finished product. This activity will allow students to experiment with appropriate art activities for young children. Each student will upload all required documents for all students in the class.

Resource File: Students will prepare an organized file/storage system of developmentally appropriate materials for children 2-5 years of age. The materials (folder games, manipulative game, flannel board story, puppet, teaching pictures) must be neatly prepared and labeled. File will be submitted on the announced due date. Materials must be submitted in an appropriate container labeled with the student's name. The resource files can be delivered to my office or mailed to me. Guidelines for materials and preparation will be provided on myCourses.

Discussion Board Postings: Throughout the semester, students will post responses to questions placed on the class myCourses discussion board. There will be 10 discussion threads, and your responses will be worth up to 10 points each. You are expected to respond to discussion questions and to at least one of your classmate's postings (a minimum of 2 postings). However, you may post to a particular discussion thread as many times as you like. While students can certainly disagree with others, they are advised to abstain from engaging in personal attacks (aka "flaming"). At the same time, the use of profanity is to be avoided. Keep the discussion at a professional, intellectual level. Each posting must be relevant and substantive. Responses to classmates must also be relevant and substantive (more than "I agree"). The online discussions are required activities, and full participation is vital for your success in this course

Student Evaluation:

	Possible Points
Three (3) Exams @100 points each	300
Lab Participation (30 hours)	30
Planned Activities (3 @ 40)	120
Article Reflection	50
Art Demonstration	50
Resource File	100
Child Assessment Activity	50
Discussion Board Postings	100
Total Points	800

Grades will be assigned as follows:

720-800 =	A
640-719 =	B
560-639=	C
480-559 =	D
0-559=	F

Course Policies:

1. Students are expected to participate in class discussions and activities.
2. Assigned readings should be completed by the designated dates listed on the syllabus. Additional assigned readings may be posted on myCourses. Adequate time for students to complete the readings will be allowed.
3. All late assignments will be penalized **10 percent per day** for each day after the deadline, up to a maximum of one week. After one week from the original due date, the assignment will not be accepted.
4. It is the student's responsibility to inform the instructor of special needs regarding disabilities (Section 504 of the Rehabilitation Act and the Americans with Disabilities Act or ADA). Disability documentation that is current within that past 3 years is requested for necessary accommodations.
5. EXTRA CREDIT ASSIGNMENTS, IF OFFERED, WILL BE AVAILABLE TO THE CLASS AS A WHOLE. NO INDIVIDUAL EXTRA CREDIT ASSIGNMENTS WILL BE GIVEN.
6. 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 please visit: **http://www.msstate.edu/dept/audit/1207A.html**
   Any blatant cheating and/or plagiarism will result in a failing grade (XF or Dishonesty F) in this course.

7. Every assignment should include the following statement that is signed and dated when submitted:
   "On my honor, as a Mississippi State University student, I have neither given nor received unauthorized assistance on this academic work."
8. The university and instructor contacts students with official information via email using a university-assigned NetID. It is the student's responsibility to regularly check his/her Email for official university messages and class announcements.

LABORATORY POLICIES:

1. A total of 30 hours of participation in a laboratory setting is required for this course. You do not receive a separate grade for attending lab; the lab requirements are part of the final grade in this course. **FAILURE TO COMPLETE THE REQUIRED NUMBER OF LAB HOURS WILL RESULT IN A 10-POINT REDUCTION IN THE TOTAL NUMBER OF POINTS FOR THE CLASS FOR EVERY HOUR NOT COMPLETED. For example, if you only complete 28 of the 30 required hours, you will receive a 20 point reduction from your total points in the class.**
2. Please remember that what you see and hear at your assigned center is confidential. Do not discuss this information with anyone. If you post to the discussion board about something that you observed during your lab, you should avoid using real names and speak in general terms.
3. It is the responsibility of the student to make sure that all required documentation is received from the Center Director.

Mississippi State University
School of Human Sciences
HS 3803 Evaluation Form

Student's Name _____ Date of Evaluation _____

Evaluator _____ Rating (Grade) _____

The purpose of this evaluation sheet is to rate the performance of student interns who are teaching preschool children. The areas rated reflect important competences that should be demonstrated by beginning teachers. The five ratings are: 5 – very good, 4 – good, 3 – average, 2 – below average, 1 – unsatisfactory.

I. GUIDANCE	**1**	**2**	**3**	**4**	**5**
a. Maintains a controlled manner, displaying emotions in appropriate situations.					
b. Intervenes only at appropriate times (safety, security, aid, protecting equipment).					
c. Participates without inappropriately directing the course of children's play.					
d. Talks with others (child or adult) as appropriate.					
e. Encourages creativity without modeling.					
f. Gives suggestions and directions only as needed.					
g. Secures child's attention before speaking.					
h. Gives choices when appropriate.					
i. States logical and truthful reasons.					
j. Uses positive statements.					
k. Is consistent.					
l. Follows through with limits and direction.					
m. Uses indirect guidance (management of people, equipment, materials, and space) when appropriate.					
II. ACCEPTING RESPONSIBILITY IN TEACHER ROLE	**1**	**2**	**3**	**4**	**5**
a. Arrives and leaves as scheduled.					
b. Is dependable.					
c. Carries out assigned duties.					
d. Knows the daily schedule.					
e. Reads the daily plans, checks with head teacher as needed.					
f. Works effectively and in a cohesive manner with other teachers.					
g. Positions self for maximum supervision.					
h. Is aware of classroom limits and enforces them as necessary.					
i. Is aware of children's activities in assigned area.					
j. Accurately predicts and responds to normative child behavior.					
k. Acts to forestall or diffuse dangerous or inflammatory situations.					

COURSE OUTLINE:

Module 1 (2 hours):

- Introduction to the course/Course Requirements
- Lab information
- Review of HDFS and Child Development

Module 2 (6 hours)

- How children grow and develop
- Developmentally appropriate practice.
- Child guidance objectives and goals
- Theories and developmental stages of art. The value of art for young children.
- Developing and planning creative art activities for young children.
- Overview of planned activity form.

Module 3 (6 hours)

- Settings that promote learning and what children learn.
- Overview of MS Early Learning Guidelines
- Serving culturally diverse children and families.
- Early Intervention programs in Mississippi. Observation and other play-based assessment procedures and documentation.
- Value of observation skills. Observation as a teaching and assessment tool.
- The role of the teacher
- Role of Family

Exam 1 (1 hour)

Module 4 (6 hours)

- Dramatic play. Puppetry with young children.
- Reasons for misbehavior. Effective guidance.
- Language, literacy and literature activities with young children. Selecting appropriate books for young children.
- Teaching children through music, movement and fingerplays
- Blocks and manipulatives
- Planning the developmentally appropriate prosocial environment

Exam 2 (1 hour)

Module 5 (7 hours)

- Computers and developmentally appropriate programming for young children.
- Nonverbal cues and consequences.
- Positive communication.
- The outdoor play environment
- Misguided behaviors and mistaken goals
- DAP Revisited
- Discovery centers.
- Historic and cultural beliefs about children.

Exam 3 (1 hour)

Total Lecture Contact Hours - 30
Total Lab Contact Hours - 30

Class Schedule/Tentative Readings		
Lecture	**Topics**	**Readings**
1	• Introduction to the course. Reviewsyllabus and lab responsibilities for this term. Review lab responsibilities.	
2	• Finish course review/Review of Child Development	
3	• How children grow and develop • Developmentally appropriate practice. • Child guidance objectives andgoals	TCC, Foundation and Ch. 1 DAP, pages 1-15 PCG, Ch.1
4	• Theories and developmental stages of art. The value of art for young children. • Developmentally appropriate practice	TCC, Ch.9 DAP, pages 15-30
5	• Developing & planning creative art activities for young children. • Overview of planned activity form.	TCC, Ch.9
6	• Planning art workshop presentations andmaterials lists. • Settings that promote learning andwhat children learn.	TCC, Ch. 2 & Ch. 3
7	• Overview of MS Early Learning Guidelines	Mississippi ELG
8	• Serving culturally diverse children and families.	PCG, Ch. 3.
9	• Early Intervention programs in Mississippi. Observation and other play-based assessment procedures and documentation. • Value of observation skills. Observation as an assessment tool.	PCG, Ch 10
10	• The role of the teacher • The role of family	TCC, Ch. 4 TCC, Ch. 5
11	**Exam 1**	
12	• Dramatic play. Puppetry with young children.	TCC, Chapter 7.
13	• Reasons for misbehavior. Effective guidance.	PCG, Ch. 4 & 5
14 & 15	• Language, literacy and literature activities with young children. Selecting appropriate books for young children.	TCC, Chapter 10
16	• Teaching children through music, movement andfingerplays	TCC, Ch. 6.
17	• Blocks and manipulatives	TCC, Ch. 8
18	• Planning developmentally appropriate prosocial wnvironment.	PCG, Chapter 6
19	• Computers and developmentally appropriate programming	TCC, Ch. 15
20	• Nonverbal cues and consequences.	PCG, Ch. 8
21	**Exam 2**	
22	• Positive communication.	PCG, Ch. 7
23	• The outdoor play environment.	TCC, Ch. 12.
24	• Misguided behaviors and mistaken goals	PCG, Ch. 9.
25	• Sand and water play.	TCC, Ch. 16
26 & 27	• DAP Revisited	DAP, 111 - 183
28	• Discovery centers.	TCC, Ch. 11
29	• Historic and cultural beliefs about children.	PCG, Ch. 11
30	**Final Exam**	

Instructor's Note: In order to allow you to plan ahead for your semester activities, we will make every effort to stay on schedule. However, the above class schedule as well as the course requirements andprocedures are subject to change in the case of unforeseen events.

MISSISSIPPI STATE UNIVERSITY

School of Human Sciences

Agricultural Information Science and Education • Apparel, Textiles and Merchandising
Human Development and Family Studies • Program and Staff Development

Date: October 4, 2010

To: University Courses and Curriculum Committee

Subject: AOCE Course Approval, HS 3803

The proposal for HS 3803 to be taught by distance education through AOCE has the full support of the six members serving on the curriculum committee for the School of Human Sciences. This course proposal was developed to meet AOCE guidelines at the request of faculty in the College of Education. This class is a required course for elementary education majors who are enrolled in an online B.S. degree.

Jan Cooper Taylor, Committee Chair

Wanda Cheek, Committee Member

Jacquelyn Peeds, Committee Member

Joe Wilmoth, Committee Member

Tommy Phillips, Committee Member

Angel Fason, Committee Member

School of Human Sciences • Box 9745 • Mississippi State, MS 39762-9745
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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: Ag & Life Sciences **Department:** School of Human Sciences

Contact Person: Tommy Phillips **Mail Stop:** 9746 **E-mail:** tphillips@humansci.msstate.edu

Nature of Change: AOCE Approval **Date Initiated:** 5/20/10 **Effective Date:** Summer '11

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
HS	4803/6803	Parenting	(3)

Current Catalog Description:

HS 4803/6803. Parenting. (3) (Prerequisites: HS 1813 & junior/senior writing class; or consent of instructor). Three hours lecture. Study of the child as a part of the family in a dynamic human ecological system.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
			( )

New or Modified Catalog Description:

Approved: Walter N. Taylor **Department Head**	*Date:* October 6, 2010
 Chair, College or School Curriculum Committee	10-15-2010
George Hopper CH **Dean of College or School**	10-20-10
 Chair, University Committee on Courses and Curricula	11.30.10
 Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. **Chair, Deans Council**	January 24th, 2011

XIII. COURSE APPROVAL FOR CAMPUS 5 (AOCE)

1. CATALOG DESCRIPTION

HS 4803/6803. Parenting. Three hours lecture. Study of the child as a part of the family in a dynamic human ecological system.

2. JUSTIFICATION FOR AOCE OFFERING

The Department of Curriculum, Instruction, and Special Education requests approval to offer HS 4803/6803, Parenting, through ACOE as an online distance learning class. Concurrently, the School of Human Sciences seeks approval to offer HS 4803/6803 to Campus 5 students, in general. While this class does exist as a Main Campus course, the online section of HS 4803/6803 is intended primarily for students enrolled in the online program in Elementary Education, as well as other Campus 5 students.

3. LEARNING OUTCOMES

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

1. Understand parenting needs in a contemporary and complex society through study of current research and theory related to parenting.
2. Recognize, respect, and value diversity among individuals, families, and cultures.
3. Understand and appreciate the influence of diverse family structures and processes on relationships and outcomes for parents and children.
4. Understand how parenting is influenced by the interaction and interrelatedness of individuals, families, communities, and broader contexts through the lenses of human systems, life course development, and ecological theories.
5. Describe influences of child and adult developmental milestones on parent-child interactions at various stages through the life cycle.
6. Identify effective parent education programs.
7. Use knowledge gained in the course to solve real-life problems in creative ways.
8. Develop competency in using myCourses.

4. DETAILED COURSE OUTLINE OF CAMPUS 1 (45 hours total)

1. History of Parent-Child Relations (3 contact hours)
2. Ecology of Parent-Child Relations (3 contact hours)
3. Cultural Perspectives (3 contact hours)
4. Theoretical Perspectives on Parent-Child Relations (3 contact hours)
5. Parenting Strategies(3 contact hours)
6. The Transition into Parenthood (3 contact hours)
7. Pregnancy and Childbirth (3 contact hours)
8. Parenting Infants and Toddlers (3 contact hours)
9. Parenting Preschoolers (3 contact hours)
10. Parenting School-Age Children (3 contact hours)
11. Parenting Adolescents and Young Adults (3 contact hours)
12. Parenting in Single-Parent Family Systems (3 contact hours)
13. Parenting in Stepfamily Systems (3 contact hours)
14. Adolescent Parents (3 contact hours)
15. Parent-Child Relations in High-Risk Families (3 contact hours)

5. DETAILED COURSE OUTLINE OF CAMPUS 5 (45 hours total)

1. History of Parent-Child Relations (3 contact hours)
2. Ecology of Parent-Child Relations (3 contact hours)
3. Cultural Perspectives (3 contact hours)
4. Theoretical Perspectives on Parent-Child Relations (3 contact hours)
5. Parenting Strategies(3 contact hours)
6. The Transition into Parenthood (3 contact hours)
7. Pregnancy and Childbirth (3 contact hours)
8. Parenting Infants and Toddlers (3 contact hours)
9. Parenting Preschoolers (3 contact hours)
10. Parenting School-Age Children (3 contact hours)
11. Parenting Adolescents and Young Adults (3 contact hours)
12. Parenting in Single-Parent Family Systems (3 contact hours)
13. Parenting in Stepfamily Systems (3 contact hours)
14. Adolescent Parents (3 contact hours)
15. Parent-Child Relations in High-Risk Families (3 contact hours)

6. METHOD OF EVALUATION

Undergraduate students will be evaluated in Campus 5 through the following methods:

- Chapter quizzes 110 points
- Discussion board postings 100 points
- Final Exam 100 points
- Annotated bibliography 100 points
- Book review and analysis 100 points

Total points possible 510

Graduate students will be evaluated in Campus 5 through the following methods:

- Chapter quizzes 110 points
- Discussion board postings 100 points
- Final Exam 100 points
- Annotated bibliography 100 points
- Book review and analysis 100 points
- Research review paper 100 points
- **Total points possible 610**

Final grade for the semester will be calculated according to the following scale:

A 90%

B 80%

C 70%

D 60%

F Less than 60% of total possible points

7. METHOD OF INSTUCTION

Lecture, discussions, directed readings

8. METHOD OF DELIVERY

Online, web-based (via myCourses)

9. DELIVERY STATEMENT

In accordance and participation with the Office of the Provost and Vice President for Academic Affairs, this course will not violate the Division of Academic Outreach and Continuing Education's Policies and Procedures in regards to all Campus 5 offerings.

The materials, tests, and assignments in this class have been designed to curtail academic dishonesty. This includes:

- Changing tests every semester that the course is offered.
- Offering timed and time-sensitive tests: (1) quiz availability will be limited to a specific time frame (e.g., a 12-hour period), (2) once started, quizzes must be completed within a specified period of time (e.g., 30 minutes, 1 hour)
- Offer different types of test questions, including multiple choice, short answer and essay questions. The questions will require the student to apply the information they have learned in class and be able to give thoughtful answers. Also, the essay questions will be broad, and will require students to understand materials from across lectures and readings.
- When appropriate, assignments will be submitted through www.turnitin.com to analyze for plagiarism.

B. SPECIAL NOTES

1. CROSS-LISTING

This course is not cross-listed.

2. EFFECTIVE DATE

Summer 2011

3. EFFECT ON OTHER COURSES

This course will not have an effect on any other courses at Mississippi State University in that it is delivered to a specific non-traditional audience. Any main campus student enrolled in this course does so as a perceived added value with consent of academic advisement and School of Human Sciences approval.

4. CONTACT PERSON

Tommy Phillips
School of Human Sciences
325-0655
tphillips@humansci.msstate.edu

5. MASTER SCHEDULE

This course will be offered via AOCE effective summer 2011.

Summer 2011

MISSISSIPPI STATE UNIVERSITY
SCHOOL OF HUMAN SCIENCES
COURSE SYLLABUS – CAMPUS 5

COURSE NUMBER, TITLE	HS 4803/6803. Parenting.
CREDIT	3 hrs. credit Prerequisite: HS 1813 & junior/senior writing class; or consent of instructor.
COURSE DESCRIPTION	Study of the child as part of the family in a dynamic human ecological system.
TEXTS	Bigner, J.J. (2010). *Parent-Child Relations: An Introduction to Parenting (8th edition).* Upper Saddle River, NJ: Pearson. Axline, V. (1986). *Dibs: In Search of Self.* New York: Ballantine Books. Texts can be ordered online at http://msstate.bncollege.com/
PURPOSE OF COURSE	The course has been developed to enable students to gain an in-depth understanding of the dynamics and reciprocal nature of parent-child relationships, including internal and environmental forces that impact interactions between parents and children.
INSTRUCTOR	Tommy M. Phillips, Ph.D. Office: 114 Moore Hall Telephone: (662) 325-0655 E-mail: tphillips@humansci.msstate.edu Office Hours: I will respond to all e-mail within 24 hours.

COURSE OBJECTIVES

- To promote professional and personal competence in issues related to parenting.
- To help the student gain basic knowledge and understanding of parenting styles, changes in parenting needs across the lifespan, guidance and discipline, and methods of obtaining current authoritative information.
- To encourage active discussion of various topics as they occur naturally in the classroom.

INSTRUCTIONAL OBJECTIVES

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

1. Understand parenting needs in a contemporary and complex society through study of current research and theory related to parenting.
2. Recognize, respect, and value diversity among individuals, families, and cultures.
3. Understand and appreciate the influence of diverse family structures and processes on relationships and outcomes for parents and children.
4. Understand how parenting is influenced by the interaction and interrelatedness of individuals, families, communities, and broader contexts through the lenses of human systems, life course development, and ecological theories.
5. Describe influences of child and adult developmental milestones on parent-child interactions at various stages through the life cycle.
6. Identify effective parent education programs.
7. Use knowledge gained in the course to solve real-life problems in creative ways.
8. Develop competency in using myCourses.

EXPECTATIONS

You are expected to

1. Budget your time to complete readings, quizzes, and assignments as scheduled.
2. Read all assigned materials.
3. Successfully complete quizzes.
4. Successfully complete written assignments, including discussion posts.
5. Check your myCourses e-mail at least once a day.
6. Follow the MSU Honor Code.
7. Ask questions about anything you don't understand via e-mail, by posting to the "Ask Dr. Phillips" discussion board, or by telephone.

SOFTWARE REQUIREMENTS

To access basic course materials, you will need Microsoft Word, Microsoft Power Point, and Adobe Acrobat Reader (available free at: http://www.adobe.com/products/acrobat/readstep2.html). All paper assignments must be prepared and submitted using Microsoft Word.

myCOURSES

This course is accessible online through myCourses (https://mycourses.msstate.edu/webct/). Information, help, and resources related to distance learning can be found at http://www.aoce.msstate.edu/SRC/.

SPECIAL NOTE ABOUT ONLINE LEARNING

Success in online classes requires a great deal of motivation, self-discipline, focus, and commitment. Self-directed study is required. To determine your readiness for an online class, I encourage you to take the quiz on the following page http://www.aoce.msstate.edu/SRC/readi.html.

READINGS

It is imperative that you read the assigned chapters in your textbook. I advise you against relying exclusively on class notes. In general, students who actually do the assigned readings make better grades than students who fail to read the assigned chapters.

EVALUATION

Evaluation of undergraduate student performance will include:	
Quizzes (11 @ 10 points each)	110 points
Final Exam	100 points
Annotated bibliography	100 points
Book review and analysis	100 points
Discussion Board Postings (11 @ 10 points each)	100 points
TOTAL	**510 points**
Evaluation of graduate student performance will include:	
Quizzes (11 @ 10 points each)	110 points
Final Exam	100 points
Annotated bibliography	100 points
Book review and analysis	100 points
Discussion Board Postings (11 @ 10 points each)	110 points
Research Review Paper	100 points
TOTAL	**610 points**

Final grade for the semester will be calculated according to the following scale:

A	90%
B	80%
C	70%
D	60%
F	Less than 60% of total possible points

Annotated Bibliography – 100 points

An annotated bibliography is sort of like a reference list, but instead of just listing the reference information, you also include a brief summary of each source (e.g., article). For this assignment, you are to: (1) select a topic related to parent-child relationships, and (2) locate and annotate 10 peer-reviewed articles that address that topic. Topics must be approved by me. Magazines, encyclopedias, websites, books, and newspapers are unacceptable sources for this assignment. I will post a more detailed description and an example of an annotated bibliography in myCourses, along with specific instructions for finding peer-reviewed articles online. This assignment must be typed, saved as a Word document, and uploaded in myCourses.

Book Review and Analysis -- 100 points

For this assignment, you are to read the book *Dibs: In Search of Self* by Virginia Axline. Based on your reading, you are to write a thoughtful review and analysis of the book. The review component of your paper basically should consist of a summary of factual information about and from the book. In other words, this part of the paper should describe the key characters, what the book is about (or what happened in the book), how things turned out, and so forth.

Then, you are to analyze the book in terms of parent-child relations. Although the book does deal with play therapy, I want you to focus more on the relationship and dynamics between Dibs (the title character) and his parents rather than his therapy sessions with Virginia Axline. In writing your analysis, be sure to integrate terms and concepts from this class and your textbook, as well as material you've learned in other classes. Avoid superficiality. I expect you to delve deeply into, and provide a rich description of, the relationship between Dibs and his parents. Your review and analysis should be 5-7 pages (typed, double-spaced, 12-point font). This assignment must be typed, saved as a Word document, and uploaded in myCourses.

Discussion Board Postings – 110 points

Across the semester, students will post responses to questions placed on the class myCourse discussion board. There will be 11 discussion threads, and your responses will be worth up to 10 points each. You are expected to respond to discussion questions and to at least one of your classmate's postings (a minimum of 2 postings). However, you may post to a particular discussion thread as many times as you like. While students can certainly disagree with others, they are advised to abstain from engaging in personal attacks (aka "flaming"). At the same time, the use of profanity is to be avoided. Keep the discussion at a professional, intellectual level. Each posting must be relevant and substantive. Responses to classmates must also be relevant and substantive (more than "I agree.") The online discussions are required activities, and full participation is vital for your success in this course.

Research Review Paper (Graduate Students Only) -- 100 points

A research review paper is due on the last day of class. This should be a typed, double-spaced, 10 to 12 pages (not including title page and reference list) paper in APA format, with 1" margins and 12-point font. Good organization in the presentation of the materials is a plus (e.g., material is presented in a logical order with appropriate headings). Your completed paper should be uploaded to myCourses as a Word document.

This paper is a critical review of research on a topic relevant to the study of parent-child relations. Please clear your topic with me. Ten or more empirical research articles (i.e., not theoretical or review papers) are required to be included in your review. All of your articles must come from peer-reviewed journals. Books, magazines, newspapers, encyclopedias, dictionaries, and websites are not acceptable sources. If you have questions as to whether or not a source that you plan to cite is peer-reviewed, please ask me.

Your paper should review and summarize current research on your chosen topic. This is not an opinion paper. The paper should present an unbiased summary of research on your topic. Try to define your topic as clearly and precisely as possible. For example, instead of writing a review on 'Child discipline", it may be easier for you to choose a topic such as "The relationship between spanking and children's antisocial behavior." If your topic is too broad, you will not be able to address it adequately. Basically, your paper should give readers a good overview of the research on your topic.

HONOR CODE

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> 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. Please review the policy at: http://www.honorcode.msstate.edu/pdf/honor-code.pdf.

Fall 2010

MISSISSIPPI STATE UNIVERSITY
SCHOOL OF HUMAN SCIENCES
COURSE SYLLABUS – CAMPUS 1

COURSE NUMBER, TITLE	HS 4803/6803. Parenting.
CREDIT	3 hrs. credit Prerequisite: HS 1813 & junior/senior writing class; or consent of instructor.
COURSE DESCRIPTION	Study of the child as part of the family in a dynamic human ecological system.
TEXTS	Bigner, J.J. (2010). *Parent-Child Relations: An Introduction to Parenting (8th edition).* Upper Saddle River, NJ: Pearson. Axline, V. (1986). *Dibs: In Search of Self.* New York: Ballantine Books. Texts can be ordered online at http://msstate.bncollege.com/
PURPOSE OF COURSE	The course has been developed to enable students to gain an in-depth understanding of the dynamics and reciprocal nature of parent-child relationships, including internal and environmental forces that impact interactions between parents and children.
INSTRUCTOR	Tommy M. Phillips, Ph.D. Office: 114 Moore Hall Telephone: (662) 325-0655 E-mail: tphillips@humansci.msstate.edu Office Hours: Tuesday & Thursday 8-9 Wednesday 8:00 -10:30 and 1:00-3:00

COURSE OBJECTIVES

- To promote professional and personal competence in issues related to parenting.
- To help the student gain basic knowledge and understanding of parenting styles, changes in parenting needs across the lifespan, guidance and discipline, and methods of obtaining current authoritative information.
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myCOURSES

All materials, assessments, and assignments for this course are accessible online through myCourses (https://mycourses.msstate.edu/webct/).

READINGS

It is imperative that you read the assigned chapters in your textbook. I advise you against relying exclusively on class notes. In general, students who actually do the assigned readings make better grades than students who fail to read the assigned chapters.

EVALUATION

Evaluation of undergraduate student performance will include:

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TOTAL	**510 points**

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Book review and analysis	100 points
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finding peer-reviewed articles online. This assignment must be typed, saved as a Word document, and uploaded in myCourses. Due Date: September 30.

Book Review and Analysis -- 100 points

For this assignment, you are to read the book *Dibs: In Search of Self* by Virginia Axline. Based on your reading, you are to write a thoughtful review and analysis of the book. The review component of your paper basically should consist of a summary of factual information about and from the book. In other words, this part of the paper should describe the key characters, what the book is about (or what happened in the book), how things turned out, and so forth.

Then, you are to analyze the book in terms of parent-child relations. Although the book does deal with play therapy, I want you to focus more on the relationship and dynamics between Dibs (the title character) and his parents rather than his therapy sessions with Virginia Axline. In writing your analysis, be sure to integrate terms and concepts from this class and your textbook, as well as material you've learned in other classes. Avoid superficiality. I expect you to delve deeply into, and provide a rich description of, the relationship between Dibs and his parents. Your review and analysis should be 5-7 pages (typed, double-spaced, 12-point font). This assignment must be typed, saved as a Word document, and uploaded in myCourses. Due Date: November 11.

Discussion Board Postings – 110 points

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Research Review Paper (Graduate Students Only) -- 100 points

A research review paper is due on the last day of class. This should be a typed, double-spaced, 10 to 12 pages (not including title page and reference list) paper in APA format, with 1" margins and 12-point font. Good organization in the presentation of the materials is a plus (e.g., material is presented in a logical order with appropriate headings). Your completed paper should be uploaded to myCourses as a Word document.

This paper is a critical review of research on a topic relevant to the study of parent-child relations. Please clear your topic with me. Ten or more empirical research articles (i.e., not theoretical or review papers) are required to be included in your review. All of your articles must come from peer-reviewed journals. Books, magazines, newspapers, encyclopedias, dictionaries, and websites are not acceptable sources. If you have questions as to whether or not a source that you plan to cite is peer-reviewed, please ask me.

Your paper should review and summarize current research on your chosen topic. This is not an opinion paper. The paper should present an unbiased summary of research on your topic. Try to define your topic as clearly and precisely as possible. For example, instead of writing a review on 'Child discipline", it may be easier for you to choose a topic such as "The relationship between spanking and children's antisocial behavior." If your topic is too broad, you will not be able to address it adequately. Basically, your paper should give readers a good overview of the research on your topic. Due Date: November 30.

POLICY ON ELECTRONIC DEVICES

- The use of cell phones (for any reason) during the class period is prohibited. This policy includes the reading and sending of text messages. Cell phone ringers are to be turned off and cell phones put out of view during class. Students violating this policy may be asked to leave the classroom.
- The use of music-playing devices and the wearing of headphones or ear buds during the class period is prohibited. Students violating this policy may be asked to leave the classroom.
- Students are permitted to use laptop computers for taking notes. Students using laptops for anything other than taking notes may be asked to leave the class.

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. Please review the policy at: http://www.honorcode.msstate.edu/pdf/honor-code.pdf.

MISSISSIPPI STATE UNIVERSITY

School of Human Sciences

Agricultural Information Science and Education • Apparel, Textiles and Merchandising
Human Development and Family Studies • Program and Staff Development

Date: October 4, 2010

To: University Courses and Curriculum Committee

Subject: AOCE Course Approval, HS 4803

The proposal for HS 4803 to be taught by distance education through AOCE has the full support of the six members serving on the curriculum committee for the School of Human Sciences. This course proposal was developed to meet AOCE guidelines at the request of faculty in the College of Education. This class is a required course for elementary education majors who are enrolled in an online B.S. degree.

Jan Cooper Taylor, Committee Chair

Wanda Cheek, Committee Member

Jacquelyn Deeds, Committee Member

Joe Wilmoth, Committee Member

Tommy Phillips, Committee Member

Angel Fason, Committee Member

School of Human Sciences • Box 9745 • Mississippi State, MS 39762-9745
(662) 325-2950 • Fax (662) 325-8188 • email: humansci@humansci.msstate.edu

☐ ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED
11.1.2010

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

College or School: Arts & Sciences **Department:** Geosciences

Contact Person: Dr Brenda Kirkland **Mail Stop:** 9537 **E-mail:** blk39@msstate.edu

Nature of Change: AOCE Approval **Date Initiated:** 08-10-10 **Effective Date:** 08-2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
GG	8133	Rocks and Minerals	(3)

New or Modified Catalog Description:

(Prerequisite: Consent of instructor). Three hours video and online. Principles of mineralogy with an emphasis on rock formation and classification.

Approved: _____ Department Head	*Date:* 08-17-10
_____ Chair, College or School Curriculum Committee	10/8/10
_____ Dean of College or School	10-8-10
_____ Chair, University Committee on Courses and Curricula	11.30.10
_____ Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th, 2011

COURSE ADDITION PROPOSAL—AOCE ONLY
GG 8133 Rocks and Minerals

1. CATALOG DESCRIPTION

GG 8133. Rocks and Minerals. (3) (Prerequisite: Consent of instructor). Three hours video and online. Principles of mineralogy with an emphasis on rock formation and classification.

2. DETAILED COURSE OUTLINE

Content Areas	Contact hours
1. Introduction to course and review of fundamental chemistry	
a. Course overview b. Introduction to basic chemistry and crystallography	
Lecture	1
Homework Assignment 1-Lesson plans teaching basic mineralogy	2
Quiz	1
2. Mineral Identification	
a. Mineral Properties b. Using the text book to identify a mineral c. Using an alternate table to identify a mineral	
Lecture	1
Homework Assignment 2 – Lesson plan for teaching concepts from basic mineralogy and mineral uses	2
Quiz	1
3. Silicates	
a. Systematic discussion of mafic silicates b. Systematic discussion of sialic silicates c. Systematic discussion of clays and other silicates	
Lecture	1
Quiz	1
4. All other mineral families	
a. Systematic discussion of all other mineral families b. Detailed discussion of industrial uses of minerals	
Lecture	1
Quiz	1
5. Introduction to Igneous Rocks	
a. Introduction to formation of igneous rocks b. Formation of igneous rocks in a plate tectonic setting c. Classification of igneous rock types	
Lecture	1
Quiz	1
6. Intermediate to Felsic (Sialic) Igneous Rocks	

a. Formation of intermediate magmas and rocks b. Formation of felsic (sialic) magmas and rocks	
Lecture	1
Homework Assignment 3 – Lesson Plan for Teaching Igneous Rock Identification and/or Basic Concepts of Volcanology	2
Quiz	1
Mid Term Exam	3
7. Analytical Techniques and Depositional Environments	
a. Introduction to basic and advanced petrographic techniques b. Overview of sedimentary depositional environments	
Lecture	1
Quiz	1
8. Sedimentary Rocks - Siliciclastics	
a. Over view of all sedimentary rocks b. Discussion of weathering c. Fundamentals of siliciclastic sedimentology including description, diagenesis and depositional environments	
Lecture	1
Quiz	1
9. Sedimentary Rocks – Carbonates and Evaporites	
a. Formation of limestone b. Carbonate depositional environments c. Fundamentals of carbonate sedimentology including nomenclature and discussion of common limestones d. Introduction to evaporites	
Lecture	1
Homework Assignment 4 – Lesson Plan teaching Sedimentary Rock Identification and/or Deposition of Sedimentary Rocks	2
Quiz	1
10. Strange things that people expect you to identify	
a. Recognition of real meteorites b. Description of solids and rocks mistaken for meteorites c. Discussion of unusual rock types d. Guidelines for identification of unknown samples	
Lecture	1
Homework Assignment 5 – Lesson Plan on Strange Things from Your Area	2
Quiz	1
11. Metamorphic rocks	

a. Fundamental concepts of metamorphism b. Introduction to terminology used for metamorphic rocks c. Basic metamorphic petrology Lecture Quiz	 1 1
12. The rock cycle and plate tectonics	
a. Review of metamorphic rocks as part of the rock cycle b. Re-evaluation of the rock cycle concept within a discussion of the fundamentals of plate tectonics Lecture Homework Assignment 6 – Lesson Plan Linking Rock Samples to lessons on Plate Tectonics or Updating the Rock Cycle Quiz	 1 2 1
Final Exam	3
Private feedback throughout course via email	3
Total	**45**

The twelve, hour-long video lectures were recorded by tenure track faculty and will be available online through MyMedia and on DVD. All quizzes, tests and interaction will take place online. Students will be required to participate in the bulletin board discussion and be held accountable on quizzes or tests for the material posted on the bulletin board by the instructor. Private feedback regarding tests, assignments or other course material may take place throughout the course via email.

3. METHOD OF EVALUATION

- Homework Assignment 1 10%
- Homework Assignment 2 10%
- Homework Assignment 3 10%
- Homework Assignment 4 10%
- Homework Assignment 5 10%
- Homework Assignment 6 10%
- Midterm 14%
- Final 14%
- Weekly Quizzes 12%
- Total 100%

The final grades will be assigned according to the following scale: A (90%+), B (80%-89%), C (70-79%), D (60%-69%)

Quizzes will test students on the weekly lectures, web modules and/or bulletin board discussion. They are open-book and are designed to keep the student focused on steadily completing the

work. The Homework Exercise Tests will require that the student complete a homework exercise which will consist of case studies, problem solving and journal articles. Students will be required to go online to complete a 60 minute timed tests on these exercises. Midterm and final exams will be timed and will test the students' knowledge of any material covered in the course.

Steps taken to avoid academic misconduct in distance learning environment:

While the exams are not proctored, cheating is kept to a minimum through several steps. First, the exams are timed, providing the student in this class with either 60 minutes for the quizzes or 3 hours to complete the mid-term and the final exams. MyCourses records the time each question was answered and flags those answered after the time limit expires. Second, the exam testbanks consist of many more questions than are used on the exams. No two exams are ever the same. Also MyCourses randomly assigns the test questions, so question number 1 on the first student's test may be question number 39 on the second student's test.

4. JUSTIFICATION AND LEARNING OUTCOMES

Justification. The course is designed as a distance learning course for in-service teachers who are required to teach earth science topics with little or no content background knowledge in the subject. Many school districts across the U.S. have begun to offer more earth science in their curricula, but teachers in these districts are poorly qualified to offer such classes. In addition, there is a national demand for teachers who have completed their Master's degree to take additional graduate courses in their content area to renew their certification and for advancement. This course will be available to students enrolled in the Teachers in Geosciences program and to alumni who need to continue their education. The proposed course helps teachers become more competent in the area of rock and mineral classification and identification; the course also includes content to help teachers learn how to teach certain aspects of the subject. Teachers are also provided with resource materials, web sites with material pertinent to geological education, and quiz, exercise, and exam questions for use in their classes. Teachers develop materials for their individual classrooms within this course.

Expected enrollment is between 10-20, based on the offering of this course as an experimental course in the past. The course will be added to others in our non-thesis M.S. degree track, and will specifically expand that program by making graduate level credit available to a selective segment of distance learning students.
Learning outcomes. Upon completion of the course, students will be able to:

- Develop an understanding of the principles of mineralogy.
- Define criteria necessary in the identification of mineral species.
- Understand key issues classifying mineral families.
- Explain how minerals combine to form rocks.
- Describe features of each of the major rock groups: Igneous, Sedimentary, and Metamorphic.
- Learn how to approach identification of unusual rocks and minerals.
- Understand igneous magma composition and igneous rock formation.

- Understand siliciclastic, carbonate, and evaporite sedimentary processes.
- Understand principles of metamorphism and metamorphic gradients.
- Know that minerals have specific fields of stability with respect to temperature and pressure of formation that affects their behavior at the earth's surface.
- Be able to explain how weathering processes affects minerals and rocks.
- Be able to explain how the Rock Cycle works.
- Know the distribution and association of rock types in the crust.
- Understand the fundamentals of plate tectonics as it affects rock formation.

5. SUPPORT

Two graduate faculty members of the department have the expertise to offer this course. In addition, two of the distance learning instructors are qualified to facilitate the course online each time that the course is offered. All course material (outlines, quizzes, exercises, web modules) will be online. Lectures will be posted on MyMedia, and are available on DVD. All assignments, including exams, will be submitted electronically, and chat rooms and bulletin boards will be an integral part of the course delivery. Therefore, students will be required to have access to computer facilities and the Internet. A portion of the tuition for the course is returned to the department, providing the funds necessary to develop and continually offer the course.

6. INSTRUCTOR OF RECORD

Two professors in the Geosciences department are available to teach this class:

Dr. Brenda Kirkland, Associate Professor
Dr. Craig Grimes, Assistant Professor

7. GRADUATE STUDENT REQUIREMENTS

N/A--8000 level only

8. PLANNED FREQUENCY

Each fall

9. EXPLANATION OF DUPLICATION

This course does not duplicate any courses being offered at the university. There are no other departments that offer geology courses. This course covers the minerals and rocks that constitute the Earth's crust as do three other courses offered by the geosciences department (Mineralogy, Petrology and Principles of Sedimentary Deposits I), however this class is specifically geared towards creating an understanding of the main rock-forming minerals and an overview of all three rock groups and the processes that control their formation. The Mineralogy class (GG 4114/6114) being offered to on-campus students is currently cross-listed at the undergraduate and

graduate levels and focuses upon an in depth understanding of crystallography, mineral chemistry and mineral identification both in hand specimen and in thin section. The Petrology course (GG 4123/6123) being offered to on-campus students is currently cross-listed at the undergraduate and graduate levels and was designed specifically to explore igneous and metamorphic petrology and petrogenesis using both hand specimens and thin sections. The Principles of Sedimentary Deposits I (GG 4304/6304) is currently cross-listed at the undergraduate and graduate levels and was designed specifically to explore sedimentary petrology and processes of deposition. The proposed course on Rocks and Minerals is designed to be offered through distance learning for a community of in-service teachers and provides a more encompassing overview of the main mineral families and the process involved in the formation of all three rock groups.

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10. METHOD OF INSTRUCTION

Method of instruction; C, Lecture
Method of delivery; O, Online, Internet or Web-based.

11. PROPOSED C.I.P. NUMBER

40.0601

12. PROPOSED 24-CHARACTER ABBREVIATION

Rocks and Minerals

13. PROPOSED SEMESTER EFFECTIVE

Fall 2011

14. OTHER APPROPRIATE INFORMATION

Journals from which readings may taken from could include *Contributions to Mineralogy and Petrology, Journal of Sedimentary Petrology, Sedimentology, Journal of Petrology, Geochemica and Cosmochimica Acta*

Delivery Statement for Campus 5 offering:

This course will not violate the Provost's policies on campus 5 offerings.

- This course will not be a required or core curriculum course on Campus 1.
- Campus 1 students may, but will never be required to take the campus 5 section of this course. If a Campus 1 student should opt to take the Campus 5 section, they will be assessed the appropriate distance fees that accompany this course due the extra value of being offered via distance.
- There will be no face to face components of the Campus 5 section of this course.

- A distance fee will accompany the tuition cost of this course due to the extra value in student convenience.

15. PROPOSAL CONTACT PERSON

Dr. Brenda Kirkland, Associate Professor
325-3915
BLK39@msstate.edu.

Mississippi State University
Department of Geosciences
108 Hilbun Hall
East Lee Blvd.
P.O. Box 5448
Mississippi State, MS 39762
Phone (662) 325-3915
FAX (662) 325-9423

UCCC Committee
Suite B, Butler-Williams Building
100 Walker Road
Mail Stop: 9699
Mississippi State University
MS 39762

August 16, 2010

Dear UCCC Committee Members:

Enclosed is a suite of five (5) proposals for new courses to be added to the AOCE geosciences graduate class listings in geology at the 8000 level. The courses are as follows:

GG 8133 Rocks and Minerals
GG 8323 History of Life
GG 8423 Earthquakes and Volcanoes
GG 8503 Landforms
GG 8733 Geology of North America

Each of these courses has been offered as an 8990, special topics class and we are now formalizing the courses as regular classes within the Distance Learning environment. A vote of the graduate faculty at the Department Faculty Meeting on August 16th, 2010 approved the submission of the proposed courses to UCCC with a unanimous vote of the graduate faculty.
The facilities and infrastructural support necessary for the implementation and delivery of these classes exists within the Department of Geosciences. Necessary support includes: the faculty necessary to offer and sustain the classes, the computer facilities necessary to develop and deliver the classes, and the recording facilities necessary for the development, recording and updating of the video lectures.

Contact names and information are provided for each course. We thank you for your consideration.

Sincerely,

Dr. Chris Dewey
Associate Professor of Geology
Department of Geoscience
P.O. Box 5448
Mississippi State University, MS 39762
E-mail: cpd4 @ geosci.msstate.edu

UCCC Committee
Suite B, Butler-Williams Building
100 Walker Road
Mail Stop: 9699
Mississippi State University
MS 39762

August 16, 2010

Dear UCCC Committee Members:

Enclosed is a suite of five (5) proposals for new courses to be added to the AOCE geosciences graduate class listings in geology at the 8000 level. The courses are as follows:

GG 8133 Rocks and Minerals
GG 8323 History of Life
GG 8423 Earthquakes and Volcanoes
GG 8503 Landforms
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Each of these courses has been offered as an 8990, special topics class and we are now formalizing the courses as regular classes within the Distance Learning environment. A vote of the graduate faculty at the Department Faculty Meeting on August 16th, 2010 approved the submission of the proposed courses to UCCC with a unanimous vote of the graduate faculty.
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Contact names and information are provided for each course. We thank you for your consideration.

Sincerely,

Dr. Chris Dewey
Associate Professor of Geology
Department of Geoscience
P.O. Box 5448
Mississippi State University, MS 39762

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 10/19/10

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: Arts & Sciences **Department:** Geosciences

Contact Person: Dr Renee Clary **Mail Stop:** 9537 **E-mail:** rclary@geosci.msstate.edu

Nature of Change: AOCE Approval **Date Initiated:** 08-10-10 **Effective Date:** 01-2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
GG	8323	History of Life	(3)

New or Modified Catalog Description:

(Prerequisite: Consent of instructor). Three hours video and online. Paleontological principles with an emphasis on history of life through geological time

Approved: _____ Department Head	*Date:* 8-17-10
_____ Chair, College or School Curriculum Committee	10/8/10
_____ Dean of College or School	10-8-10
_____ Chair, University Committee on Courses and Curricula	
_____ Chair, Graduate Council (if applicable)	
_____ Chair, Deans Council	

COURSE ADDITION PROPOSAL—AOCE ONLY
GG 8323 History of Life

1. CATALOG DESCRIPTION

GG 8323. History of Life. (3) (Prerequisite: Consent of instructor). Three hours video and online. Paleontological principles with an emphasis on history of life through geological time.

2. DETAILED COURSE OUTLINE

Content Areas	Contact hours
1. Introduction to Life History	
a. Overview of Life History b. The Fossil Record	
Lecture	1
Bulletin Board discussion	1
Quiz	1
2. Characteristics of Life	
a. Life's requirements b. Gaia hypothesis c. Fossil Record and Variation	
Lecture	1
Bulletin Board discussion	1
Quiz	1
3. Fossil Preservation	
a. Fossil formation & methods of preservation b. Variation c. Paleobotany	
Lecture	1
Bulletin Board discussion	1
Quiz	1
Homework Application Exam 1	1
4. Life's Diversity and Systematics	
a. Diversity and Evolution b. Morphology and systematics c. Ichnofossils	
Lecture	1
Bulletin Board discussion	1
Quiz	1
5. Diversity of Life, Biogeography	

a. Diversity of Life part II b. Functional morphology c. Biogeography	
Lecture	1
Bulletin Board discussion	1
Quiz	1
6. Ecology and Biostratigraphy	
a. Ecology, Paleoecology b. Biostratigraphy	
Lecture	1
Bulletin Board discussion	1
Quiz	1
Homework Application Exam 2	1
Midterm Exam	1.5
7. Precambrian Life, Micropaleontology, Colonial Life forms	
a. Precambrian life forms (prokaryotes and eukaryotes) b. Micropaleontology and Fossil Protistans c. Porifera, Archaeocyathans, and Cnidarians	
Lecture	1
Bulletin Board discussion	1
Quiz	1
8. Paleozoic Invertebrates, Lophophorates, Arthropods	
a. Invertebrates of the Paleozoic Era b. Brachiopods and Bryozoans c. Arthropods: Trilobitomorpha, Chelicerata, Crustacea	
Lecture	1
Bulletin Board discussion	1
Quiz	1
9. Paleozoic Vertebrates and Molluscs	
a. Vertebrates of the Paleozoic Era b. Mollusc introduction c. Gastropods, Bivalves, Cephalopods	
Lecture	1
Bulletin Board discussion	1
Quiz	1

Homework Application Exam 3	1
10. Mesozoic Life and Echinodermata	
a. Invertebrates and Vertebrates of the Mesozoic Era b. Echinoderm systematics c. Crinoids and Echinoids	
Lecture	1
Bulletin Board discussion	1
Quiz	1
11. Cenozoic Life and Vertebrates	
a. Invertebrates and Vertebrates of the Cenozoic Era b. Vertebrate Introduction, Fish c. Tetrapods, Amniotes d. Dinosaurs and Birds e. Mammals	
Lecture	1
Bulletin Board discussion	1
Quiz	1
12. Extinction	
a. Extinction causes b. Red Queen hypothesis c. Major Mass Extinctions	
Lecture	1
Bulletin Board discussion	1
Quiz	1
Homework Application Exam 4	1
Final Examination	1.5
Private feedback throughout course via email and Assignment submissions	2
Total	**45**

The course content is administered through a series of 12 video lectures that were recorded by tenure-track faculty. The video lectures provide an overview the fossil record, and the changes in life forms throughout Earth history. The lectures are provided online through MyMedia, and by DVD. Additional videos created throughout the semester as needed (e.g. identification of specific fossils) are posted via weblink on the MyCourses website.

Video content is supplemented by assigned readings in a paleontology textbook (currently *Bringing Fossils to Life* by Prothero), and exercises in a historical geology manual. Fossil investigations in the manual are accompanied by a customized fossil kit that is mailed to each

student at the beginning of the semester. Students also conduct independent research into selected topics each quarter (e.g., petrified wood and fossilization, microfossils, creation of dichotomous keys), including a fossil investigation within each student's geographic area.

All quizzes, tests and interaction will take place online. Students are required to participate in Mystery Fossil discussions on the bulletin board, and must lead at least one Mystery Fossil discussion during the semester. Students are held accountable on quizzes or tests for the material posted on the bulletin board by the instructor. Private feedback regarding tests, assignments (especially independent research and application activities) or other course material takes place throughout the course via email, Instructor comments within the examinations, and the feedback option within the Assignment tab on MyCourses.

3. METHOD OF EVALUATION

• Homework Application Exam 1	10%
• Homework Application Exam 2	10%
• Homework Application Exam 3	10%
• Local Fossil Investigation (Exam 4)	10%
• Midterm	20%
• Final	20%
• Fossil Specimen Quiz	5%
• Mystery Fossil Discussion	5%
• Weekly Quizzes	10%
• Total	100%

The final grades will be assigned according to the following scale: A (90%+), B (80%-89%), C (70-79%), D (60%-69%)

Quizzes test students on the weekly lectures, assigned readings and/or bulletin board discussion. They are open-book and are designed to keep the student focused on steadily completing the work. The Homework Application Exams require that the student completes a homework exercise (problem solving, fossil identifications, map interpretations). Students are required to access an online a 60 minute timed test on these exercises. Homework Application Exams include independent research and application on assigned topics. Students submit files through the Assignments tab on MyCourses. Midterm and final exams are timed and test the students' knowledge and application of material covered in the course.

Steps taken to avoid academic misconduct in distance learning environment:

While the exams are not proctored, cheating is kept to a minimum through several steps. First, the exams are timed, providing the student in this class with 1.5 hours to complete the exam. MyCourses records the time each question was answered and flags those answered after the time limit expires. Second, the exam test banks consist of more questions than are used on the exams,

and questions are randomly selected by MyCourses software. No two exams are ever the same. Third, new test items are written each semester for the quizzes, midterm, and final examinations, and therefore examination content is refreshed each semester.

4. JUSTIFICATION AND LEARNING OUTCOMES

Justification. The proposed course is designed as a distance learning course for in-service teachers who are required to teach earth science topics with little or no content background knowledge in the subject. Many school districts across the U.S. have begun to offer more earth science in their curricula, but teachers in these districts are poorly qualified to offer such classes. In addition, there is a national demand for teachers who have completed their Master's degree to take additional graduate courses in their content area to renew their certification and for advancement. This course will be available to students enrolled in the Teachers in Geosciences program and to alumni who need to continue their education. This course helps teachers become more competent in the area of historical geology, with specific attention to geologic time scales, events in earth history, fossils, and evolution. In addition to basic principles of paleontology, the course also includes content to help teachers learn how to teach certain aspects of the subject. Teachers are also provided with resource materials, web sites with material pertinent to geological education, and quiz, exercise, and exam questions for use in their classes. Teachers develop materials for their individual classrooms within this course.

Expected enrollment is between 15-20, based on the offering of this course as an experimental course in the past. The proposed course will be added to others in our non-thesis M.S. degree track, and will specifically expand that program by making graduate level credit available to a selective segment of distance learning students.

Learning outcomes. Upon completion of the course, students will be able to:

- Identify major processes that shaped the history of life on Earth
- Apply evolutionary concepts to events in geologic time and the fossil record
- Interpret extinction events and subsequent adaptive radiations
- Identify types of fossilization processes
- Identify characteristics of fossils
- Recognize the primary index fossils for the Paleozoic, Mesozoic, and Cenozoic eras
- Interpret paleoecologic organization throughout geologic history
- Use fossils for interpretation of depositional environments
- Identify defining characteristics of sponges, corals, brachiopods, bryozoans, arthropods, mollusks, echinoderms, and vertebrates
- Identify characteristics and advantages of ichnofossils
- Describe microfossil types and the uses of microfossils
- Categorize fossils using systematics and cladistics
- Apply course content material within his/her local environment

5. SUPPORT

Two graduate faculty members of the department have the expertise to offer this course. In addition, two of the distance learning instructors are qualified to facilitate the course online each time that the course is offered. All course material (outlines, quizzes, exercises, web modules) will be online. Lectures will be posted on MyMedia, and are available on DVD. All assignments, including exams, will be submitted electronically, and chat rooms and bulletin boards will be an integral part of the course delivery. Therefore, students will be required to have access to computer facilities and the Internet. A portion of the tuition for the course is returned to the department, providing the funds necessary to develop and continually offer the course.

6. INSTRUCTOR OF RECORD

Two professors in the Geosciences department are available to teach this class:

Dr. Renee Clary, Assistant Professor
Dr. Chris Dewey, Associate Professor

7. GRADUATE STUDENT REQUIREMENTS

N/A--8000 level only

8. PLANNED FREQUENCY

Each spring

9. EXPLANATION OF DUPLICATION

This course does not duplicate any courses being offered at the university. There are no other departments that offer paleontology courses. This course specifically addresses the use of fossils to illustrate the history of life. The course also includes components dealing with the identification and ancient ecological value of fossils as do other courses offered by the geosciences department (Principles of Paleoecology and Principles of Paleontology), however this class is specifically geared toward in-service teachers in a distance learning environment. The Principles of Paleontology class (GG 4203/6203) is currently offered as an on-campus class and is cross-listed at the undergraduate level and graduate level. The course examines systematics and in-depth identification of fossils rather than interpretation of environmental cues provided by the fossils. The Principles of Paleoecology class (GG 4133/6133) is currently offered as an on-campus class and is cross-listed at the undergraduate level and graduate level. It focuses more on the use of fossils for determining ancient environmental conditions and fossil habits and habitats and less on identification of fossil groups. Neither class addresses the progress of life through Earth History as a major component of instruction.

10. METHOD OF INSTRUCTION

Method of instruction; C, Lecture
Method of delivery; O, Online, Internet or Web-based.

11. PROPOSED C.I.P. NUMBER

40.0604

12. PROPOSED 24-CHARACTER ABBREVIATION

History of Life

13. PROPOSED SEMESTER EFFECTIVE

Spring 2011

14. OTHER APPROPRIATE INFORMATION

Journals from which readings may be taken could include *Journal of Paleontology*, the *Journal of Micropaleontology, Lethaia, Micropalaeontology, Palaeogeography, Palaeoclimatology and Palaeoecology*

Delivery Statement for Campus 5 offering:

This course will not violate the Provost's policies on campus 5 offerings.

- This course will not be a required or core curriculum course on Campus 1.
- Campus 1 students may, but will never be required to take the campus 5 section of this course. If a Campus 1 student should opt to take the Campus 5 section, they will be assessed the appropriate distance fees that accompany this course due the extra value of being offered via distance.
- There will be no face to face components of the Campus 5 section of this course.
- A distance fee will accompany the tuition cost of this course due to the extra value in student convenience.

15. PROPOSAL CONTACT PERSON

Dr. Renee Clary, Assistant Professor
325-3915
rclary@geosci.msstate.edu

UCCC Committee
Suite B, Butler-Williams Building
100 Walker Road
Mail Stop: 9699
Mississippi State University
MS 39762

August 16, 2010

Dear UCCC Committee Members:

Enclosed is a suite of five (5) proposals for new courses to be added to the AOCE geosciences graduate class listings in geology at the 8000 level. The courses are as follows:

GG 8133 Rocks and Minerals
GG 8323 History of Life
GG 8423 Earthquakes and Volcanoes
GG 8503 Landforms
GG 8733 Geology of North America

Each of these courses has been offered as an 8990, special topics class and we are now formalizing the courses as regular classes within the Distance Learning environment. A vote of the graduate faculty at the Department Faculty Meeting on August 16th, 2010 approved the submission of the proposed courses to UCCC with a unanimous vote of the graduate faculty.
The facilities and infrastructural support necessary for the implementation and delivery of these classes exists within the Department of Geosciences. Necessary support includes: the faculty necessary to offer and sustain the classes, the computer facilities necessary to develop and deliver the classes, and the recording facilities necessary for the development, recording and updating of the video lectures.

Contact names and information are provided for each course. We thank you for your consideration.

Sincerely,

Dr. Chris Dewey
Associate Professor of Geology
Department of Geoscience
P.O. Box 5448
Mississippi State University, MS 39762

APPROVAL FORM FOR

ORIGINAL **COURSES**

MISSISSIPPI STATE UNIVERSITY

RECEIVED 10/14/10

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: Arts & Sciences **Department:** Geosciences

Contact Person: Dr Renee Clary **Mail Stop:** 9537 **E-mail:** rclary@geosci.msstate.edu

Nature of Change: AOCE Approval **Date Initiated:** 08-10-10 **Effective Date:** 05-2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
GG	8423	Earthquakes and Volcanoes	(3)

New or Modified Catalog Description:

(Prerequisite: Consent of instructor). Three hours video and online. A study of plate tectonic boundary interactions with an emphasis on earthquakes and volcanoes.

Approved: _____ Department Head	*Date:* 08-17-10
_____ Chair, College or School Curriculum Committee	10/8/10
_____ Dean of College or School	10-8-10
_____ Chair, University Committee on Courses and Curricula	11.30.10
_____ Chair, Graduate Council (if applicable)	
Peter L. Ryan for J.A.G. Chair, Deans Council	January 24th, 2011

COURSE ADDITION PROPOSAL—AOCE ONLY
GG 8423 Earthquakes and Volcanoes

1. CATALOG DESCRIPTION

GG 8423. Earthquakes and Volcanoes. (3) (Prerequisite: Consent of instructor). Three hours video and online. A study of plate tectonic boundary interactions with an emphasis on earthquakes and volcanoes.

2. DETAILED COURSE OUTLINE

Content Areas	Contact hours
1. Plate tectonics	
a. Review of plate tectonics b. Inter- and intraplate earthquakes c. Predictions with plate tectonic theory	
Lecture	1
Bulletin Board discussion	1
Quiz	1
2. Earthquakes: Seismology and History	
a. Terminology overview b. Origins of seismology c. Historical earthquakes	
Lecture	1
Bulletin Board discussion	1
Quiz	1
3. Earthquakes: Measuring earthquakes	
a. Seismic wave types b. Location of earthquake events c. Interpretations of seismograms	
Lecture	1
Bulletin Board discussion	1
Quiz	1
4. Earthquakes: Faults	

a. Fault types (normal, reverse, strike slip) b. Fault slippage and fault gouge c. Types of earthquakes	
Lecture	1
Bulletin Board discussion	1
Quiz	1
5. Earthquakes: Magnitude	
a. Determining earthquake magnitude b. Intensity of shaking c. Earthquake probability and prediction	
Lecture	1
Bulletin Board discussion	1
Quiz	1
6. Earthquakes: Hazards	
a. Volcanoes, tsunamis, and earthquakes b. Types of hazards c. Risk reduction	
Lecture	1
Bulletin Board discussion	1
Quiz	1
Earthquake Homework Application	1.5
Midterm Exam	1.5
7. Volcanoes: Terminology & Locations	
a. Magma, terminology b. Volcanoes and plate boundaries c. Hot spots	
Lecture	1
Bulletin Board discussion	1
Quiz	1
8. Volcanoes: Eruption styles	

a. Volcanic products (ash, lava, bombs) b. Lahars and avalanches Lecture Bulletin Board discussion Quiz	 1 1 1
9. Volcanoes: Landforms & Rocks	
a. Underwater eruptions b. Cones, craters, calderas Lecture Bulletin Board discussion Quiz	 1 1 1
10. Volcanoes: Benefits to Humans	
a. Volcanic resources b. Origins of oceans and atmosphere c. Geothermal power d. Volcanoes and climate Lecture Bulletin Board discussion Quiz	 1 1 1
11. Volcanoes: Famous Eruptions	
a. Mount St. Helens b. Mt. Pinatubo Lecture Bulletin Board discussion Quiz	 1 1 1
12. Volcanoes: Eruption forecasting	
a. Forecasting eruptions b. Reducing volcanic risk Lecture Bulletin Board discussion Quiz	 1 1 1
Volcano Homework Application Exam	1.5

Final Examination	1.5
Private feedback throughout course via email and Assignment submissions	3.0
Total	**45.0**

The course content is administered through a series of 12 video lectures, which were recorded by PhD faculty and discuss earthquakes and volcanoes in detail. The lectures are provided online through MyMedia, and by DVD. Video content is supplemented by assigned readings in earthquake and volcanoes textbooks (currently *Earthquakes* by Bolt, *Volcanoes* by Decker and Decker). For the homework application activities, students select a unique earthquake fault zone for the first half of the semester, and a unique volcano for the latter half of the semester. Students are required to actively monitor their selected fault zone/volcano using real-time USGS monitoring data available on the internet. Students also are required to research their chosen fault zones/volcanoes in detail, develop an individual discussion thread on their chosen fault zone/volcano, and actively engage their colleagues about the tectonic activity, hazards, and historic events of their selected fault zone/volcano.

All quizzes, tests and interaction take place online. Students are held accountable on quizzes or tests for the material posted on the bulletin board by the instructor. Private feedback regarding tests, assignments, or other course material takes place throughout the course via e-mail, Instructor comments within the examinations, and the feedback option within the Assignment tab on MyCourses.

3. METHOD OF EVALUATION

- Earthquakes Homework Application 20%*
- Volcanoes Homework Application 20%*
- Midterm 25%
- Final 25%
- Weekly Quizzes 10%
- Total 100%

*Within the Earthquakes and Volcanoes Homework Application Projects, grades are assigned according to

* Active monitoring of site 15%
* Research report 30%
* Project visualization graphic 20%
* Application classroom project 35%

The final grades will be assigned according to the following scale: A (90%+), B (80%-89%), C (70-79%), D (60%-69%)

Quizzes test students on the weekly lectures, assigned readings and/or bulletin board discussion.

They are open-book and are designed to keep the student focused on steadily completing the work. The Earthquake and Volcanoes course requires that the student actively monitors and researches a particular fault system and volcano. Students submit research reports, graphic representations of their volcano/earthquake, and application projects through the Assignment tab on MyCourses. Midterm and final exams are timed and test the students' knowledge and application of material covered in the course.

Steps taken to avoid academic misconduct in distance learning environment:

While the exams are not proctored, cheating is kept to a minimum through several steps. First, the exams are timed, providing the student in this class with 1.5 hours to complete the exam. MyCourses records the time each question was answered and flags those answered after the time limit expires. Second, the exam test banks consist of more questions than are used on the exams, and questions are randomly selected by MyCourses software. No two exams are ever the same. Third, new test items are developed each semester for the quizzes, midterm, and final examinations, thereby refreshing the examination content every semester.

4. JUSTIFICATION AND LEARNING OUTCOMES

Justification. The proposed course is designed as a distance learning course for in-service teachers who are required to teach earth science topics with little or no content background knowledge in the subject. Many school districts across the U.S. have begun to offer more earth science in their curricula, but teachers in these districts are poorly qualified to offer such classes. In addition, there is a national demand for teachers who have completed their Master's degree to take additional graduate courses in their content area to renew their certification and for advancement. The course will be available to students enrolled in the Teachers in Geosciences program and to alumni who need to continue their education. This course helps teachers become more competent in the area of plate tectonics, earthquakes, and volcanic events. In addition to basic principles, processes, and products of earthquakes, volcanoes, and tectonics, the course also includes content to help teachers learn how to teach certain aspects of these topics. Teachers are also provided with resource materials, web sites with material pertinent to geological education, and quiz, exercise, and exam questions for use in their classes. Teachers develop materials for their individual classrooms within this course.

Expected enrollment is between 10-20, based on the offering of this course as an experimental course in the past. The proposed course will be added to others in our non-thesis M.S. degree track, and will specifically expand that program by making graduate level credit available to a selective segment of distance learning students.

Learning outcomes. Upon completion of the course, students will be able to:

- Identify volcanic processes
- Identify earthquake processes
- Discuss volcanic products
- Discuss earthquake products

- Apply the theory of plate tectonics to the characteristics and types of earthquake and volcanic events
- Calculate and interpret magnitude and intensity of earthquake events
- Compare and contrast volcanic eruption types
- Apply the current knowledge base of volcanoes and earthquakes in hazards and risk reduction assessment
- Analyze case studies of specific historical earthquake and volcanic events
- Identify and analyze earthquake and volcanic events that affect humans.
- Monitor activity along a fault zone using real-time data
- Monitor activity in a volcanic system using real-time data
- Develop graphic representations historic/geologic earthquake activity
- Construct concept maps of geologic and historic volcanic events
- Implement earthquake and volcano content within individual classrooms

5. SUPPORT

Six members of the graduate faculty of the department have the expertise to offer this course. In addition, two of the distance learning instructors are qualified to facilitate the course online each time that the course is offered. All course material (outlines, quizzes, exercises, web modules) will be online. Lectures will be posted on MyMedia, and are available on DVD. All assignments, including exams, will be submitted electronically, and chat rooms and bulletin boards will be an integral part of the course delivery. Therefore, students will be required to have access to computer facilities and the Internet. A portion of the tuition for the course is returned to the department, providing the funds necessary to develop and continually offer the course.

6. INSTRUCTOR OF RECORD

Three professors in the Geosciences department are available to teach this class:

Dr. Renee Clary, Assistant Professor
Dr. Craig Grimes, Assistant Professor
Dr. Brenda Kirkland, Associate Professor

7. GRADUATE STUDENT REQUIREMENTS

N/A--8000 level only

8. PLANNED FREQUENCY

Each summer

9. EXPLANATION OF DUPLICATION

The proposed course does not duplicate any courses being offered at the university. There are no

other departments that offer geological hazard courses. The proposed course specifically addresses an in-depth study of geological natural hazards that occur as a function of geological tectonic processes primarily at plate boundaries and is intended for delivery to a distance learning community of in-service teachers. There are two other classes that include natural hazards offered by the geosciences department. GG 4813/6813 (Natural Hazards and Processes), is a more general class offered to on-campus students as a cross-listed class at the undergraduate and graduate level, which covers astronomic, geologic, oceanographic, and meteorological natural hazards. In the Spring 2010, a new course (GR 8813) was proposed to UCCC entitled Advanced Natural Hazards and Disasters, and although that class covers earthquakes and volcanoes, it does so from the perspective of human impact rather than the perspective of geological process.

10. METHOD OF INSTRUCTION

Method of instruction; C, Lecture
Method of delivery; O, Online, Internet or Web-based.

11. PROPOSED C.I.P. NUMBER

40.0601

12. PROPOSED 24-CHARACTER ABBREVIATION

Earthquakes and Volcanoes

13. PROPOSED SEMESTER EFFECTIVE

Summer 2011

14. OTHER APPROPRIATE INFORMATION

Journals from which readings could be taken include the *Journal of Petrology, Journal of Geophysical Research, Tectonics, Earth and Planetary Science Research Letters, Journal of Volcanology and Geothermal Research, Tectonophysics, Bulletin of the Seismological Society of America*

Delivery Statement for Campus 5 offering:

This course will not violate the Provost's policies on campus 5 offerings.

- This course will not be a required or core curriculum course on Campus 1.
- Campus 1 students may, but will never be required to take the campus 5 section of this course. If a Campus 1 student should opt to take the Campus 5 section, they will be assessed the appropriate distance fees that accompany this course due the extra value of being offered via distance.
- There will be no face to face components of the Campus 5 section of this course.

- A distance fee will accompany the tuition cost of this course due to the extra value in student convenience.

15. PROPOSAL CONTACT PERSON

Dr. Renee Clary, Assistant Professor
325-3915
rclary@geosci.msstate.edu

UCCC Committee
Suite B, Butler-Williams Building
100 Walker Road
Mail Stop: 9699
Mississippi State University
MS 39762

August 16, 2010

Dear UCCC Committee Members:

Enclosed is a suite of five (5) proposals for new courses to be added to the AOCE geosciences graduate class listings in geology at the 8000 level. The courses are as follows:

GG 8133 Rocks and Minerals
GG 8323 History of Life
GG 8423 Earthquakes and Volcanoes
GG 8503 Landforms
GG 8733 Geology of North America

Each of these courses has been offered as an 8990, special topics class and we are now formalizing the courses as regular classes within the Distance Learning environment. A vote of the graduate faculty at the Department Faculty Meeting on August 16th, 2010 approved the submission of the proposed courses to UCCC with a unanimous vote of the graduate faculty.
The facilities and infrastructural support necessary for the implementation and delivery of these classes exists within the Department of Geosciences. Necessary support includes: the faculty necessary to offer and sustain the classes, the computer facilities necessary to develop and deliver the classes, and the recording facilities necessary for the development, recording and updating of the video lectures.

Contact names and information are provided for each course. We thank you for your consideration.

Sincerely,

Dr. Chris Dewey
Associate Professor of Geology
Department of Geoscience
P.O. Box 5448
Mississippi State University, MS 39762

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED
10/13/10

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: Arts & Sciences **Department:** Geosciences

Contact Person: Dr Darrel Schmitz **Mail Stop:** 9537 **E-mail:** schmitz@geosci.msstate.edu

Nature of Change: AOCE Approval **Date Initiated:** 08-10-10 **Effective Date:** 01-2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
GG	8503	Landforms	(3)

New or Modified Catalog Description:

(Prerequisite: Consent of instructor). Three hours video and online. Geomorphological principles with an emphasis on landforms of North America and their formation.

Approved:		*Date:* 08-17-10
Department Head		
Chair, College or School Curriculum Committee		10/8/10
Dean of College or School		10-8-10
Chair, University Committee on Courses and Curricula		11.30.10
Chair, Graduate Council (if applicable)		
Chair, Deans Council	Peter L. Ryan for J.A.G.	January 24th 2011

COURSE ADDITION PROPOSAL—AOCE ONLY
GG 8503 Landforms

1. CATALOG DESCRIPTION

GG 8503. Landforms. (3) (Prerequisite: Consent of instructor). Three hours video and online. Geomorphological principles with an emphasis on landforms of North America and their formation.

2. DETAILED COURSE OUTLINE

Content Areas	Contact hours
1. The Historical Development of Geomorphological Principles	
Lecture	1
Bulletin Board discussion	1
Quiz	1
2. Fundamental Principles of Geomorphology	
a. Process b. Evolution c. Structure	
Lecture	1
Bulletin Board discussion	1
Quiz	1
3. Geomorphological Systems	
a. Overview of system nomenclature b. How to use maps and photographs	
Homework Assignment 1	1
Lecture	1
Bulletin Board discussion	1
Quiz	1
4. Working with Geomorphology	
a. Working hypotheses b. Dating landform features	
Lecture	1
Bulletin Board discussion	1
Quiz	1
5. Landforms and Tectonics	

a. Major continental features b. Relationships of landform to tectonic processes	
Lecture	1
Bulletin Board discussion	1
Quiz	1
6. Structural Terrains	
a. Landforms associated with folded strata b. Landforms associated with faulted strata	
Homework Assignment 2	1
Lecture	1
Bulletin Board discussion	1
Quiz	1
Midterm Exam	1.5
7. Igneous landforms	
a. Volcanic landforms b. Volcano types c. Igneous intrusive landforms	
Lecture	1
Bulletin Board discussion	1
Quiz	1
8. Glacial Landforms	
a. Movement of ice b. Erosional landforms c. Depositional landforms	
Homework Assignment 3	1
Lecture	1
Bulletin Board discussion	1
Quiz	1
9. Fluvial Landforms	
a. Fluid flow b. Drainage basins and drainage patterns c. Stream types	
Lecture	1
Bulletin Board discussion	1
Quiz	1
10. Groundwater Landforms	

a. Porosity and Permeability b. Chemical and climatic controls c. Karst landscapes and landforms	
Lecture	1
Bulletin Board discussion	1
Quiz	1
11. Eolian Landforms	
a. Hadley cells and global wind circulation b. Wind erosion c. Eolian depositional landforms	
Homework Assignment 4	1
Lecture	1
Bulletin Board discussion	1
Quiz	1
12. Effects of Weathering on Landforms	
a. Chemical weathering b. Physical weathering	
Lecture	1
Bulletin Board discussion	1
Quiz	1
Final Exam	1.5
Private feedback throughout course via email	2
Total	**45**

The course content is administered through a series of 12, one-hour video lectures that were recorded by tenure-track faculty. The video lectures provide an overview of the principles of geomorphology, and the formation and evolution of landforms in North America. The lectures are provided online through MyMedia, and by DVD. Additional videos created throughout the semester as needed are posted via weblink on the MyCourses website.

Video content is supplemented by assigned readings in a geomorphology textbook (currently *Surface Processes and Landforms* by Easterbrook), and exercises generated by the instructor of record. Students also conduct independent research into selected topics each quarter, including a landform investigation within each student's geographic area.

All quizzes, tests and interaction will take place online. Students are required to participate in discussions on the bulletin board. Students are held accountable on quizzes or tests for the material posted on the bulletin board by the instructor. Private feedback regarding tests, assignments (especially independent research and application activities) or other course material takes place throughout the course via email, Instructor comments within the examinations, and the feedback option within the Assignment tab on MyCourses.

3. METHOD OF EVALUATION

• Homework Application Exercise 1	10%
• Homework Application Exercise 2	10%
• Homework Application Exercise 3	10%
• Homework Application Exercise 4	10%
• Midterm	25%
• Final	25%
• Weekly Quizzes	10%
• Total	100%

The final grades will be assigned according to the following scale: A (90%+), B (80%-89%), C (70-79%), D (60%-69%)

Quizzes test students on the weekly lectures, assigned readings and/or bulletin board discussion. They are open-book and are designed to keep the student focused on steadily completing the work. The Homework Application Exams require that the student completes a homework exercise (problem solving, landform identifications, map and photograph interpretations). Students are required to access an online a 60 minute timed test on these exercises. Homework Application Exams include independent research and application on assigned topics. Students submit files through the Assignments tab on MyCourses. Midterm and final exams are timed and test the students' knowledge and application of material covered in the course.

Steps taken to avoid academic misconduct in distance learning environment:

While the exams are not proctored, cheating is kept to a minimum through several steps. First, the exams are timed, providing the student in this class with 1.5 hours to complete the exam. MyCourses records the time each question was answered and flags those answered after the time limit expires. Second, the exam test banks consist of more questions than are used on the exams, and questions are randomly selected by MyCourses software. No two exams are ever the same. Third, new test items are written each semester for the quizzes, midterm, and final examinations, and therefore examination content is refreshed each semester.

4. JUSTIFICATION AND LEARNING OUTCOMES

Justification. The proposed course is designed as a distance learning course for in-service teachers who are required to teach earth science topics with little or no content background knowledge in the subject. Many school districts across the U.S. have begun to offer more earth science in their curricula, but teachers in these districts are poorly qualified to offer such classes. In addition, there is a national demand for teachers who have completed their Master's degree to take additional graduate courses in their content area to renew their certification and for advancement. This course will be available to students enrolled in the Teachers in Geosciences program and to alumni who need to continue their education. The proposed course helps teachers become more competent in the area of geomorphology, and develop an understanding of the

formation, erosion and evolution of landforms, as well as the ability to identify specific types of landforms. In addition to basic principles of geomorphology, the course also includes content to help teachers learn how to teach certain aspects of the subject. Teachers are also provided with resource materials, web sites with material pertinent to geological education, and quiz, exercise, and exam questions for use in their classes. Teachers develop materials for their individual classrooms within this course.

Expected enrollment is between 10-20, based on the offering of this course as an experimental course in the past. The proposed course will be added to others in our non-thesis M.S. degree track, and will specifically expand that program by making graduate level credit available to a selective segment of distance learning students.

Learning outcomes. Upon completion of the course, students will be able to:

- Understand the historical basis of geomorphological principles
- Identify major processes that produce, modify and erode landforms
- Use maps and photographs for interpretation of landform features
- Understand the relationship between tectonics and landforms
- Identify the specific landform types associated with deformed strata
- Recognize the primary types of igneous landforms
- Identify the main landforms associated with glacial, fluvial, groundwater and aeolian systems
- Identify the influence of climate and chemistry on the process of weathering
- Understand how weathering processes affect the formation and erosion of landforms
- Categorize landforms according to their mode of origin
- Apply course content material within his/her local environment

5. SUPPORT

Two graduate faculty members of the department have the expertise to offer this course. In addition, two of the distance learning instructors are qualified to facilitate the course online each time that the course is offered. All course material (outlines, quizzes, exercises, web modules) will be online. Lectures will be posted on MyMedia, and are available on DVD. All assignments, including exams, will be submitted electronically, and chat rooms and bulletin boards will be an integral part of the course delivery. Therefore, students will be required to have access to computer facilities and the Internet. A portion of the tuition for the course is returned to the department, providing the funds necessary to develop and continually offer the course.

6. INSTRUCTOR OF RECORD

Two professors in the Geosciences department are available to teach this class:
Dr. Darrel Schmitz, Professor
Dr. John Mylroie, Professor

7. GRADUATE STUDENT REQUIREMENTS

N/A--8000 level only

8. PLANNED FREQUENCY

Each spring

9. EXPLANATION OF DUPLICATION

This course does not duplicate any courses being offered at the university. There are no other departments that offer geomorphology courses. This course specifically addresses the use of geomorphological principles to understand the formation, evolution and erosion of landforms and specifically emphasizes landforms in conterminous North America. The course also includes components dealing with landforms as does one other course offered by the geosciences department (Geomorphology), however the proposed class is specifically geared toward in-service teachers in a distance learning environment. The Geomorphology class (GG 4503/6503) is currently offered as an on-campus class and is cross-listed at the undergraduate level and graduate level. The proposed course specifically examines the development of features of the North American landscape, whereas GG 4503/6503 takes a more global view of landscape and landscape processes.

10. METHOD OF INSTRUCTION

Method of instruction; C, Lecture
Method of delivery; O, Online, Internet or Web-based.

11. PROPOSED C.I.P. NUMBER

40.0601

12. PROPOSED 24-CHARACTER ABBREVIATION

Landforms

13. PROPOSED SEMESTER EFFECTIVE

Spring 2011

14. OTHER APPROPRIATE INFORMATION

Journals from which readings may be taken could include *Earth Surface Processes and Landforms, Geomorphology, Geology, Geological Society of America Bulletin, Geology Today.*

Delivery Statement for Campus 5 offering:

This course will not violate the Provost's policies on campus 5 offerings.

- This course will not be a required or core curriculum course on Campus 1.
- Campus 1 students may, but will never be required to take the campus 5 section of this course. If a Campus 1 student should opt to take the Campus 5 section, they will be assessed the appropriate distance fees that accompany this course due the extra value of being offered via distance.
- There will be no face to face components of the Campus 5 section of this course.
- A distance fee will accompany the tuition cost of this course due to the extra value in student convenience.

15. PROPOSAL CONTACT PERSON

Dr. Darrel Schmitz, Professor
325-3915
schmitz@geosci.msstate.edu

UCCC Committee
Suite B, Butler-Williams Building
100 Walker Road
Mail Stop: 9699
Mississippi State University
MS 39762

August 16, 2010

Dear UCCC Committee Members:

Enclosed is a suite of five (5) proposals for new courses to be added to the AOCE geosciences graduate class listings in geology at the 8000 level. The courses are as follows:

GG 8133 Rocks and Minerals
GG 8323 History of Life
GG 8423 Earthquakes and Volcanoes
GG 8503 Landforms
GG 8733 Geology of North America

Each of these courses has been offered as an 8990, special topics class and we are now formalizing the courses as regular classes within the Distance Learning environment. A vote of the graduate faculty at the Department Faculty Meeting on August 16th, 2010 approved the submission of the proposed courses to UCCC with a unanimous vote of the graduate faculty.
The facilities and infrastructural support necessary for the implementation and delivery of these classes exists within the Department of Geosciences. Necessary support includes: the faculty necessary to offer and sustain the classes, the computer facilities necessary to develop and deliver the classes, and the recording facilities necessary for the development, recording and updating of the video lectures.

Contact names and information are provided for each course. We thank you for your consideration.

Sincerely,

Dr. Chris Dewey
Associate Professor of Geology
Department of Geoscience
P.O. Box 5448
Mississippi State University, MS 39762

ORIGINAL

RECEIVED
10/14/10

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: Arts & Sciences **Department:** Geosciences

Contact Person: Dr Renee Clary **Mail Stop:** 9537 **E-mail:** rclary@geosci.msstate.edu

Nature of Change: AOCE Approval **Date Initiated:** 08-10-10 **Effective Date:** 08-2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
GG	8733	Geology of North America	(3)

New or Modified Catalog Description:

(Prerequisite: Consent of instructor). Three hours video and online. Plate tectonic evolution of the North American continent with emphasis on both process and stratigraphic development.

Approved: _____ Department Head	*Date:* 08-17-10
_____ Chair, College or School Curriculum Committee	10/8/10
_____ Dean of College or School	10-8-10
_____ Chair, University Committee on Courses and Curricula	11.30.10
_____ Chair, Graduate Council (if applicable)	
Peter L. Ryan for J.A.G. Chair, Deans Council	January 24th, 2011

COURSE ADDITION PROPOSAL—AOCE ONLY
GG 8733 Geology of North America

1. CATALOG DESCRIPTION

GG 8733. Geology of North America. (3) (Prerequisite: Consent of instructor). Three hours video and online. Plate tectonic evolution of the North American continent with emphasis on both process and stratigraphic development.

DETAILED COURSE OUTLINE

Content Areas	Contact hours
1. Introduction geophysical techniques	
a. Tectonics, structural geology Earth b. Plate tectonic theory development c. Geophysical techniques (seismic, gravity, geomagnetic)	
Web-based learning module	1
Bulletin Board discussion	1
Quiz	1
2. Tectonics	
a. Principle tectonic features of Earth b. Continental crust, Precambrian shield, Phanerozoic regions c. Relative motions of plates on a sphere d. Triple junctions e. Finite & absolute plate motions f. Driving forces of tectonics	
Web-based learning module	1
Bulletin Board discussion	1
Quiz	1
3. Divergent Margins & Rifting	
a. Continental rift zones b. Oceanic crust & ocean spreading centers c. Evolution of rifted margins d. Models of seafloor spreading e. Miogeoclines	
Web-based learning module	1
Bulletin Board discussion	1
Quiz	1
Field Work Application 1	1
4. Transform Faults & Strike-Slip Faults	

a. Oceanic transform faults & fracture zones b. Models of transform fault processes c. Continental transform faults d. Interpretation of fossil transform faults	
Web-based learning module	1
Bulletin Board discussion	1
Quiz	1
5. Convergent Margins	
a. Geography of consuming margins b. Geophysical characteristics of consuming margins c. Structural geology and chaotic deposits d. Models of subduction zone processes	
Web-based learning module	1
Bulletin Board discussion	1
Quiz	1
6. Orogenic Belts	
a. Convergent plate interactions b. Isostacy and mountain roots c. Models of ophiolite emplacement d. Sutures as evidence of ancient plate boundaries	
Web-based learning module	1
Bulletin Board discussion	1
Quiz	1
Field Work Application 2	1
Midterm Exam	1.5
7. Appalachia	
a. Appalachian Paradigm b. Taconic Orogen c. Acadian Orogen d. Alleghenian Orogen	
Web-based learning module	1
Bulletin Board discussion	1
Quiz	1
8. Cordillera, Part I	

a. Tectonic overview of Cordilleran b. Antler Orogen c. Ancestral Rocky Mountains d. Sonoma Orogen	
Web-based learning module	1
Bulletin Board discussion	1
Quiz	1
9. Cordillera, Part II	
a. Klamaths and northern Sierra Nevada b. Nevadan Orogen c. Franciscan subduction d. Laramide Orogen	
Web-based learning module	1
Bulletin Board discussion	1
Quiz	1
Field Work Application 3	1
10. North America Craton	
a. Sloss Cycles b. Phanerozoic evolution of the craton c. Sequence stratigraphy	
Web-based learning module	1
Bulletin Board discussion	1
Quiz	1
11. Gulf of Mexico, Part I	
a. Discovery and early exploration b. Evolution of the basin c. Physiography & bathymetry d. Structure of the Gulf	
Web-based learning module	1
Bulletin Board discussion	1
Quiz	1
12. Gulf of Mexico, Part II	

a. Salt tectonics b. Igneous activity c. Oil & gas resources Web-based learning module Bulletin Board discussion Quiz	 1 1 1
Field Work Application 4	1
Final Examination	1.5
Private feedback throughout course via email and Assignment submissions	2
Total	**45**

The course content is administered through a series of twelve detailed PowerPoint lectures that were developed by tenure-track faculty. The lectures provide an overview of 1) plate tectonic theory and its application to the North American continent, as well as 2) the physical processes that have occurred in the past and which continue to shape the continent. The PowerPoint lectures will be posted online through MyCourses in both outline and detailed slide formats.

PowerPoint lecture content is supplemented by assigned readings in a tectonics textbook (e.g., *Tectonics* by Moores and Twiss), and selections from the Geological Society of America's Decade in North America Geology Project (DNAG).

For the Field Work application activities, students conduct independent research into selected topics each quarter (e.g., tectonic history of U.S. National Parks, generalized tectonic history of North American continent, weathering and erosional processes that shape the continent, mineral/rock history of continent, Sloss sequences of the student's local area). The research and application activities are developed and customized each semester.

All quizzes, tests and interaction will take place online. Students are required to participate in weekly topic discussions on the bulletin board. Posted topic questions require students to analyze the content, apply it to selected examples, and make an evaluation. Students are held accountable on quizzes or tests for the material posted on the bulletin board by the instructor. Private feedback regarding tests, assignments (especially independent research and application activities) or other course material takes place throughout the course via e-mail, Instructor comments within the examinations, and the feedback option within the Assignment tab on MyCourses.

2. METHOD OF EVALUATION

- Field Work Application 1 10%
- Field Work Application 2 10%
- Field Work Application 3 10%

• Field Work Application 4	10%
• Midterm	20%
• Final	20%
• Weekly discussions	10%
• Weekly Quizzes	10%
• Total	100%

The final grades will be assigned according to the following scale: A (90%+), B (80%-89%), C (70-79%), D (60%-69%)

Quizzes test students on the weekly PowerPoint web-based modules, assigned readings and/or bulletin board discussion. They are open-book and are designed to keep the student focused on steadily completing the work. The Field Work Application activities require that the student investigates a topic, and submits research reports and application projects through the Assignment tab on MyCourses. Students are also required to post their research and application field work projects on the discussion board and answer their colleagues' questions about their projects. Midterm and final exams are timed and test the students' knowledge and application of material covered in the course.

Steps taken to avoid academic misconduct in distance learning environment:

While the exams are not proctored, cheating is kept to a minimum through several steps. First, the exams are timed, providing the student in this class with 1.5 hours to complete the exam. MyCourses records the time each question was answered and flags those answered after the time limit expires. Second, the exam test banks consist of more questions than are used on the exams, and questions are randomly selected by MyCourses software. No two exams are ever the same. Third, new test materials are developed each semester for the quizzes, midterm, and final examinations, thereby refreshing the examination content every semester.

3. JUSTIFICATION AND LEARNING OUTCOMES

Justification. The proposed course is designed as a distance learning course for in-service teachers who are required to teach earth science topics with little or no content background knowledge in the subject. Many school districts across the U.S. have begun to offer more earth science in their curricula, but teachers in these districts are poorly qualified to offer such classes. In addition, there is a national demand for teachers who have completed their Master's degree to take additional graduate courses in their content area to renew their certification and for advancement. The course will be available to students enrolled in the Teachers in Geosciences program and to alumni who need to continue their education. This course helps teachers become more competent in the area of physical geology, with specific attention to the geologic history of the North American continent. In addition to basic principles of tectonics and sequence stratigraphy, the course also includes content to help teachers learn how to teach certain aspects of the subject. Teachers are also provided with resource materials, web sites with material pertinent to geological education, and quiz, exercise, and exam questions for use in their classes. Teachers develop materials for their individual classrooms within this course.

Expected enrollment is between 10-20, based on the offering of this course as an experimental course in the past. The course will be added to others in our non-thesis M.S. degree track, and will specifically expand that program by making graduate level credit available to a selective segment of distance learning students.

Learning outcomes. Upon completion of the course, students will be able to:

- Identify the role of tectonics in the Appalachia and Cordillera provinces of North America
- Discuss the tectonic evolution of the Gulf of Mexico
- Identify North American Sloss Cycles
- Discuss the characteristics of the North American shield
- Apply the theory of plate tectonics to various case studies of the North American continent
- Synthesize activities for her/his classroom using the theory of plate tectonics
- Analyze the role of human interactions with tectonic and geologic processes within the North America continent
- Identify how weathering and erosion processes have shaped the continent
- Reconstruct a local environment from its rock origins, through its tectonic processes, and weathering and erosion.
- Investigate tectonics in U.S. National Parks and/or North American GeoParks and UNESCO Geoheritage sites
- Discuss the history of petroleum exploration in the Gulf of Mexico, and its impact on humans

4. SUPPORT

Two graduate faculty members of the department have the expertise to offer this course. In addition, two of the distance learning instructors are qualified to facilitate the course online each time that the course is offered. All course material (outlines, quizzes, exercises, web modules) will be online. Lectures will be posted on MyMedia, and are available on DVD. All assignments, including exams, will be submitted electronically, and chat rooms and bulletin boards will be an integral part of the course delivery. Therefore, students will be required to have access to computer facilities and the Internet. A portion of the tuition for the course is returned to the department, providing the funds necessary to develop and continually offer the course.

5. INSTRUCTOR OF RECORD

Two professors in the Geosciences department are available to teach this class:

Dr. Renee Clary, Assistant Professor
Dr. Chris Dewey, Associate Professor

6. GRADUATE STUDENT REQUIREMENTS

N/A--8000 level only

7. PLANNED FREQUENCY

Each fall

8. EXPLANATION OF DUPLICATION

This course does not duplicate any courses being offered at the university. There are no other departments that offer geology courses. The proposed course covers the tectonic development and stratigraphic history of conterminous North America as do two other courses offered by the geosciences department (the Eastern Regional and Western Regional courses), however this class is specifically geared to build an understanding of the entire continent rather than just part of North America. The Regional Geology of Eastern North America class (GG 8713) being offered as an on-campus class focuses only on the Pre-Cambrian Geology of eastern North America, Appalachian tectonics and cratonic basins east of the Mississippi. The Regional Geology of Western North America class (GG 8723) being offered as an on-campus class focuses only Cordilleran tectonics and cratonic basins west of the Mississippi. The proposed Geology of North America course is designed to be offered through distance learning for a community of in-service teachers and provides a more encompassing overview of the geological development of North America.

9. METHOD OF INSTRUCTION

Method of instruction; C, Lecture
Method of delivery; O, Online, Internet or Web-based.

10. PROPOSED C.I.P. NUMBER

40.0601

11. PROPOSED 24-CHARACTER ABBREVIATION

Geology of North America

12. PROPOSED SEMESTER EFFECTIVE

Fall 2011

13. OTHER APPROPRIATE INFORMATION

Journals from which readings may be taken could include *Geological Society of America Bulletin, Geology Today, Geology, Canadian Journal of Earth Sciences, Bulletin of American Association Petroleum Geologists*

Delivery Statement for Campus 5 offering:

This course will not violate the Provost's policies on campus 5 offerings.

- This course will not be a required or core curriculum course on Campus 1.
- Campus 1 students may, but will never be required to take the campus 5 section of this course. If a Campus 1 student should opt to take the Campus 5 section, they will be assessed the appropriate distance fees that accompany this course due the extra value of being offered via distance.
- There will be no face to face components of the Campus 5 section of this course.
- A distance fee will accompany the tuition cost of this course due to the extra value in student convenience.

14. PROPOSAL CONTACT PERSON

Dr. Renee Clary, Assistant Professor
325-3915
rclary@geosci.msstate.edu

E-mail: cpd4 @ geosci.msstate.edu

UCCC Committee
Suite B, Butler-Williams Building
100 Walker Road
Mail Stop: 9699
Mississippi State University
MS 39762

August 16, 2010

Dear UCCC Committee Members:

Enclosed is a suite of five (5) proposals for new courses to be added to the AOCE geosciences graduate class listings in geology at the 8000 level. The courses are as follows:

GG 8133 Rocks and Minerals
GG 8323 History of Life
GG 8423 Earthquakes and Volcanoes
GG 8503 Landforms
GG 8733 Geology of North America

Each of these courses has been offered as an 8990, special topics class and we are now formalizing the courses as regular classes within the Distance Learning environment. A vote of the graduate faculty at the Department Faculty Meeting on August 16th, 2010 approved the submission of the proposed courses to UCCC with a unanimous vote of the graduate faculty.
The facilities and infrastructural support necessary for the implementation and delivery of these classes exists within the Department of Geosciences. Necessary support includes: the faculty necessary to offer and sustain the classes, the computer facilities necessary to develop and deliver the classes, and the recording facilities necessary for the development, recording and updating of the video lectures.

Contact names and information are provided for each course. We thank you for your consideration.

Sincerely,

Dr. Chris Dewey
Associate Professor of Geology
Department of Geoscience
P.O. Box 5448
Mississippi State University, MS 39762

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 10/14/10

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: Arts & Sciences **Department:** Mathematics and Statistics

Contact Person: Lorraine Hughes **Phone:** 5-7164 **E-mail:** lhughes@math.msstate.edu

Nature of Change: AOCE Approval **Date Initiated:** 9/14/201 **Effective Date:** Jan 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
MA	3123	Introduction to Statistical Inference	(3)

Current Catalog Description:

(Prerequisite:ACT math subscore 24, or grade of C or better in MA 1313). Two hours lecture. Two hours laboratory. Basic concepts and methods of statistsics, including descriptive statistics, probability random variables, sampling distribution,estimation,hypothesis testing, introduction to analysis of variance, simple linear regression. (Same as ST 3123).

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
			( )

New or Modified Catalog Description:

		Date:
Approved:	Department Head	9/15/2010
	Chair, College or School Curriculum Committee	10/8/10
	Dean of College or School	10-8-10
	Chair, University Committee on Courses and Curricula	11.30.10
	Chair, Graduate Council (if applicable)	
	Chair, Deans Council	January 24th, 2011

Proposal for AOCE
MA/ST 3123: Introduction to Statistical Inference

1. CATALOG DESCRIPTION

MA/ST 3123 Introduction to Statistical Inference.(3) (Prerequisite: ACT Math subscore 24, or grade of C or better in MA 1313). Two hours lecture. Two hours laboratory. Basic concepts and methods of statistics, including descriptive statistics, probability, random variables, sampling distribution, estimation, hypothesis testing, introduction to analysis of variance, simple linear regression.
Special Courses Fees: Distance Charge Continuing Education: $50.00 Flat Fee.
Tuition and Required Fees: $214.75 Per Credit Hour

2. JUSTIFICATION FOR AOCE OFFERING

Introduction to Statistical Inference covers methods that have applications in business, engineering, physical sciences, and social sciences. The Department of Mathematics and Statistics requests approval to offer a distance learning form of MA/ST 3123 through AOCE in order to provide lifelong learning that is accessible beyond the physical campus as well as provide opportunities for students that are involved in cooperative learning to continue coursework while away from the campus.
The course will be offered using an electronic format which will provide instruction, practice and assessment of learning outcomes. Tutorial Programs embedded in the online homework will be utilized to provide effective explanation of the material. The opportunity to discuss problem solving and concepts with the instructor via the internet or telephone will also be available. All graded on-line tests will be password protected and proctored using the guidelines set forth by the College of Continuing Education in order to maintain academic integrity.

3. LEARNING OUTCOMES

At the successful completion of the course a student should be able to

- Explain the difference between descriptive and inferential statistics.
- Understand statistical terminology.
- Organize quantitative or qualitative data.
- Use quantitative descriptive measures such as mean, median, quartiles.
- Distinguish between parameters and statistics.
- Compute probabilities dealing with theoretical models or relative frequency.
- Interpret Venn Diagrams.
- Draw and interpret discrete probability distributions from frequencies of occurrences of events.
- Use the Normal Distribution to access probability or relative frequency of an event.
- State and apply the empirical rule.
- State and apply the central limit theorem.
- Find and interpret a confidence interval for a population-mean when the population standard deviation is known or unknown.
- Determine the sample size required for a specified confidence level.
- State the basic properties of t-curves
- Perform a hypothesis test for a population mean when the population standard deviation is known or unknown.

- Determine inferences for two population means.
- Determine inferences for Population Proportions.
- Use Chi-Square Procedures to determine goodness of fit, association, and independence.
- Obtain and graph the regression equation for a set of data point, interpret the slope of the regression line, and use the regression equation to make predictions.
- Determine and interpret the linear correlation coefficient, r.
- Explain and apply the relation ship between the linear correlation coefficient and the coefficient of determination.
- Use a one-way ANOVA.

4. A. DETAILED COURSE OUTLINE OF CAMPUS 1

Course Outline and Objectives

MA/ST 3123 Introduction to Statistical inference.

Text: Introductory Statistics, eighth edition, Neil A. Weiss

1 hour is equivalent to a 50 min. class period.

StatCrunch: Online statistical software available through MyMathLab.

Chapter 1: The Nature of Statistics, Sections 1.1, 1.2, 1.3, 1.4 (2 hours)

After completing chapter 1, a student should be able to:

- Classify statistical studies as either descriptive or inferential.
- Identify the population and the sample in an inferential study.
- Explain what is meant by a representative sample.
- Describe simple random sampling
- Explain the difference between an observational study and a designed experiment.

Chapter 2 Organizing Data, Section 2.1, 2.2, 2.3, 2.4 (2 hours)

After completing chapter 2, a student should be able to:

- Classify variables and data as either qualitative or quantitative.
- Distinguish between discrete and continuous variables and data.
- Identify terms associated with the grouping of data.
- Group data into a frequency distribution and a relative frequency distribution.
- Construct a grouped data table.
- Draw a frequency histogram and a relative-frequency histogram
- Draw a bar graph
- Construct ordered stem-and-leaf plots.
- Identify the shape and modality of the distribution of a data set.
- Understand the relationship between sample distributions and the population distribution.

Chapter 3 Descriptive Measures, Section 3.1, 3.2, 3.3, 3.4, 3.5 (4 hours)

After completing chapter 3, a student should be able to:

- Use and understand the formulas presented in this chapter.
- Explain the purpose of a measure of center.
- Obtain and interpret the mean, the median, and the mode(s) of a data set.
- Use and understand summation notation.
- Define, compute, and interpret
  A sample mean, Range of a data set, Sample standard deviation.

- Explain the purpose of a measure of variation.
- Define percentiles and quartiles.
- Obtain and interpret the quartile, IQR, and five-number summary of a data set.
- Identify potential outliers.
- Distinguish between a parameter and a statistic.
- Understand how and why statistics are used to estimate parameters.
- Obtain and interpret z-scores.

MyMathLab: Use StatCrunch to complete Descriptive Statistics Lab

Chapter 4 Probability Concepts, Section 4.1, 4.4 (3 Hours)
After completing chapter 4, a student should be able to:

- Compute probabilities for experiments having equally likely outcomes.
- Interpret relative frequency probabilities.
- Use the special and general addition rule.
- State and understand the basic properties of probability
- Read and interpret contingency tables
- Construct a joint probability distribution.

Chapter 5 Discrete Random Variables, Sections 5.1, 5.2, 5.3(3 hours)
After completing chapter 5, a student should be able to:

- Draw and interpret discrete probability distributions from frequencies of occurrences of events.
- Calculate expected value and variance of a random variable.

Chapter 6 The Normal Distribution, Section 6.1, 6.2, 6.3 (3 hours)

- Use and understand the formulas presented in this chapter.
- Explain what it means for a variable to be normally distributed or approximately normally distributed.
- Explain the parameters for a normal curve.
- Identify the basic properties and sketch a normal curve.
- Use Table II to find areas under the standard normal curve.
- Use Table II to find the z-score(s) corresponding to a specified area under the standard normal curve.
- Use and understand the z alpha notation
- Determine the percentage or probability for a normally distributed variable.
- State and apply the empirical rule.
- Normal Approximation to the Binomial Distribution.

1 hour review
1-2 hour exam

First third of course is 20 hours

Chapter 7 The Sampling Distribution of the Sample Mean, Sections 7.1, 7.2, 7.3 (2 hour)

- Use formulas presented in this chapter.
- Define the sampling error and explain the need for sampling distributions.
- Find the mean and standard deviation of the variable x-bar, given the mean and standard deviation of the population and sample is size.

- State and apply the central limit theorem.
- Determine the sampling distribution of the sample mean when the variable under consideration is normally distributed.

Chapter 8 Confidence Intervals for One Population Mean, Section 8.1, 8.2, 8.3, 8.4 (3 hours)

- Obtain a point estimate for a population-mean.
- Find and interpret a confidence interval for a population-mean when the population standard deviation is known.
- Compute and interpret the margin of error for the estimate of the population mean.
- Determine the sample size required for a specified confidence level and margin of error for the estimate of (mu).
- Understand the difference between the standardized and studentized versions of the sample mean.
- State the basic properties of t-curves
- Find and interpret a confidence interval for a population mean when the population standard deviation is unknown.

Chapter 9 Hypothesis Tests for One Population Mean, Section 9.1, 9.2, 9.3, 9.4, 9.6 (6 Hours)

- Define the terms associated with hypothesis testing.
- Choose the null and alternative hypotheses
- Identify the test statistic, rejection region, non-rejection region and critical values for a hypothesis test.
- Obtain the P-value
- Perform a hypothesis test for a population mean when the population standard deviation is unknown.

MyMathLab: Use StatCrunch to perform a one-sample t-test and confidence interval.

Chapter 10 Inferences for Two Population Means,Section 10.2, 10.3, 10.5 (4 hours)

- Sampling Distribution of the Difference Between Two Means
- Inferences for Two population Means: σ's Assumed Equal
- Inferences for Two population Means: σ's Not Assumed Equal
- Inferences for Two Populations Means, Using Paired Samples

MyMathLab: Use StatCrunch to perform pooled t-procedures

Chapter 11 Inferences for Population Standard Deviations 11.1, 11.2 (2 hours)

- Inferences for One population standard deviation
- Inferences for Two population Standard Deviations

Review 1 hour
Exam # 2 2 hour
Second third of course is 20 hours

Chapter 12 Inferences for Population Proportions, Section 12.1, 12.2, 12.3 (4 hours)

- Confidence Intervals for One Population proportion

- Hypothesis Tests for One Population Proportion
- Inferences for Two Population proportions

MyMathLab: Use StatCrunch to perform a one-sample z-interval procedure and z- test for a population proportion.

Chapter 13 Chi-Square Procedures, Section 13.1, 13.2,13.3, 13.4 (4 hours)

- The Chi-Square Distribution
- Chi-Square Goodness of Fit Test
- Contingency Tables; Association
- Chi-Square Independence Test

Chapter 14 "Descriptive Methods in Regression and Correlation" Sections 14.2, 14.3,14.4 (4 hours)

- Define and apply the concepts related to linear equations with one independent variable.
- Obtain and graph the regression equation for a set of data point, interpret the slope of the regression line, and use the regression equation to make predictions.
- Understand the concept of extrapolation.
- Identify outliers and influential observations.
- Determine and interpret the linear correlation coefficient, r.
- Explain and apply the relation ship between the linear correlation coefficient and the coefficient of determination.

MyMathLab:Use StatCrunch to make Scatter Diagram and perform Regression Analysis

Chapter 16 Analysis of Variance , Section 16.1, 16.2, 16.3(2 hours)

- The F-Distribution
- One-way ANOVA; The Logic
- One-Way ANOVA: The Procedure

Review 1 hour
3 Test: 2 hour
Last third of course is 17 hours
Final Exam: 3 hrs.
Total for course: 60 hours

4. B Sample Syllabus

ST 3123 / MA 3123 Introduction to Statistical Inference

Text Book: Introductory Statistics,8e by Neil A. Weiss

Instructor: Lorraine A. Hughes **Allen 444 (662)325-7164**

Section 01 Allen 18 MF 11:00-11:50 W 12:00-1:50
Section 02 Allen 18 MF 12:00-12:50 R 2:00-3:50

e-mail: lhughes@math.msstate.edu

Office hours: Allen 460 Monday 9:30-11& 2:00-3:00, TH 1:00-2:00& 4:00-5:00

Grades:

- ***There will be three hourly exams 50% of final grade***

- *Chapter homework assignments 10 % of final grade*
- *Chapter Quizzes 5%*
- *Computer based homework 5% of final grade*

Final Exam: The final exam is mandatory and worth 30%.

Semester Grade: Ten point scale. A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: below 60.

My Math Lab is located at www.coursecompass.com
Homework will be completed on line. Your books come with a student access code. Follow the instructions that came with your student access kit to register at this web site.
All computer assignments must be completed with the StatCrunch software available at MyMathLab.

Course ID for My Math Lab: I am teaching two sections of MA/ST3123 during the Fall of 2010 and each class has a unique course code. This access code will be given in class and posted at MyCourses.

Test #1 September 22 for M-W-F (sec 01) or September 23 For M-TH-F (sec 02)
Students are required to take the test on the announced test date. If for some very important reason you cannot take the test at the scheduled date and time, contact me about scheduling an alternate time in advance. There are no make-up exams.

- If you miss the test (because of illness) you must contact me by e-mail or leave a message with the department secretary (325 -3414) within 24 hours of the test. There will be a very small window of opportunity to take the test and if the test has been returned to the class **no remake will be available** and a 0 will be recorded.
- If you are registered with Student Support Services and choose to use their testing facility be sure to tell me ahead of time so arrangements can be made.

Attendance: Attendance is mandatory. You are expected to attend the complete class and not leave early or arrive late in which case you will be marked absent.
Calculator: A scientific calculator is required for this course. A TI-30xa is sufficient. Procedures for working problems will be explained for this type of calculator only.

Laptop use is not permitted during the class period.

FYI:

- **August 24**....Last day to drop a course without a grade (5th class day – 12:00 midnight)
- **September 29** .....Last day to drop a course with a "W" grade

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 please visit: http://www.msstate.edu/dept/audit/1207A.html

I expect my students to complete homework, computer assignments and tests honestly. Academic misconduct is any activity which may compromise the academic integrity of the University. Academic misconduct includes, but is not limited to, deceptive acts such as the following: Using unauthorized materials (crib notes, books, etc.) as an aid during an examination.

(2) Looking at or using information from another person's examination, report, or assignment.
(3) Providing assistance to, or receiving assistance from, another person in any manner prohibited by the instructor. *Homework is not supposed to be a group effort.*
(4) Possessing or providing an examination or assignment, or any part thereof, at any time or in any manner not authorized by the instructor.
(5) Taking a quiz, examination, or similar evaluated assignment for another person; or utilizing another person to take a quiz, examination, or similar assignment in place of oneself.
(6) Submitting any course materials or activities not the student's own, allowing such a submission to be made for oneself, or making such a submission for another.

An incident in academic dishonesty can result in an F for the course and can be a severe as expulsion from the University.

5. DETAILED COURSE OUTLINE OF CAMPUS 5

Course Outline and Objectives
MA/ST 3123 Introduction to Statistical inference.

Text: Introductory Statistics, eighth edition, Neil A. Weiss
1 hour is equivalent to a 50 min. class period.
StatCrunch: Online statistical software available through MyMathLab.
Chapter 1: The Nature of Statistics, Sections 1.1, 1.2, 1.3, 1.4 (2 hours)
After completing chapter 1, a student should be able to:

- Classify statistical studies as either descriptive or inferential.
- Identify the population and the sample in an inferential study.
- Explain what is meant by a representative sample.
- Describe simple random sampling
- Explain the difference between an observational study and a designed experiment.

Chapter 2 Organizing Data, Section 2.1, 2.2, 2.3, 2.4 (2 hours)
After completing chapter 2, a student should be able to:

- Classify variables and data as either qualitative or quantitative.
- Distinguish between discrete and continuous variables and data.
- Identify terms associated with the grouping of data.

- Group data into a frequency distribution and a relative frequency distribution.
- Construct a grouped data table.
- Draw a frequency histogram and a relative-frequency histogram
- Draw a bar graph
- Construct ordered stem-and-leaf plots.
- Identify the shape and modality of the distribution of a data set.
- Understand the relationship between sample distributions and the population distribution.

Chapter 3 Descriptive Measures, Section 3.1, 3.2, 3.3, 3.4, 3.5 (4 hours)
After completing chapter 3, a student should be able to:

- Use and understand the formulas presented in this chapter.
- Explain the purpose of a measure of center.
- Obtain and interpret the mean, the median, and the mode(s) of a data set.
- Use and understand summation notation.
- Define, compute, and interpret
  A sample mean, Range of a data set, Sample standard deviation.
- Explain the purpose of a measure of variation.
- Define percentiles and quartiles.
- Obtain and interpret the quartile, IQR, and five-number summary of a data set.
- Identify potential outliers.
- Distinguish between a parameter and a statistic.
- Understand how and why statistics are used to estimate parameters.
- Obtain and interpret z-scores.

MyMathLab: Use StatCrunch to complete Descriptive Statistics Lab
Chapter 4 Probability Concepts, Section 4.1, 4.4 (3 Hours)
After completing chapter 4, a student should be able to:

- Compute probabilities for experiments having equally likely outcomes.
- Interpret relative frequency probabilities.
- Use the special and general addition rule.
- State and understand the basic properties of probability
- Read and interpret contingency tables
- Construct a joint probability distribution.

Chapter 5 Discrete Random Variables, Sections 5.1, 5.2, 5.3(3 hours)
After completing chapter 5, a student should be able to:

- Draw and interpret discrete probability distributions from frequencies of occurrences of events.
- Calculate expected value and variance of a random variable.

Chapter 6 The Normal Distribution, Section 6.1, 6.2, 6.3 (3 hours)

- Use and understand the formulas presented in this chapter.
- Explain what it means for a variable to be normally distributed or approximately normally distributed.
- Explain the parameters for a normal curve.
- Identify the basic properties and sketch a normal curve.
- Use Table II to find areas under the standard normal curve.
- Use Table II to find the z-score(s) corresponding to a specified area under the standard normal curve.
- Use and understand the z alpha notation
- Determine the percentage or probability for a normally distributed variable.

- State and apply the empirical rule.

1 hour review
1-2 hour exam

First third of course is 20 hours

Chapter 7 The Sampling Distribution of the Sample Mean, Sections 7.1, 7.2, 7.3 (2 hour)

- Use formulas presented in this chapter.
- Define the sampling error and explain the need for sampling distributions.
- Find the mean and standard deviation of the variable x-bar, given the mean and standard deviation of the population and sample is size.
- State and apply the central limit theorem.
- Determine the sampling distribution of the sample mean when the variable under consideration is normally distributed.

Chapter 8 Confidence Intervals for One Population Mean, Section 8.1, 8.2, 8.3, 8.4 (3 hours)

- Obtain a point estimate for a population-mean.
- Find and interpret a confidence interval for a population-mean when the population standard deviation is known.
- Compute and interpret the margin of error for the estimate of the population mean.
- Determine the sample size required for a specified confidence level and margin of error for the estimate of (mu).
- Understand the difference between the standardized and studentized versions of the sample mean.
- State the basic properties of t-curves
- Find and interpret a confidence interval for a population mean when the population standard deviation is unknown.

Chapter 9 Hypothesis Tests for One Population Mean, Section 9.1, 9.2, 9.3, 9.4, 9.6 (6 Hours)

- Define the terms associated with hypothesis testing.
- Choose the null and alternative hypotheses
- Identify the test statistic, rejection region, non-rejection region and critical values for a hypothesis test.
- Obtain the P-value
- Perform a hypothesis test for a population mean when the population standard deviation is unknown.

MyMathLab: Use StatCrunch to perform a one-sample t-test and confidence interval.

Chapter 10 Inferences for Two Population Means,Section 10.2, 10.3, 10.5 (4 hours)

- Sampling Distribution of the Difference Between Two Means
- Inferences for Two population Means: σ's Assumed Equal
- Inferences for Two population Means: σ's Not Assumed Equal
- Inferences for Two Populations Means, Using Paired Samples

MyMathLab: Use StatCrunch to perform pooled t-procedures

Chapter 11 Inferences for Population Standard Deviations 11.1, 11.2 (2 hours)

- Inferences for One population standard deviation

- Inferences for Two population Standard Deviations

Review 1 hour
Exam # 2 2 hour
Second third of course is 20 hours

Chapter 12 Inferences for Population Proportions, Section 12.1, 12.2, 12.3 (4 hours)

- Confidence Intervals for One Population proportion
- Hypothesis Tests for One Population Proportion
- Inferences for Two Population proportions

MyMathLab: Use StatCrunch to perform a one-sample z-interval procedure and z- test for a population proportion.
Chapter 13 Chi-Square Procedures, Section 13.1, 13.2,13.3, 13.4 (4 hours)

- The Chi-Square Distribution
- Chi-Square Goodness of Fit Test
- Contingency Tables; Association
- Chi-Square Independence Test

Chapter 14 "Descriptive Methods in Regression and Correlation" Sections 14.2, 14.3,14.4 (4 hours)

- Define and apply the concepts related to linear equations with one independent variable.
- Obtain and graph the regression equation for a set of data point, interpret the slope of the regression line, and use the regression equation to make predictions.
- Understand the concept of extrapolation.
- Identify outliers and influential observations.
- Determine and interpret the linear correlation coefficient, r.
- Explain and apply the relation ship between the linear correlation coefficient and the coefficient of determination.

MyMathLab:Use StatCrunch to make Scatter Diagram and perform Regression Analysis
Chapter 16 Analysis of Variance , Section 16.1, 16.2, 16.3(2 hours)

- The F-Distribution
- One-way ANOVA; The Logic
- One-Way ANOVA: The Procedure

Review 1 hour
3 Test: 2 hour
Last third of course is 17 hours
Final Exam: 3 hrs.
Total for course: 60 hours

6. METHOD OF EVALUATION
There will be:

- 3 hourly exams (50 % of Final Grade)
    - Administered online in a proctored setting in accordance with specifications outlined by the College of Continuing Education.
    - Password protected
    - Values used in problems are randomly generated with makes each test unique.
    - Tests automatically shut off at the end of the pre-determined time period.
    - Each semester new questions are selected for the tests.

- On line homework assignment for each section covered.(10% of Final Grade)
- Quizzes for each chapter. (5% of Final Grade)
- Statcrunch lab assignment.(5 % of Final Grade)
    - Submitted in PDF Form to the instructor as an e-mail attachment.
    - Must include any graphics, tables or numerical values generated by the StatCrunch Software.
    - Also will include analysis and interpretation of StatCrunch results.
- Final Exam (30 % of Final Grade) administered online in a proctored setting in accordance with specifications outlined by the College of Continuing Education.
- Semester Grade: Ten point scale. A: 90-100% B: 80-89% C: 70-79% D: 60-69% F:0-59%

7. METHOD OF INSTRUCTION

Y: Computer Aided Instruction

8. METHOD OF DELIVERY

O: Online, Internet, Web-based

9. DELIVERY STATEMENT

This course will not violate the Provost's policies on Campus 5 offerings.

B. Special Notes

1. Effective Date

Spring 2011

2. Effect on Other Courses

There is no effect on other courses.

3. Contact Person

Lorraine Hughes 662-325-7154
lhughes@math.msstate.edu
Department of Mathematics and Statistics

4. ACADEMIC HONESTY

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 please visit: http://www.msstate.edu/dept/audit/1207A.html

Online students are expected to complete homework, computer assignments and tests honestly. Academic misconduct is any activity which may compromise the academic integrity of the University. Academic misconduct includes, but is not limited to, deceptive acts such as the following: Using unauthorized materials (crib notes, books, etc.) as an aid during an examination.

- Looking at or using information from another person's examination, report, or assignment.
- Providing assistance to, or receiving assistance from, another person in any manner prohibited by the instructor..
- Possessing or providing an examination or assignment, or any part thereof, at any time or in any manner not authorized by the instructor.
- Taking a quiz, examination, or similar evaluated assignment for another person; or utilizing another person to take a quiz, examination, or similar assignment in place of oneself.
- Submitting any course materials or activities not the student's own, allowing such a submission to be made for oneself, or making such a submission for another.

An incident in academic dishonesty can result in an F for the course and can be as severe as expulsion from the University.

- The measures that will be put into place to deter academic misconduct have been itemized in section 6 METHOD OF EVALUATION.

5. TARGET AUDIENCE

This course is intended to prepare post high school students to use statistical methods for analyzing data in many different fields of study. It will be useful for college students unable to attend MSU classes physically and so should benefit military personnel, MSU students involved in Co-operative learning, or students who need to review statistical methods in preparation for graduate programs at any school.
MSU students should be aware that there is a University-Wide Requirement that no less than ¼ of the degree program in junior and senior subjects (courses numbered 3000 through 5000) be completed in residence at MSU. This course does not satisfy the residency requirement and should only be used by those majors with sufficient upper level hours accumulated in other classes.

MISSISSIPPI STATE
UNIVERSITY

DEPARTMENT OF MATHEMATICS AND STATISTICS
P. O. BOX MA
MISSISSIPPI STATE, MISSISSIPPI 39762
PHONE (662) 325-3414

September 16, 2010

Angi Bourgeois, Chair
University Committee on Courses and Curricula
Mail Stop 9699

Dear Dr. Bourgeois,

Among the online courses currently offered by the Department of Mathematics and Statistics, Introduction to Statistics, MA/ST 2113, has the greatest demand. The follow-up to MA/ST 2113 is MA/ST 3123, Introduction to Statistical Inference, and an online offering of this course is proposed. Given that methods of statistical inference are critical tools in all branches of science, industry, business and government that rely on analysis of data, the department anticipates particularly strong demand for this new offering.

The syllabus and content of the online version of MA/ST 3123 closely matches that of the on-campus version of the course, and so this proposal has the full approval of the faculty

Best regards,

Thomas L. Miller
Professor
Undergraduate Academic Coordinator

Mohsen Razzaghi
Professor and Head

E-MAIL: office@math.msstate.edu
FAX NUMBER: (662) 325-0005

ORIGINAL

RECEIVED
10/15/10

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: Arts & Sciences **Department:** Mathematics and Statistics

Contact Person: Lorraine Hughes **Phone:** 5-7164 **E-mail:** lhughes@math.msstate.edu

Nature of Change: AOCE Approval **Date Initiated:** 9/14/201 **Effective Date:** Jan 2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
ST	3123	Introduction to Statistical Inference	(3)

Current Catalog Description:

(Prerequisite:ACT math subscore 24, or grade of C or better in MA 1313). Two hours lecture. Two hours laboratory. Basic concepts and methods of statistsics, including descriptive statistics, probability random variables, sampling distribution,estimation,hypothesis testing, introduction to analysis of variance, simple linear regression. (Same as ST 3123).

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
			( )

New or Modified Catalog Description:

Approved:	Department Head	*Date:* 9/15/2010
	Chair, College or School Curriculum Committee	10/8/10
	Dean of College or School	10-8-10
	Chair, University Committee on Courses and Curricula	11.30.10
	Chair, Graduate Council (if applicable)	
	Chair, Deans Council	January 24th 2011

Proposal for AOCE
MA/ST 3123: Introduction to Statistical Inference

1. CATALOG DESCRIPTION

MA/ST 3123 Introduction to Statistical Inference.(3) (Prerequisite: ACT Math subscore 24, or grade of C or better in MA 1313). Two hours lecture. Two hours laboratory. Basic concepts and methods of statistics, including descriptive statistics, probability, random variables, sampling distribution, estimation, hypothesis testing, introduction to analysis of variance, simple linear regression.
Special Courses Fees: Distance Charge Continuing Education: $50.00 Flat Fee.
Tuition and Required Fees: $214.75 Per Credit Hour

2. JUSTIFICATION FOR AOCE OFFERING

Introduction to Statistical Inference covers methods that have applications in business, engineering, physical sciences, and social sciences. The Department of Mathematics and Statistics requests approval to offer a distance learning form of MA/ST 3123 through AOCE in order to provide lifelong learning that is accessible beyond the physical campus as well as provide opportunities for students that are involved in cooperative learning to continue coursework while away from the campus.
The course will be offered using an electronic format which will provide instruction, practice and assessment of learning outcomes. Tutorial Programs embedded in the online homework will be utilized to provide effective explanation of the material. The opportunity to discuss problem solving and concepts with the instructor via the internet or telephone will also be available. All graded on-line tests will be password protected and proctored using the guidelines set forth by the College of Continuing Education in order to maintain academic integrity.

3. LEARNING OUTCOMES

At the successful completion of the course a student should be able to

- Explain the difference between descriptive and inferential statistics.
- Understand statistical terminology.
- Organize quantitative or qualitative data.
- Use quantitative descriptive measures such as mean, median, quartiles.
- Distinguish between parameters and statistics.
- Compute probabilities dealing with theoretical models or relative frequency.
- Interpret Venn Diagrams.
- Draw and interpret discrete probability distributions from frequencies of occurrences of events.
- Use the Normal Distribution to access probability or relative frequency of an event.
- State and apply the empirical rule.
- State and apply the central limit theorem.
- Find and interpret a confidence interval for a population-mean when the population standard deviation is known or unknown.
- Determine the sample size required for a specified confidence level.
- State the basic properties of t-curves
- Perform a hypothesis test for a population mean when the population standard deviation is known or unknown.

- Determine inferences for two population means.
- Determine inferences for Population Proportions.
- Use Chi-Square Procedures to determine goodness of fit, association, and independence.
- Obtain and graph the regression equation for a set of data point, interpret the slope of the regression line, and use the regression equation to make predictions.
- Determine and interpret the linear correlation coefficient, r.
- Explain and apply the relation ship between the linear correlation coefficient and the coefficient of determination.
- Use a one-way ANOVA.

4. A. DETAILED COURSE OUTLINE OF CAMPUS 1

Course Outline and Objectives

MA/ST 3123 Introduction to Statistical inference.

Text: Introductory Statistics, eighth edition, Neil A. Weiss

1 hour is equivalent to a 50 min. class period.

StatCrunch: Online statistical software available through MyMathLab.

Chapter 1: The Nature of Statistics, Sections 1.1, 1.2, 1.3, 1.4 (2 hours)

After completing chapter 1, a student should be able to:

- Classify statistical studies as either descriptive or inferential.
- Identify the population and the sample in an inferential study.
- Explain what is meant by a representative sample.
- Describe simple random sampling
- Explain the difference between an observational study and a designed experiment.

Chapter 2 Organizing Data, Section 2.1, 2.2, 2.3, 2.4 (2 hours)

After completing chapter 2, a student should be able to:

- Classify variables and data as either qualitative or quantitative.
- Distinguish between discrete and continuous variables and data.
- Identify terms associated with the grouping of data.
- Group data into a frequency distribution and a relative frequency distribution.
- Construct a grouped data table.
- Draw a frequency histogram and a relative-frequency histogram
- Draw a bar graph
- Construct ordered stem-and-leaf plots.
- Identify the shape and modality of the distribution of a data set.
- Understand the relationship between sample distributions and the population distribution.

Chapter 3 Descriptive Measures, Section 3.1, 3.2, 3.3, 3.4, 3.5 (4 hours)

After completing chapter 3, a student should be able to:

- Use and understand the formulas presented in this chapter.
- Explain the purpose of a measure of center.
- Obtain and interpret the mean, the median, and the mode(s) of a data set.
- Use and understand summation notation.
- Define, compute, and interpret
  A sample mean, Range of a data set, Sample standard deviation.

- Explain the purpose of a measure of variation.
- Define percentiles and quartiles.
- Obtain and interpret the quartile, IQR, and five-number summary of a data set.
- Identify potential outliers.
- Distinguish between a parameter and a statistic.
- Understand how and why statistics are used to estimate parameters.
- Obtain and interpret z-scores.

MyMathLab: Use StatCrunch to complete Descriptive Statistics Lab

Chapter 4 Probability Concepts, Section 4.1, 4.4 (3 Hours)
After completing chapter 4, a student should be able to:

- Compute probabilities for experiments having equally likely outcomes.
- Interpret relative frequency probabilities.
- Use the special and general addition rule.
- State and understand the basic properties of probability
- Read and interpret contingency tables
- Construct a joint probability distribution.

Chapter 5 Discrete Random Variables, Sections 5.1, 5.2, 5.3(3 hours)
After completing chapter 5, a student should be able to:

- Draw and interpret discrete probability distributions from frequencies of occurrences of events.
- Calculate expected value and variance of a random variable.

Chapter 6 The Normal Distribution, Section 6.1, 6.2, 6.3 (3 hours)

- Use and understand the formulas presented in this chapter.
- Explain what it means for a variable to be normally distributed or approximately normally distributed.
- Explain the parameters for a normal curve.
- Identify the basic properties and sketch a normal curve.
- Use Table II to find areas under the standard normal curve.
- Use Table II to find the z-score(s) corresponding to a specified area under the standard normal curve.
- Use and understand the z alpha notation
- Determine the percentage or probability for a normally distributed variable.
- State and apply the empirical rule.
- Normal Approximation to the Binomial Distribution.

1 hour review
1-2 hour exam

First third of course is 20 hours

Chapter 7 The Sampling Distribution of the Sample Mean, Sections 7.1, 7.2, 7.3 (2 hour)

- Use formulas presented in this chapter.
- Define the sampling error and explain the need for sampling distributions.
- Find the mean and standard deviation of the variable x-bar, given the mean and standard deviation of the population and sample is size.

- State and apply the central limit theorem.
- Determine the sampling distribution of the sample mean when the variable under consideration is normally distributed.

Chapter 8 Confidence Intervals for One Population Mean, Section 8.1, 8.2, 8.3, 8.4 (3 hours)

- Obtain a point estimate for a population-mean.
- Find and interpret a confidence interval for a population-mean when the population standard deviation is known.
- Compute and interpret the margin of error for the estimate of the population mean.
- Determine the sample size required for a specified confidence level and margin of error for the estimate of (mu).
- Understand the difference between the standardized and studentized versions of the sample mean.
- State the basic properties of t-curves
- Find and interpret a confidence interval for a population mean when the population standard deviation is unknown.

Chapter 9 Hypothesis Tests for One Population Mean, Section 9.1, 9.2, 9.3, 9.4, 9.6 (6 Hours)

- Define the terms associated with hypothesis testing.
- Choose the null and alternative hypotheses
- Identify the test statistic, rejection region, non-rejection region and critical values for a hypothesis test.
- Obtain the P-value
- Perform a hypothesis test for a population mean when the population standard deviation is unknown.

MyMathLab: Use StatCrunch to perform a one-sample t-test and confidence interval.

Chapter 10 Inferences for Two Population Means,Section 10.2, 10.3, 10.5 (4 hours)

- Sampling Distribution of the Difference Between Two Means
- Inferences for Two population Means: σ's Assumed Equal
- Inferences for Two population Means: σ's Not Assumed Equal
- Inferences for Two Populations Means, Using Paired Samples

MyMathLab: Use StatCrunch to perform pooled t-procedures

Chapter 11 Inferences for Population Standard Deviations 11.1, 11.2 (2 hours)

- Inferences for One population standard deviation
- Inferences for Two population Standard Deviations

Review 1 hour
Exam # 2 2 hour
Second third of course is 20 hours

Chapter 12 Inferences for Population Proportions, Section 12.1, 12.2, 12.3 (4 hours)

- Confidence Intervals for One Population proportion

- Hypothesis Tests for One Population Proportion
- Inferences for Two Population proportions

MyMathLab: Use StatCrunch to perform a one-sample z-interval procedure and z- test for a population proportion.

Chapter 13 Chi-Square Procedures, Section 13.1, 13.2,13.3, 13.4 (4 hours)

- The Chi-Square Distribution
- Chi-Square Goodness of Fit Test
- Contingency Tables; Association
- Chi-Square Independence Test

Chapter 14 "Descriptive Methods in Regression and Correlation" Sections 14.2, 14.3,14.4 (4 hours)

- Define and apply the concepts related to linear equations with one independent variable.
- Obtain and graph the regression equation for a set of data point, interpret the slope of the regression line, and use the regression equation to make predictions.
- Understand the concept of extrapolation.
- Identify outliers and influential observations.
- Determine and interpret the linear correlation coefficient, r.
- Explain and apply the relation ship between the linear correlation coefficient and the coefficient of determination.

MyMathLab:Use StatCrunch to make Scatter Diagram and perform Regression Analysis

Chapter 16 Analysis of Variance , Section 16.1, 16.2, 16.3(2 hours)

- The F-Distribution
- One-way ANOVA; The Logic
- One-Way ANOVA: The Procedure

Review 1 hour
3 Test: 2 hour
Last third of course is 17 hours
Final Exam: 3 hrs.
Total for course: 60 hours

4. B Sample Syllabus

ST 3123 / MA 3123 Introduction to Statistical Inference

Text Book: Introductory Statistics,8e by Neil A. Weiss

Instructor: Lorraine A. Hughes **Allen 444 (662)325-7164**

Section 01 Allen 18 MF 11:00-11:50 W 12:00-1:50
Section 02 Allen 18 MF 12:00-12:50 R 2:00-3:50

e-mail: lhughes@math.msstate.edu

Office hours: Allen 460 Monday 9:30-11& 2:00-3:00, TH 1:00-2:00& 4:00-5:00

Grades:

- ***There will be three hourly exams 50% of final grade***

- *Chapter homework assignments 10 % of final grade*
- *Chapter Quizzes 5%*
- *Computer based homework 5% of final grade*

Final Exam: The final exam is mandatory and worth 30%.

Semester Grade: Ten point scale. A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: below 60.

My Math Lab is located at www.coursecompass.com
Homework will be completed on line. Your books come with a student access code. Follow the instructions that came with your student access kit to register at this web site.
All computer assignments must be completed with the StatCrunch software available at MyMathLab.

Course ID for My Math Lab: I am teaching two sections of MA/ST3123 during the Fall of 2010 and each class has a unique course code. This access code will be given in class and posted at MyCourses.

Test #1 September 22 for M-W-F (sec 01) or September 23 For M-TH-F (sec 02)
Students are required to take the test on the announced test date. If for some very important reason you cannot take the test at the scheduled date and time, contact me about scheduling an alternate time in advance. There are no make-up exams.

- If you miss the test (because of illness) you must contact me by e-mail or leave a message with the department secretary (325 -3414) within 24 hours of the test. There will be a very small window of opportunity to take the test and if the test has been returned to the class **no remake will be available** and a 0 will be recorded.
- If you are registered with Student Support Services and choose to use their testing facility be sure to tell me ahead of time so arrangements can be made.

Attendance: Attendance is mandatory. You are expected to attend the complete class and not leave early or arrive late in which case you will be marked absent.
Calculator: A scientific calculator is required for this course. A TI-30xa is sufficient. Procedures for working problems will be explained for this type of calculator only.

Laptop use is not permitted during the class period.

FYI:

- **August 24**....Last day to drop a course without a grade
  (5th class day – 12:00 midnight)
- **September 29** .....Last day to drop a course with a "W" grade

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or steal, nor will I accept the actions of those who do."

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(2) Looking at or using information from another person's examination, report, or assignment.
(3) Providing assistance to, or receiving assistance from, another person in any manner prohibited by the instructor. *Homework is not supposed to be a group effort.*
(4) Possessing or providing an examination or assignment, or any part thereof, at any time or in any manner not authorized by the instructor.
(5) Taking a quiz, examination, or similar evaluated assignment for another person; or utilizing another person to take a quiz, examination, or similar assignment in place of oneself.
(6) Submitting any course materials or activities not the student's own, allowing such a submission to be made for oneself, or making such a submission for another.

An incident in academic dishonesty can result in an F for the course and can be a severe as expulsion from the University.

5. DETAILED COURSE OUTLINE OF CAMPUS 5

Course Outline and Objectives
MA/ST 3123 Introduction to Statistical inference.

Text: Introductory Statistics, eighth edition, Neil A. Weiss
1 hour is equivalent to a 50 min. class period.
StatCrunch: Online statistical software available through MyMathLab.
Chapter 1: The Nature of Statistics, Sections 1.1, 1.2, 1.3, 1.4 (2 hours)
After completing chapter 1, a student should be able to:

- Classify statistical studies as either descriptive or inferential.
- Identify the population and the sample in an inferential study.
- Explain what is meant by a representative sample.
- Describe simple random sampling
- Explain the difference between an observational study and a designed experiment.

Chapter 2 Organizing Data, Section 2.1, 2.2, 2.3, 2.4 (2 hours)
After completing chapter 2, a student should be able to:

- Classify variables and data as either qualitative or quantitative.
- Distinguish between discrete and continuous variables and data.
- Identify terms associated with the grouping of data.

- Group data into a frequency distribution and a relative frequency distribution.
- Construct a grouped data table.
- Draw a frequency histogram and a relative-frequency histogram
- Draw a bar graph
- Construct ordered stem-and-leaf plots.
- Identify the shape and modality of the distribution of a data set.
- Understand the relationship between sample distributions and the population distribution.

Chapter 3 Descriptive Measures, Section 3.1, 3.2, 3.3, 3.4, 3.5 (4 hours)

After completing chapter 3, a student should be able to:

- Use and understand the formulas presented in this chapter.
- Explain the purpose of a measure of center.
- Obtain and interpret the mean, the median, and the mode(s) of a data set.
- Use and understand summation notation.
- Define, compute, and interpret
  A sample mean, Range of a data set, Sample standard deviation.
- Explain the purpose of a measure of variation.
- Define percentiles and quartiles.
- Obtain and interpret the quartile, IQR, and five-number summary of a data set.
- Identify potential outliers.
- Distinguish between a parameter and a statistic.
- Understand how and why statistics are used to estimate parameters.
- Obtain and interpret z-scores.

MyMathLab: Use StatCrunch to complete Descriptive Statistics Lab

Chapter 4 Probability Concepts, Section 4.1, 4.4 (3 Hours)

After completing chapter 4, a student should be able to:

- Compute probabilities for experiments having equally likely outcomes.
- Interpret relative frequency probabilities.
- Use the special and general addition rule.
- State and understand the basic properties of probability
- Read and interpret contingency tables
- Construct a joint probability distribution.

Chapter 5 Discrete Random Variables, Sections 5.1, 5.2, 5.3(3 hours)

After completing chapter 5, a student should be able to:

- Draw and interpret discrete probability distributions from frequencies of occurrences of events.
- Calculate expected value and variance of a random variable.

Chapter 6 The Normal Distribution, Section 6.1, 6.2, 6.3 (3 hours)

- Use and understand the formulas presented in this chapter.
- Explain what it means for a variable to be normally distributed or approximately normally distributed.
- Explain the parameters for a normal curve.
- Identify the basic properties and sketch a normal curve.
- Use Table II to find areas under the standard normal curve.
- Use Table II to find the z-score(s) corresponding to a specified area under the standard normal curve.
- Use and understand the z alpha notation
- Determine the percentage or probability for a normally distributed variable.

- State and apply the empirical rule.

1 hour review
1-2 hour exam

First third of course is 20 hours

Chapter 7 The Sampling Distribution of the Sample Mean, Sections 7.1, 7.2, 7.3 (2 hour)

- Use formulas presented in this chapter.
- Define the sampling error and explain the need for sampling distributions.
- Find the mean and standard deviation of the variable x-bar, given the mean and standard deviation of the population and sample is size.
- State and apply the central limit theorem.
- Determine the sampling distribution of the sample mean when the variable under consideration is normally distributed.

Chapter 8 Confidence Intervals for One Population Mean, Section 8.1, 8.2, 8.3, 8.4 (3 hours)

- Obtain a point estimate for a population-mean.
- Find and interpret a confidence interval for a population-mean when the population standard deviation is known.
- Compute and interpret the margin of error for the estimate of the population mean.
- Determine the sample size required for a specified confidence level and margin of error for the estimate of (mu).
- Understand the difference between the standardized and studentized versions of the sample mean.
- State the basic properties of t-curves
- Find and interpret a confidence interval for a population mean when the population standard deviation is unknown.

Chapter 9 Hypothesis Tests for One Population Mean, Section 9.1, 9.2, 9.3, 9.4, 9.6 (6 Hours)

- Define the terms associated with hypothesis testing.
- Choose the null and alternative hypotheses
- Identify the test statistic, rejection region, non-rejection region and critical values for a hypothesis test.
- Obtain the P-value
- Perform a hypothesis test for a population mean when the population standard deviation is unknown.

MyMathLab: Use StatCrunch to perform a one-sample t-test and confidence interval.

Chapter 10 Inferences for Two Population Means,Section 10.2, 10.3, 10.5 (4 hours)

- Sampling Distribution of the Difference Between Two Means
- Inferences for Two population Means: σ's Assumed Equal
- Inferences for Two population Means: σ's Not Assumed Equal
- Inferences for Two Populations Means, Using Paired Samples

MyMathLab: Use StatCrunch to perform pooled t-procedures

Chapter 11 Inferences for Population Standard Deviations 11.1, 11.2 (2 hours)

- Inferences for One population standard deviation

- Inferences for Two population Standard Deviations

Review 1 hour
Exam # 2 2 hour
Second third of course is 20 hours

Chapter 12 Inferences for Population Proportions, Section 12.1, 12.2, 12.3 (4 hours)
- Confidence Intervals for One Population proportion
- Hypothesis Tests for One Population Proportion
- Inferences for Two Population proportions

MyMathLab: Use StatCrunch to perform a one-sample z-interval procedure and z- test for a population proportion.
Chapter 13 Chi-Square Procedures, Section 13.1, 13.2,13.3, 13.4 (4 hours)
- The Chi-Square Distribution
- Chi-Square Goodness of Fit Test
- Contingency Tables; Association
- Chi-Square Independence Test

Chapter 14 "Descriptive Methods in Regression and Correlation" Sections 14.2, 14.3,14.4 (4 hours)
- Define and apply the concepts related to linear equations with one independent variable.
- Obtain and graph the regression equation for a set of data point, interpret the slope of the regression line, and use the regression equation to make predictions.
- Understand the concept of extrapolation.
- Identify outliers and influential observations.
- Determine and interpret the linear correlation coefficient, r.
- Explain and apply the relation ship between the linear correlation coefficient and the coefficient of determination.

MyMathLab:Use StatCrunch to make Scatter Diagram and perform Regression Analysis
Chapter 16 Analysis of Variance , Section 16.1, 16.2, 16.3(2 hours)
- The F-Distribution
- One-way ANOVA; The Logic
- One-Way ANOVA: The Procedure

Review 1 hour
3 Test: 2 hour
Last third of course is 17 hours
Final Exam: 3 hrs.
Total for course: 60 hours

6. METHOD OF EVALUATION
There will be:
- 3 hourly exams (50 % of Final Grade)
    - Administered online in a proctored setting in accordance with specifications outlined by the College of Continuing Education.
    - Password protected
    - Values used in problems are randomly generated with makes each test unique.
    - Tests automatically shut off at the end of the pre-determined time period.
    - Each semester new questions are selected for the tests.

- On line homework assignment for each section covered.(10% of Final Grade)
- Quizzes for each chapter. (5% of Final Grade)
- Statcrunch lab assignment.(5 % of Final Grade)
    - Submitted in PDF Form to the instructor as an e-mail attachment.
    - Must include any graphics, tables or numerical values generated by the StatCrunch Software.
    - Also will include analysis and interpretation of StatCrunch results.
- Final Exam (30 % of Final Grade) administered online in a proctored setting in accordance with specifications outlined by the College of Continuing Education.
- Semester Grade: Ten point scale. A: 90-100% B: 80-89% C: 70-79% D: 60-69% F:0-59%

7. METHOD OF INSTRUCTION

Y: Computer Aided Instruction

8. METHOD OF DELIVERY

O: Online, Internet, Web-based

9. DELIVERY STATEMENT

This course will not violate the Provost's policies on Campus 5 offerings.

B. Special Notes

1. Effective Date

Spring 2011

2. Effect on Other Courses

There is no effect on other courses.

3. Contact Person

Lorraine Hughes 662-325-7154
lhughes@math.msstate.edu
Department of Mathematics and Statistics

4. ACADEMIC HONESTY

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

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academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information please visit: http://www.msstate.edu/dept/audit/1207A.html

Online students are expected to complete homework, computer assignments and tests honestly. Academic misconduct is any activity which may compromise the academic integrity of the University. Academic misconduct includes, but is not limited to, deceptive acts such as the following: Using unauthorized materials (crib notes, books, etc.) as an aid during an examination.

- Looking at or using information from another person's examination, report, or assignment.
- Providing assistance to, or receiving assistance from, another person in any manner prohibited by the instructor. .
- Possessing or providing an examination or assignment, or any part thereof, at any time or in any manner not authorized by the instructor.
- Taking a quiz, examination, or similar evaluated assignment for another person; or utilizing another person to take a quiz, examination, or similar assignment in place of oneself.
- Submitting any course materials or activities not the student's own, allowing such a submission to be made for oneself, or making such a submission for another.

An incident in academic dishonesty can result in an F for the course and can be as severe as expulsion from the University.

- The measures that will be put into place to deter academic misconduct have been itemized in section 6 METHOD OF EVALUATION.

5. TARGET AUDIENCE

This course is intended to prepare post high school students to use statistical methods for analyzing data in many different fields of study. It will be useful for college students unable to attend MSU classes physically and so should benefit military personnel, MSU students involved in Co-operative learning, or students who need to review statistical methods in preparation for graduate programs at any school.
MSU students should be aware that there is a University-Wide Requirement that no less than ¼ of the degree program in junior and senior subjects (courses numbered 3000 through 5000) be completed in residence at MSU. This course does not satisfy the residency requirement and should only be used by those majors with sufficient upper level hours accumulated in other classes.

MISSISSIPPI STATE
UNIVERSITY

DEPARTMENT OF MATHEMATICS AND STATISTICS
P. O. BOX MA
MISSISSIPPI STATE, MISSISSIPPI 39762
PHONE (662) 325-3414

September 16, 2010

Angi Bourgeois, Chair
University Committee on Courses and Curricula
Mail Stop 9699

Dear Dr. Bourgeois,

Among the online courses currently offered by the Department of Mathematics and Statistics, Introduction to Statistics, MA/ST 2113, has the greatest demand. The follow-up to MA/ST 2113 is MA/ST 3123, Introduction to Statistical Inference, and an online offering of this course is proposed. Given that methods of statistical inference are critical tools in all branches of science, industry, business and government that rely on analysis of data, the department anticipates particularly strong demand for this new offering.

The syllabus and content of the online version of MA/ST 3123 closely matches that of the on-campus version of the course, and so this proposal has the full approval of the faculty

Best regards,

Thomas L. Miller
Professor
Undergraduate Academic Coordinator

Mohsen Razzaghi
Professor and Head

E-MAIL: office@math.msstate.edu
FAX NUMBER: (662) 325-0005

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED
09.03.2010

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: Devon Brenner **E-mail:** dgb19@msstate.edu

Nature of Change: AOCE Approval **Date Initiated:** Aug. 01, 09 **Effective Date:** Aug. 01, 10

Current Listing in Catalog: N/A

Symbol	Number	Title	Credit Hours
EDE	3443	Creative Arts for the Elementary/Middle Levels	(3)

Current Catalog Description:
(Prerequisite: Admission to teacher education).Three hours. An exploration of musical and artistic elements utilizing a variety of multicultural music, dance, drama, and aesthetic visuals.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours

New or Modified Catalog Description:

Approved:	*Date:*
Charlotte Bruyere Department Head	3-16-10
[signature] Chair, College or School Curriculum Committee	6/10/10
[signature] Dean of College or School	6/24/10
[signature] Chair, University Committee on Courses and Curricula	1-27-11
 Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th 2011

COURSE APPROVAL FOR CAMPUS 5 – ELEMENTARY EDUCATION (AOCE APPROVAL)

1. CATALOG DESCRIPTION

EDE 3443 Creative Arts for the Elementary/Middle Levels. (3). (Prerequisite: Admission to teacher education).Three hours lecture. An exploration of musical and artistic elements utilizing a variety of multicultural music, dance, drama, and aesthetic visuals. (Same as MU 3123).

2. JUSTIFICATION FOR AOCE OFFERING

In order to offer a full on-line degree program in Elementary Education, it is necessary to offer EDE 3443 as an AOCE course. By offering EDE 3443 in an on-line format, potential students who live too far to commute to MSU will be able to enroll in this course, completing the course in their own homes through the use of a laptop computer and access to the Internet. This on-line version of EDE 3443 is designed for students not attending Mississippi State University, Campus 1. Particularly, potential students who work as teaching assistants full-time would be able to pursue a degree in elementary education in order to obtain certification for teaching without terminating their teaching assistant jobs. This extra value will enable such potential students the opportunity to become a certified elementary teacher in Mississippi, where there is a shortage of certified teachers. Many potential teachers cannot quit their full-time jobs or leave their homes for long periods of time to attend classes on campus. This will accommodate these students.

3. LEARNING OUTCOMES

The learning outcomes of EDE 3443 are:

1. Examine the contributions of creativity and imagination to the diverse learning of the child in elementary/middle grade classrooms. (INTASC 1,2,3,4 ; CFPO 2,3,8,9)
2. Integrate and synthesize knowledge in diverse arts forms(INTASC 1,2,3; CFPO 2,7,8,9)
3. Explore and practice methods of integration of the arts in elementary classrooms (INTASC 4,5,6; CFPO 1,3,6,7,9)
4. Integrate of diverse cultures through literacy and arts integration (INTASC 1,3,6,7; CFPO 5,8,9,10)
5. Plan instruction utilizing national, state standards through arts integration (INTASC; 1,2; CFPO 1,2, 7,9,10)

4. DETAILED COURSE OUTLINE OF CAMPUS 1

See Chart after #5 and Attached Campus 1 Syllabus

5. DETAILED COURSE OUTLINE OF CAMPUS 5

See Attached Campus 5 Syllabus; The main difference between the Campus 5 version of this course and the Campus 1 version is that all instruction is provided electronically and all assignments are submitted electronically for the Campus 5 version. Instruction will be delivered using audio-enhanced Power Point presentations, supplementary web-based lecture notes and commentary, assigned course readings, online class discussions, email correspondence, and computer laboratory work completed at various Arts investigation websites. Additionally, students will be engaged in a hands-on, demonstration lesson which will be self-video-taped and subsequently submitted to the instructor for review and informal/formative assessment.

Specifically, the content of the course and method of delivery for both the Campus 1 and Campus 5 versions of the course are detailed below:

Content Area	Face-to-Face	Online, Internet, Web-based
Module 1: Discovering who we are and what we teach; National and state standards for arts education, National and state models of arts integration	6 Hours (lectures, quizzes, feedback, discussion)	6 Hours (audio-enhanced powerpoint lectures, quizzes, discussion board discussions)
Module 2: The Power of the Arts; Arts in Education; Theoretical Foundations, Research Implications	6 Hours (lectures, quizzes, online webquest investigation)	6 Hours (audio-enhanced Power Point lectures, quizzes, online webquest investigation)
Module 3: Exploring Creativity; Arts and Creativity in the Classroom; The Creative Problem Solving Process	6 Hours (lectures, quizzes, feedback, discussion)	6 Hours (audio-enhanced Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 4: The Art Forms; Elements, Principles, and Genres of Visual Art; Integrating Art in the classroom; methods, materials, strategies	6 Hours (lectures, quizzes, student production of visual art projects, classroom gallery display, discussion)	6 Hours (audio-enhanced Power Point lectures, quizzes, student production of visual art projects, online photo classroom gallery display, discussion board discussions)
Module 5: The Art Forms; Elements of Music; Integrating music in the classroom; sound, singing, instruments, listening	5 Hours (lectures, quizzes, online webquest investigation, discussion)	5 Hours audio-enhanced Power Point lectures, quizzes, online webquest investigation, discussion board discussion)
Module 6: The Art Forms; Elements of Drama; Integrating drama into listening and speaking	5 Hours (lectures, quizzes, online webquest investigation, discussion)	5 Hours audio-enhanced Power Point lectures, quizzes, online webquest investigation, discussion

skills/literacy		board discussion)
Module 7: The Art Forms; Elements of Dance, Movement; Methods, strategies	5 Hours (lectures, quizzes, discussion)	5 Hours audio-enhanced Power Point lectures, quizzes, discussion board discussion)
Module 8: Integrating the Fine Arts Across the Elementary Curriculum; Making connections between content areas; social studies, science, mathematics, language arts, literacy	6 Hours (lectures, quizzes, feedback, discussion)	6 Hours audio-enhanced Power Point lectures, quizzes, discussion board discussions, email feedback)

6. METHOD OF EVALUATION
Grading Scale: 93-100% /A, 86-92/B, 76-85/C, 69-75/D 68-below F
(percentage score of total points earned)

All assignments must be completed to earn credit for the course.

The suggested course activities and assignments that are to be completed while enrolled in the course are:
Chapter Response Activities: 50 points each
Creativity/Arts Integration Plan: 100 points
Final Project: 200 points
Tests/Quizzes: 50 points each
Final Exam: 100 points

All methods of evaluation listed above are the same for Campus 1 version of the course.

Assignment	Face-to-Face	Online
Chapter Response Arts Application Assignments	To be assigned as weekly unit responses. Chapter response assignments will be assigned to extend the learning in each arts integrated area to extend course readings and knowledge of content, methods, strategies, and materials used in arts integrated instruction.	Same directions. Chapter response activities will be submitted weekly and used as class discussion and starting points for creation of arts integrated artifacts and lessons using MyCourses.
	Assignment 1- Students will conduct a web-based investigation of the MS model of arts integration to extend their understanding of the conceptual framework of arts integration by elementary classroom teachers.	Same assignment/directions.

Assignment 2- Students will conduct a web-based investigation of the work of Howard Gardner and Multiple Intelligence Theory as it relates to arts integration in preparation for identifying the arts expert area of study for the semester final project.	Same assignment/directions.
Assignment 3- Students will conduct a web-based investigation of the standards of teaching using the national and state frameworks in the arts in preparation for planning instruction integrating the arts.	Same assignment/directions.
Assignment 4- Students will survey arts-based literature genres by examining bibliographies, locate a book for literature arts integration, and develop an instructional plan.	Students will post their instructional plan for peer review using TaskStream cybrary as well as submitting for instructor evaluation.
Assignment 5- Students will create a playlist of music to be used in arts integration in an elementary classroom setting. Selections will demonstrate the knowledge of classification of musical genres and styles to build listening, singing, playing, composing integrated activities for classroom use.	Same assignment/directions. Playlist required to be created and uploaded in digital format for listening using saved audio MP3 files.

	Assignment 6- Students will create a Reader's Theater script for classroom use based on drama elements and processes learned in course readings.	Same assignment/directions.
	Assignment 7- Students will view dance/movement sequences in multicultural settings and use movements to create an instructional plan using the elements of body, energy, space, and time.	Online course will view selected video clips of dance and movement sequences as preparation to create the plan.
	Assignment 8- Students will create a visual art piece using a visual arts process, technique and materials available for use in arts integration in an elementary classroom setting. Art works created will be shared in a class art gallery. Students will be required to practice design elements by creating a classroom display of their work.	Online course will submit an uploaded photograph of their work. Work will be arranged in an online class gallery for viewing, discussion in the online format.
Creativity/Arts Integration Plan	A narrative paper will be written identifying and defining an expert arts area of study for inquiry project using the creative problem solving process.	Same assignment/directions. Will be submitted for instructor evaluation using MyCourses.
Final Project Portfolio	The final project includes the completed Arts Integration Plan, Lesson Plan links with summaries and justifications, and an arts integrated lesson plan and	Same assignment/directions. Will be submitted for instructor evaluation using MyCourses. Lesson demonstration using arts integrated process/techniques/strategies submitted by video submission to

	lesson demonstration presented in the identified expert arts area.	instructor for evaluation.
Tests-/Quizzes	Multiple-choice response tests/final exam. Tested content comes from text readings, chapter response application assignments and discussion content material.	Same exam questions and content. Tests will be timed and questions will be delivered in a random order (via MyCourses) in order to deter academic dishonesty.

ACADEMIC MISCONDUCT
Academic Misconduct will be monitored by (1) having teacher candidates sign and fax a form indicating that they have read and understand the terms of the course syllabus and MSU Honor Code; (2) time sensitive tests and exams with randomly ordered questions.

TARGET AUDIENCE
The target audience for this course is teacher assistants, community college transfer students who are not able to leave their communities to attend a four-year institution, and others who would like to earn an elementary education degree but do not live in close proximity of Mississippi State University. Enrollment in this course is contingent upon admission into the Teacher Education program and successful completion of the junior year coursework. Main campus students will not be allowed to enroll in this course.

7. METHOD OF INSTUCTION
C- Lecture

8. METHOD OF DELIVERY
O = Online, Internet, Web-based

9. DELIVERY STATEMENT
This AOCE course will not violate the Provost's policies on Campus 5 offerings. This course is only available to Campus 5 students, in an online, Internet, web-based format, which provides extra value to those enrolling in this format of the course since they can complete the course requirements from their homes using laptop computers with Internet access. The Face-to-Face version of the course is offered to Campus 1 students every semester, including summers.

B. SPECIAL NOTES
1. CROSS-LISTING
Not applicable

2. EFFECTIVE DATE
Spring, 2011

3. EFFECT ON OTHER COURSES
The undergraduate degree in Elementary Education is the only degree program affected by this AOCE course.

4. CONTACT PERSON
Devon Brenner, 325-7119

5. MASTER SCHEDULE
It is anticipated that EDE 3443 will be offered on-line through AOCE in summer 2011.

EDE 3443 Creative Arts for the Elementary/Middle Levels

Face-to-Face (Campus 1) Syllabus

Catalog Description: (Prerequisite: Admission to teacher education).Three hours lecture. An exploration of musical and artistic elements utilizing a variety of multicultural music, dance, drama, and aesthetic visuals.(Same as MU 3123).

Course Objectives/Learning Outcomes:

Teacher candidates will:

1. Examine the contributions of creativity and imagination to the diverse learning of the child in elementary/middle grade classrooms. INTASC 1,2,3,4 ; CFPO 2,3,8,9
2. Integrate and synthesize knowledge in diverse arts forms INTASC 1,2,3; CFPO 2,7,8,9
3. Explore and practice methods of integration of the arts in elementary classrooms INTASC 4,5,6; CFPO 1,3,6,7,9
4. Integrate of diverse cultures through literacy and arts integration INTASC 1,3,6,7; CFPO 5,8,9,10
5. Plan instruction utilizing national, state standards through arts integration INTASC; 1,2; CFPO 1,2, 7,9,10

Topics To Be Covered:

1. Discovering who we are and what we teach (6 hours)
    - National and state standards for art education
    - Nationals and state models of arts integration
- The Power of the Arts (6 hours)
    - Arts in Education
        - Theoretical foundation
        - Research Implications
- Exploring Creativity (6 hours)
    - Arts and Creativity in the Classroom
    - The Creative Problem Solving Process/Inquiry
- The Art Forms
    - Elements, Principles, and Genres of Visual Art (6 hours)
        - Integrating art in the classroom; methods, materials, strategies
    - Elements of Music (5 hours)
        - Integrating music in the classroom; sound, singing, instruments, listening
        - Musical symbols
    - Elements of Drama (5 hours)
        - Integrating drama into listening and speaking skills/literacy

- Elements of Dance, Movement (5 hours)
  - Methods, strategies

- Integrating the Fine Arts Across the Elementary Curriculum (6 hours)
  - Making connections between content areas
  - Social Studies, Science, Mathematics, Language Arts and Literacy

Methods of Instruction:
Readings, videotapes, web sources/links/webquest investigations, independent research inquiry, small group discussion.

Required Text/Materials:

Cornett, Claudia. (2007). *Creating Meaning Through Literature and the Arts.* Pearson,Merrill/Prentice Hall.

Suggested Student Activities:

Assignments:

Chapter Response Assignments: To be assigned as weekly unit responses. Chapter response activities will be assigned to extend the learning in each arts integrated area to extend course readings and knowledge of content, methods, strategies, and materials used in arts integrated instruction.

Assignment 1- Each student will conduct a web-based investigation of the Mississippi model of arts integration to extend their understanding of the conceptual framework of arts integration by elementary classroom teachers. Responses will be submitted for evaluation by the course instructor.

Assignment 2- Each student will conduct a web-based investigation of the work of Howard Gardner and Multiple Intelligence Theory as it relates to arts integration in preparation for identifying an arts expert area of study for the semester final project. Responses will be submitted for evaluation by the course instructor.

Assignment 3- Each student will conduct a web-based investigation of the standards for teaching using the national and state frameworks in the arts in preparation for planning instruction integrating the arts. Responses will be submitted for evaluation by the course instructor.

Assignment 4- Each student will survey arts-based literature genres by examining bibliographies, locate a book for literature arts integration, and develop an instructional plan. Book talks will be conducted in class as a part of this assignment.

Assignment 5- Each student will create a playlist of music to be used in arts integration in an elementary classroom setting. Selections must demonstrate identification of 5 genres or styles of music, with summaries to support listening, singing, playing, composing integrated activities for classroom use. One selection use will be modeled by each student in class as a part of this assignment.

Assignment 6- Each student will create a Reader's Theater script for classroom use based on drama elements and processes learned in readings and assigned online investigation. The assignment will be submitted for evaluation by the course instructor.

Assignment 7- Each student will view dance/movement sequences in multicultural settings and use movement/dance to create an instructional plan and demonstration using the elements of body, energy, space, and time. The assignment will be submitted to the course instructor for evaluation. Dance/movement sequences will be viewed and demonstrated in class.

Assignment 8- Students will create a visual art piece using a visual arts process, technique and materials available for use in arts integration in an elementary classroom setting. Art works created will be shared in a class art gallery.

Creativity/Arts Integration Plan:
A narrative paper will be written identifying and defining expert arts area of study for inquiry project using the creative problem solving process.

Final Project
The final project includes the completed Arts Integration Plan, Lesson Plan links with summaries and justifications, and an arts integrated lesson plan and lesson demonstration in the identified expert arts area viewed and reflected upon by all class members.

Tests-/Quizzes: Multiple choice response tests/final exam
Tested content comes from text readings, chapter response activity and discussion content material.

Evaluation of Student Progress:
Grading Scale: 93-100% A, 86-92/B, 76-85/C, 69-75/D 68-below F
(percentage score of total points earned)

All assignments must be completed to earn credit for the course.

Chapter Response Activities: 50 points each
Creativity/Arts Integration Plan: 100 points
Final Project: 200 points
Tests/Quizzes: 50 points each
Final Exam: 100 points

Course Policies:

Mississippi State University Honor Code:
As in all of your courses, you are expected to abide by the Mississippi State Honor Code: "*As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.*"
(See the full document at http://students.msstate.edu/honorcode/)

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.

Disability Statement
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.

Late Work Policy
Each assignment is due by the date/time posted on the course calendar. Assignments submitted late will be assessed a 10% penalty for each day late, up to 5 days. After five days late, assignments will not be accepted or graded upon discretion of the instructor.

Technology Policy

Written work is required to be submitted in Word document file format as attachments in MyCourses. It may be necessary to upload and submit documents as jpg or mp3 file attachments for some assignments. Knowledge of this process is the responsibility of the student.

Writing

Written work submitted in the course is expected to be of college level professional writing based on your acceptance into the Teacher Education program. Work not meeting that level (work with multiple mechanical, grammatical, sentence structure errors) will not be accepted for evaluation. Work must be resubmitted to the instructor according to individual instruction and discretion of the instructor. On campus help with writing is available at:

The Writing Center in Lee Hall http://www.tlc.msstate.edu

The Learning Center in Allen Hall http://www.writingcenter.msstate.edu

EDE 3443 Creative Arts for the Elementary/Middle Levels
Online (Campus 5) Syllabus

Catalog Description: (Prerequisite: Admission to teacher education).Three hours lecture.. An exploration of musical and artistic elements utilizing a variety of multicultural music, dance, drama, and aesthetic visuals. (Same as MU 3123).

Course Objectives/Learning Outcomes:
Teacher candidates will:

1. Examine the contributions of creativity and imagination to the diverse learning of the child in elementary/middle grade classrooms. INTASC 1,2,3,4 ; CFPO 2,3,8,9
2. Integrate and synthesize knowledge in diverse arts forms INTASC 1,2,3; CFPO 2,7,8,9
3. Explore and practice methods of integration of the arts in elementary classrooms INTASC 4,5,6; CFPO 1,3,6,7,9
4. Integrate of diverse cultures through literacy and arts integration INTASC 1,3,6,7; CFPO 5,8,9,10
5. Plan instruction utilizing national, state standards through arts integration INTASC; 1,2; CFPO 1,2, 7,9,10

Topics To Be Covered:

1. Discovering who we are and what we teach (6 hours)
    - National and state standards for art education
    - Nationals and state models of arts integration
- The Power of the Arts (6 hours)
    - Arts in Education
        - Theoretical foundation
        - Research Implications
- Exploring Creativity (6 hours)
    - Arts and Creativity in the Classroom
    - The Creative Problem Solving Process/Inquiry
- The Art Forms
    - Elements, Principles, and Genres of Visual Art (6 hours)
        - Integrating art in the classroom; methods, materials, strategies
    - Elements of Music (5 hours)
        - Integrating music in the classroom; sound, singing, instruments, listening
        - Musical symbols
    - Elements of Drama (5 hours)
        - Integrating drama into listening and speaking skills/literacy

- Elements of Dance, Movement (5 hours)
  - Methods, strategies

- Integrating the Fine Arts Across the Elementary Curriculum (6 hours)
  - Making connections between content areas
  - Social Studies, Science, Mathematics, Language Arts and Literacy

Methods of Instruction:
Readings, videotapes, web sources/links/webquest investigations, independent research inquiry, small group discussion.

Required Text/Materials:

Cornett, Claudia. (2007). *Creating Meaning Through Literature and the Arts.* Pearson, Merrill/Prentice Hall.

Suggested Student Activities:

Chapter Response Arts Application Assignments: To be assigned as weekly unit responses. Chapter response activities will be assigned to extend the learning in each arts integrated area to extend course readings and knowledge of content, methods, strategies, and materials used in arts integrated instruction.

Assignment 1- Each student will conduct a web-based investigation of the Mississippi model of arts integration to extend their understanding of the conceptual framework of arts integration by elementary classroom teachers. Responses will be submitted for evaluation by the course instructor.

Assignment 2- Each student will conduct a web-based investigation of the work of Howard Gardner and Multiple Intelligence Theory as it relates to arts integration in preparation for identifying an arts expert area of study for the semester final project. Responses will be submitted for evaluation by the course instructor.

Assignment 3- Each student will conduct a web-based investigation of the standards for teaching using the national and state frameworks in the arts in preparation for planning instruction integrating the arts. Responses will be submitted for evaluation by the course instructor.

Assignment 4- Each student will survey arts-based literature genres by examining bibliographies, locating a book for literature arts integration, and developing an instructional plan. Book talks

will be conducted in discussion board format as a part of this assignment. The lesson plan will be posted in electronic format in the TaskStream Cybrary to facilitate the class discussion.

Assignment 5- Each student will create a playlist of music to be used in arts integration in an elementary classroom setting. Selections must demonstrate identification of 5 genres or styles of music, with summaries to support listening, singing, playing, composing integrated activities for classroom use. One selection use will be modeled by each student in class as a part of this assignment in the online discussion board format.

Assignment 6- Each student will create a Reader's Theater script for classroom use based on drama elements and processes learned in readings and assigned online investigation. The assignment will be submitted for evaluation by the course instructor.

Assignment 7- Each student will view dance/movement sequences in multicultural settings and use movement/dance to create an instructional plan using the elements of body, energy, space, and time. The assignment will be submitted to the instructor for evaluation. Dance/movement sequences will be viewed collaboratively in the online format.

Assignment 8- Students will create a visual art piece using a visual arts process, technique and materials available for use in arts integration in an elementary classroom setting. Art works created will be shared in an online class art gallery. The assignment will include an uploaded jpg photograph of the art work which will be submitted to the course instructor for evaluation.

Creativity/Arts Integration Plan:
A narrative paper will be written identifying and defining an expert arts area of study for inquiry project using the creative problem solving process.

Final Project
The final project includes the completed Arts Integration Plan, Lesson Plan links with summaries and justifications to support classroom use, and an arts integrated lesson plan and lesson demonstration in the identified expert arts area viewed and reflected upon by all class members in the interactive online format.

Tests-/Quizzes: Multiple choice response tests/final exam
Tested content comes from text readings, chapter response assignments and discussion content material.

Evaluation of Student Progress:
Grading Scale: 93-100% A, 86-92/B, 76-85/C, 69-75/D 68-below F
(percentage score of total points earned)

All assignments must be completed to earn credit for the course.

Chapter Response Assignments: 50 points each
Creativity/Arts Integration Plan: 100 points
Final Project: 200 points
Tests/Quizzes: 50 points each
Final Exam: 100 points

Course Policies:

Mississippi State University Honor Code:
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(See the full document at http://students.msstate.edu/honorcode/)

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.

Disability Statement
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.

Late Work Policy
Each assignment is due by the date/time posted on the course calendar. Assignments submitted late will be assessed a 10% penalty for each day late, up to 5 days. After five days late, assignments will not be accepted or graded upon discretion of the instructor. Deadlines may be extended only if the Mississippi State University servers are down; students should have a backup plan that allows them to complete assignments if their home online access is unavailable.

Technology Policy

Written work is required to be submitted in Word file document format as attachments in MyCourses. It may be necessary to upload and submit documents as jpg or mp3 file attachments for some assignments. Knowledge of this process is the responsibility of the student in an online course format.

Writing

Written work submitted in the course is expected to be of college level professional writing based on your acceptance into the Teacher Education program. Work not meeting that level (work with multiple mechanical, grammatical, sentence structure errors) will not be accepted for evaluation. Work must be resubmitted to the instructor according to individual instruction and discretion of the instructor. On campus help with writing is available at:

The Writing Center in Lee Hall http://www.tlc.msstate.edu

The Learning Center in Allen Hall http://www.writingcenter.msstate.edu

Technical Support Information

Technical support is available for you should you encounter any technological problems while enrolled in this online class. If you need assistance, information is available at the Division of Academic Outreach & Continuing Education's (AOCE) website under Academic Outreach, then Student Resources or go directly to http://www.aoce.msstate.edu/SRC/

If you are unable to resolve your problems through these resources, please contact AOCE's Technology Office at tcraven@aoce.msstate.edu or 662-325-8374 for immediate assistance.

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED
09.03.10

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: AOCE Approval **Date Initiated:** Feb. 5, 2010 **Effective Date:** Fall 2010

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
EDE	3523	Foundations of Elementary & Middle Level Mathematics Education	(3)

Current Catalog Description:

Three hours lecture. Field based. The theoretical pedagogical foundations and current issues and perspectives of teaching elementary mathematics; a framework for the teaching of mathematics content and processes.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours

New or Modified Catalog Description:

	Approved:	*Date:*
Department Head	Charlotte Bonner	3-16-10
Chair, College or School Curriculum Committee		6/10/10
Dean of College or School		6/24/10
Chair, University Committee on Courses and Curricula	Angie Bonner	1.27.11
Chair, Graduate Council (if applicable)		
Chair, Deans Council	Peter L. Ryan for T.A.G.	January 24th 2011

COURSE MODIFICATION – ELEMENTARY EDUCATION
(AOCE APPROVAL)

1. CATALOG DESCRIPTION

EDE 3523. Foundations of Elementary & Middle Level Mathematics Education. (3) (Co-Requisite: RDG 3413). Three hours lecture. Field based. The theoretical pedagogical foundations and current issues and perspectives of teaching elementary mathematics; a framework for the teaching of mathematics content and processes.

2. JUSTIFICATION FOR AOCE OFFERING

In order to offer a full on-line degree program in Elementary Education, it is necessary to offer EDE 3523 as an AOCE course. By offering EDE 4123 in an on-line format, potential students who live too far to commute to MSU will be able to enroll in this course, completing the course in their own homes through the use of a laptop computer and access to the Internet. This on-line version of EDE 4123 is designed for students not attending Mississippi State University, Campus 1. Particularly, potential students who work as teaching assistants full-time would be able to pursue a degree in elementary education in order to obtain certification for teaching without terminating their teaching assistant jobs. This extra value will enable such potential students the opportunity to become a certified elementary teacher in Mississippi, where there is a shortage of certified teachers. Many potential teachers cannot quit their full-time jobs or leave their homes for long periods of time to attend classes on campus. This will accommodate these students

3. LEARNING OUTCOMES

The learning outcomes of EDE 3523 are:

1. To examine and apply the national and state standards of mathematics curriculum and instruction in the elementary and middle grades and how they have been influenced by national, state, and local professional organization such as the National council of Teachers of Mathematics. [INTASC 1; CFPO 1]
2. To understand theories of child development and learning and the implications of these in the teaching and learning of mathematics. [INTASC 2; CFPO 2]
3. To plan and implement tasks or activities using a problem solving approach in teaching mathematics where students necessarily are actively engaged in reflective thought. [INTASC 1, 2, 4, 6, 7 ; CFPO 1]
4. To plan developmentally appropriate instruction for students of different cultural and linguistic backgrounds, ages, and exceptionalities. [INTASC 2, 3, 5, 6, 7; CFPO 2, 5, 7]
5. To examine and critique various technological resources, such as the Internet, dynamic math software and calculators, that can be used in elementary and middles school mathematics instruction. [INTASC 1, 4, 10; CFPO 1, 3, 4, 5, 6, 7, 9, 10]
6. To develop and use assessment and evaluation tools that meet the assessment principle set forth by the National Council of teachers of Mathematics, and inform students' understanding, needs, and learning in mathematics. [INTASC 8; CFPO 7]

4. DETAILED COURSE OUTLINE OF CAMPUS 1
See Chart after #5 and See Attached Campus 1 Syllabus

5. DETAILED COURSE OUTLINE OF CAMPUS 5
See Attached Campus 5 Syllabus; The main difference between the Campus 5 version of this course and the Campus 1 version is that all instruction is provided electronically and all assignments are submitted electronically for the Campus 5 version. Instruction will be delivered via Camtasia audio-enhanced Power Point presentations, supplementary web-based lecture notes and commentary, assigned course readings, on-line MyMedia videos, on-line class discussions, email correspondence, and computer laboratory work completed at various NCTM and virtual manipulative websites. Additionally, students will be engaged in hands-on, manipulative activities which will be digitally photographed and subsequently submitted to the instructor for review and informal/formative assessment.

Specifically, the content of the courses and method of delivery for both the Campus 1 and Campus 5 versions of the course are detailed below:

Content Area	Face-to-Face	Online, Internet, Web-based
Module 1: Historical Perspectives of Mathematics Education;	3 Hours (lectures, quizzes, feedback, discussion)	3 Hours (Video lectures, Camtasia audio-enhanced Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 2: NCTM Principles & Standards	3 Hours (lectures, quizzes, feedback, discussion)	3 Hours (Video lectures, Camtasia audio-enhanced Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 3: Mississippi Mathematics Framework – Instruction at the 4 DOK Levels	3 Hours (lectures, quizzes, feedback, discussion)	3 Hours (Video lectures, Camtasia audio-enhanced Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 4: Mississippi Mathematics Framework – Assessment at the 4 DOK Levels	3 Hours (lectures, quizzes, feedback, discussion)	3 Hours (Video lectures, Camtasia audio-enhanced Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 5: Mississippi Mathematics Framework – Questioning at the 4 DOK Levels	3 Hours (lectures, quizzes, feedback, discussion)	3 Hours (Video lectures, Camtasia audio-enhanced Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 6: Constructivism in the Mathematics Classroom	4 Hours (lectures, quizzes, feedback, discussion)	4 Hours (Video lectures, Camtasia audio-enhanced Power Point lectures, quizzes, discussion board discussions, email feedback)

Module 7: Teaching Through Problem Solving	4 Hours (lectures, quizzes, feedback, discussion)	4 Hours (Video lectures, Camtasia audio-enhanced Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 8: Technology Tools for Mathematics Instruction; Manipulatives	4 Hours (lectures, quizzes, feedback, discussion)	4 Hours (Video lectures, Camtasia audio-enhanced Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 9: Planning for Diverse Learners in the Elementary/Middle Level Mathematics Classroom	4.5 Hours (lectures, quizzes, feedback, discussion)	4.5 Hours (Video lectures, Camtasia audio-enhanced Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 10: Assessment of Diverse Learners in the Elementary/Middle Level Mathematics Classroom	4.5 Hours (lectures, quizzes, feedback, discussion)	4.5 Hours (Video lectures, Camtasia audio-enhanced Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 11: Promoting & Facilitating the NCTM Process Standards in the Elementary/Middle Level Mathematics Classroom: Problem Solving & Reasoning & Proof	3 Hours (lectures, quizzes, feedback, discussion)	3 Hours (Video lectures, Camtasia audio-enhanced Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 12: Promoting & Facilitating the NCTM Process Standards in the Elementary/Middle Level Mathematics Classroom: Communication	2 Hours (lectures, quizzes, feedback, discussion)	2 Hours (Video lectures, Camtasia audio-enhanced Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 13: Promoting & Facilitating the NCTM Process Standards in the Elementary/Middle Level Mathematics Classroom: Connections	2 Hours (lectures, quizzes, feedback, discussion)	2 Hours (Video lectures, Camtasia audio-enhanced Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 14: Promoting & Facilitating the NCTM Process Standards in the Elementary/Middle Level Mathematics Classroom: Representation	2 Hours (lectures, quizzes, feedback, discussion)	2 Hours (Video lectures, Camtasia audio-enhanced Power Point lectures, quizzes, discussion board discussions, email feedback)

6. METHOD OF EVALUATION
This course uses a grading scale of 1000 points. The points needed for each letter grade are detailed below. 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
700-789 = D
699 & below = F

COURSE ASSIGNMENTS/ACTIVITIES:

Activity Presentation	10%
Reflection for Activity Presentation	2.5%
Technology Lesson Plan	10%
Article Questions (8 @ 25 points)	20%
Error Diagnosis and Lesson Plan	10%
Mid-term Exam	10%
Participation & PODs	5%
Final Exam	10%
Professionalism	2.5 %
Tutoring & Tutoring Report	10%
Observations (4 @ 25 points)	10%

All methods of evaluation listed above are the same for the Campus 1 version of the course.

ACADEMIC MISCONDUCT
Academic Misconduct will be monitored by (1) having teacher candidates sign and fax a form indicating that they have read and understand the terms of the course syllabus and MSU Honor Code; (2) having field experience mentor teachers verify teacher candidate attendance and participation in field experience assignments through a signed form that is faxed weekly; and through (3) time sensitive tests and exams with randomly ordered questions.

TARGET AUDIENCE
The target audience for this course are teacher assistants, community college transfer students who are not able to leave their communities to attend a four-year institution, and others who would like to earn an elementary education degree but do not live in close proximity of Mississippi State University. Enrollment in this course is contingent upon admission into the Teacher Education program and successful completion of the junior year coursework. Main campus students will not be allowed to enroll in this course.

7. METHOD OF INSTUCTION
C – Lecture

8. METHOD OF DELIVERY
O = Online, Internet, Web-based

9. DELIVERY STATEMENT
This AOCE course will not violate the Provost's policies on Campus 5 offerings. This course is only available to Campus 5 students, in an online, Internet, web-based format, which provides extra value to those enrolling in this format of the course since they can complete the course requirements from their homes using laptop computers with Internet access. The Face-to-Face version of the course is offered to Campus 1 students every semester, including summers.

B. SPECIAL NOTES
1. CROSS-LISTING
Not applicable

2. EFFECTIVE DATE
Spring, 2011

3. EFFECT ON OTHER COURSES
The undergraduate degree in Elementary Education is the only degree program affected by this AOCE course.

4. CONTACT PERSON
Rebecca Robichaux, 325-7108

5. MASTER SCHEDULE
It is anticipated that EDE 3523 will be offered on-line through AOCE in spring 2011.

COURSE PREFIX & NUMBER: EDE 3523

COURSE TITLE: Foundations of Elementary & Middle Level Mathematics Education (Online)

CREDIT HOURS: 3 Semester Hours

TYPE OF COURSE: Lecture. Field Based.

CATALOGUE DESCRIPTION: EDE 3523. Foundations of Elementary & Middle Level Mathematics Education. (3) (Co-Requisite: RDG 3413). Three hours lecture. Field based. The theoretical pedagogical foundations and current issues and perspectives of teaching elementary mathematics; a framework for the teaching of mathematics content and processes.

COURSE OBJECTIVES:

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

1. Examine and apply the national and state standards of mathematics curriculum and instruction in the elementary and middle grades and how they have been influenced by national, state, and local professional organization such as the National council of Teachers of Mathematics. [INTASC 1; CFPO 1]
2. Understand theories of child development and learning and the implications of these in the teaching and learning of mathematics. [INTASC 2; CFPO 2]
3. Plan and implement tasks or activities using a problem solving approach in teaching mathematics where students necessarily are actively engaged in reflective thought. [INTASC 1, 2, 4, 6, 7 ; CFPO 1]
4. Plan developmentally appropriate instruction for students of different cultural and linguistic backgrounds, ages, and exceptionalities. [INTASC 2, 3, 5, 6, 7; CFPO 2, 5, 7]
5. Examine and critique various technological resources, such as the Internet, dynamic math software and calculators, that can be used in elementary and middles school mathematics instruction. [INTASC 1, 4, 10; CFPO 1, 3, 4, 5, 6, 7, 9, 10]
6. Develop and use assessment and evaluation tools that meet the assessment principle set forth by the National Council of teachers of Mathematics, and inform students' understanding, needs, and learning in mathematics. [INTASC 8; CFPO 7]

TOPICS TO BE COVERED:

The course topics include:

a. Historical Perspectives of Mathematics Education, National Council of Teachers of Mathematics (NCTM) Principles & Standards (6 hours)
   - — Teaching
   - — Learning
   - — Curriculum
   - — Technology
   - — Equity
   - — Assessment
   - — Overview of 5 Content Standards: Number & Operations, Algebra, Geometry, Measurement, & Data Analysis & Probability

b. Mississippi Mathematics Framework with Depth of Knowledge Levels (9 hours)
   - — Instruction at the 4 DOK Levels: Recall, Skill & Concepts, Strategic Thinking & Extended Thinking
   - — Assessment at the 4 DOK Levels
   - — Questioning at the 4 DOK Levels

c. Constructivism in the Mathematics Classroom, Teaching through Problem Solving, Technology Tools for Mathematics Instruction, & Manipulatives (12 hours)
   - — Relational vs. Instrumental Understanding in Mathematics
   - — Conceptual vs. Procedural Knowledge

— Teaching Developmentally
— Teaching through Problem Solving
— Teaching about Problem Solving
— Problem-Based Tasks
— Roles of Calculators
— Using the Internet; Appropriate Web-Sites
— Virtual Manipulatives
— Concrete Commercial Manipulatives and Appropriate Alternatives

d. Planning for & Assessment of Diverse Learners in the Elementary/Middle Level Mathematics Classroom (9 hours)
— Error Patterns, Error Diagnosis & Common Misconceptions
— Multiple Entry Point Problems
— Writing Daily Instructional Objectives
— The Three-Part Lesson Format
— Differentiated Instruction in Mathematics
— Accommodations & Modifications in the Mathematics Classroom
— Response to Intervention in Mathematics Instruction
— Assessment of Concepts & Procedures
— Assessment of Mathematical Processes
— Assessment of Dispositions
— Traditional Assessments
— Performance-Based Assessment Tasks

e. Promoting and Facilitating the NCTM Process Standards in the Elementary/Middle Level Mathematics Classroom (9 hours)
— Problem Solving
— Reasoning & Proof
— Communication
— Connections
— Representation

REQUIRED TEXTS AND MATERIALS:

- Van de Walle, John A. (2010). *Elementary and Middle School Mathematics: Teaching Developmentally (7th edition).* Pearson Education Inc.
- Mississippi Dept. of Education (2007). *Mississippi Mathematics Framework – Revised.* MDE. (download & print from 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. Be sure to print at least pages 6 – 47.)

Recommended for candidates with Middle Grades or Math Emphasis:
Principles and Standards for School Mathematics (2000). Reston VA: National Council of Teachers of Mathematics. (Can be purchased in hard copy or downloaded for a fee in electronic version from http://www.nctm.org).

TECHNICAL SUPPORT INFORMATION

Technical support is available for you should you encounter any technological problems while enrolled in this online class. If you need assistance, information is available at the Division of Academic Outreach & Continuing Education's (AOCE) website under Academic Outreach, then Student Resources or go directly to http://www.aoce.msstate.edu/SRC/

If you are unable to resolve your problems through these resources, please contact AOCE's Technology Office at tcraven@aoce.msstate.edu or 662-325-8374 for immediate assistance.

COMPUTER/TECHNOLOGY REQUIRMENTS & REQUIRED DOWNLOADS:

- Computer with High Speed Internet Access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate support to the technologies used within the course)
- Required Browser: Mozilla Fire Fox (Version 3 or higher); verify that your browser is supported by using the Check Browser feature in MyCourses
- Download the latest version of Adobe Acrobat Reader; this can be downloaded at http://get.adobe.com/reader/otherversions/
- Download Adobe Media
- Download Adobe Flash
- Download Shockwave Flash
- Download or upgrade to the latest version of Java
- Download Quicktime Player; this can be downloaded at http://www.apple.com/quicktime/download/
- Download the "Lockdown Browser" in order to complete assessments
- All Pop-Ups must be turned OFF when using MyCourses
- To check your Browser, click on "Check Browser" in the top right corner of the course listings page after you log in to MyCourses. You must have a GREEN check on each item listed BEFORE beginning your course.
- Frequent access to a digital camera. You will need to be able to take digital pictures of the results of most of the class activities then submit them to me as jpeg files so I can view them and evaluate your participation.
- You must have an active TaskStream account.

METHODS OF INSTRUCTION:

A variety of methods of instruction will be employed. This class is designed to prepare candidates to teach mathematics in the K-6 classroom; therefore the professor will model teaching techniques appropriate for the elementary mathematics classroom through MyMedia videos. Additionally, Camtasia (audio-enhanced) Power Point presentations, supplementary web-based lecture notes and commentary, assigned course readings, on-line class discussions, and computer laboratory work completed at various NCTM and virtual manipulative websites will be employed. Finally, students will be engaged in hands-on, manipulative activities which will be digitally photographed and subsequently submitted to the instructor for review and informal/formative assessment.

EVALUATION OF STUDENT PROGRESS

This course uses a grading scale of 1000 points. The points needed for each letter grade are detailed below. All candidates who have successfully met the prerequisites for this 2nd-semester junior level course will have a strong academic background. Earning an "A" will take extra effort on the part of the student and student groups. A "B" represents quality, acceptable work. Your grade will be determined by the points earned in both academics and fieldwork. 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
700-789 = D
699 & below = F

COURSE ASSIGNMENTS/ACTIVITIES:

Activity Presentation	10%
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Article Questions (8 @ 25 points)	20%
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Mid-term Exam	10%
Participation & PODs	5%
Final Exam	10%
Professionalism	2.5 %
Tutoring & Tutoring Report	10%
Observations (4 @ 25 points)	10%

OVERVIEW OF COURSE ASSIGNMENTS:

Article Questions: For each major topic, a journal article that relates to that topic will be assigned. You are to thoroughly read this article and answer the questions posted on the instructor's website. All answers to assigned article questions should be typed as with all assignments. These answers are to be turned in to the instructor at the start of class on the assigned due date – see course calendar.

Participation, Independent Assignments & POD Journal: You will complete various activities aligned with the course topics throughout the semester. Additionally, you are to maintain an electronic POD (Problem of the Day) problem solving journal which contains (1) a statement of each of the PODs given on the first slide of each daily Power Point; (2) your solution to that POD; and (3) a written explanation of how you derived your solution. Evidence of the completion of the content chapter activities will be through either self-videos or completion of recording sheets submitted electronically to the instructor. The electronic POD problem-solving journal will also be submitted electronically.

Activity Presentation: You and an assigned partner will be assigned one of the 5 NCTM Process Standards. Working together, you are to find an appropriate Standards-Based activity that could be used to promote your assigned Process Standard. Then you and your partner will present this activity to the class by engaging the class in the activity and then having a follow-up presentation discussion about the activity you presented to them. The required components of this assignment, which will be electronically submitted to the instructor and then subsequently uploaded to the course website on your assigned presentation day, include (1) a Word document containing an explanation of or rationale for why the activity you selected promotes your assigned Process Standard; (2) a Power Point presentation which states the name of the activity, the required materials, the Process Standard that is being promoted by the activity, the Content Standard being addressed, the Mississippi Mathematics Framework objective being addressed, the purpose or objective of the activity, the directions for completing the activity, and an explanation of what the final product is which will result from completing the activity; (3) two video clips, one per person,

which show you explaining/teaching the activity and then completing the activity, explaining what and why you are doing what you are doing to complete the activity (i.e. you will model in the video what a student would look like if he/she were to complete the activity; to end the video clip, you should show the viewer the final product of the activity); and (4) a set of 4 meaningful discussion prompts which will form the basis for an on-line discussion after all of your peers have completed your activity. After completion of the online discussion, you are to electronically submit a reflection using the prompts provided on the instructor's website.

Error Pattern Diagnosis & Lesson Plan: Each partner group will be given student work samples to evaluate. You will find all of the errors in the student's work, identify misconceptions, and then create a lesson plan (using the basic lesson plan format found on TaskStream) to help clarify his/her misconceptions. The lesson plan is to use manipulatives to enhance student understanding. You are to submit the completed lesson plan to the instructor via MyCourses Assignments.

Technology Lesson Plan: Based on an assigned topic, each partner group will be responsible for selecting a concept within that topic, creating a lesson plan using the basic lesson plan format found on TaskStream, and integrating technology through the use of a Virtual Manipulative. You are to submit the completed lesson plan to the instructor via MyCourses Assignments.

Midterm: You will take a cumulative mid-term exam based on knowledge gained through class activities/discussions, textbook readings, supplementary readings, and field experiences. You will be given 75 minutes to complete the exam.

Final Exam: You will take a cumulative written final exam based on knowledge gained through class activities/discussions, textbook readings, supplementary readings, and field experiences. You will be given 75 minutes to complete the exam.

Field-Based One-on-One Tutoring: For this assignment, you will engage in an activity that allows you to put the knowledge and skills gained in this course to use in a classroom at the field experiences school. You must contact your assigned teacher (mentor teacher) and arrange to tutor one of his/her students in the area of **mathematics instruction for 10 contact hours** (a contact hour means you're working with your **student** during that hour). After you meet with your teacher to decide who you will work with and what you'll be doing with the student, you are to type up a description of this work and have the mentor teacher sign it. This description must include the days and times that you will be working with the student and must state that you will work with this student for 10 hours. This is to be submitted electronically to the instructor by the "contract" deadline. **All tutoring must be approved by the instructor prior to engaging in it.** On the first day of tutoring you should administer a pre-test to the student based on the mathematics content that you will be teaching him/her. Then on the last day of tutoring you should administer, the exact same test, as a post-test. Once you begin working towards your 10 hours of contact time, you are to document the time, date and what was accomplished during each session (keep a running log of times, dates, and accomplishments) and have the teacher sign it each time that you are working with your student just before you leave. The total amount of time shown on this log must be at least 10 hours. This log is to be electronically submitted to the instructor with the final report. Upon completion of the project, you are to electronically submit a reflective report (at least two pages and no more than 4 double-spaced, typed pages) describing this experience (including error analyses of the errors made by your students, and pre- and post-test scores) – see the instructor's website for reflection prompts.

Field-Based TIAI Teacher Observations & Reflections: You are to observe your assigned mathematics teacher for four different class periods. While observing, you are to complete the four structured observations provided on the instructor's website which are based on the four parts of the TIAI. Upon completion of each observation, you are to electronically submit the completed structured observation and reflection form, which include post-observation reflection prompts.

ATTENDANCE POLICY

All candidates are required to complete each course session according to the deadlines set on the course web-site. Additionally, all candidates are expected to meet all field experience requirements. This includes being present and working with elementary students for 30 hours in an assigned elementary classroom. Other field experience requirements are the implementation of 2 whole-class lessons, completion of whole class structured observations, attendance with the assigned class to music, physical education, art or library, and completion of small group or individual teaching during each day of the field experience.

ACADEMIC INTEGRITY: 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

Please note that **Plagiarism** is defined and clarified within the honor code as follows:

1. **Plagiarism:**
   The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.
   Clarification:
   a. Intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without proper credit).
   b. Failing to credit sources used in a work product in an attempt to pass off the work as one's own.
   c. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.
   d. The internet, data bases and other electronic resources must be cited if they are utilized
   e. in any way as resource material in an academic exercise.

General information pertaining to plagiarism:

a. Faculty members are responsible for identifying any specific style/format requirement for the course. Examples include, but are not limited to, American Psychological Association (APA) style and Modern Languages Association (MLA) style.
b. Direct Quotation: Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged in the text by citation or in a footnote or endnote.
c. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized, in whole or in part, in one's own words. To acknowledge a paraphrase properly, one might state: "To paraphrase Locke's comment,..." and then conclude with a footnote or endnote identifying the exact reference.
d. Borrowed facts: Information gained in reading or research, which is not common knowledge, must be acknowledged.
e. Common knowledge: Common knowledge includes generally known facts such as the names of leaders of prominent nations, basic scientific laws, etc. Materials, which add only to a general understanding of the subject, may be acknowledged in the bibliography and need not be footnoted or endnoted.
f. Footnotes, endnotes, and in-text citations: One footnote, endnote, or in-text citation is usually enough to acknowledge indebtedness when a number of connected sentences are drawn from one source. When direct quotations are used, however, quotation marks must be inserted and acknowledgment made. Similarly, when a passage is paraphrased, acknowledgment is required.

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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National Association of the Education of Young Children, & National Council Teachers of Mathematics (1999). *Mathematics in the early years.* Reston, VA: The National Council of Teachers of Mathematics.

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Sherman, H., Richardson, L. & Yard, G. (2005). *Teaching children who struggle with mathematics: a systematic approach to analysis and correction.* Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.

Thiessen, D., Matthias, M., & Smith, J. (2004). *The wonderful world of mathematics.* Reston, VA: The National Council of Teachers of Mathematics.

Von Rotz, L. & Burns, M. (2002). *Lessons for algebraic thinking.* Sausalito, CA: Math Solutions Publications.

COURSE PREFIX & NUMBER: EDE 3523

COURSE TITLE: Foundations of Elementary & Middle Level Mathematics Education

CREDIT HOURS: 3 Semester Hours

TYPE OF COURSE: Lecture. Field Based.

CATALOGUE DESCRIPTION: EDE 3523. Foundations of Elementary & Middle Level Mathematics Education. (3) (Co-Requisite: RDG 3413). Three hours lecture. Field based. The theoretical pedagogical foundations and current issues and perspectives of teaching elementary mathematics; a framework for the teaching of mathematics content and processes.

COURSE OBJECTIVES:

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

1. Examine and apply the national and state standards of mathematics curriculum and instruction in the elementary and middle grades and how they have been influenced by national, state, and local professional organization such as the National council of Teachers of Mathematics. [INTASC 1; CFPO 1]
2. Understand theories of child development and learning and the implications of these in the teaching and learning of mathematics. [INTASC 2; CFPO 2]
3. Plan and implement tasks or activities using a problem solving approach in teaching mathematics where students necessarily are actively engaged in reflective thought. [INTASC 1, 2, 4, 6, 7 ; CFPO 1]
4. Plan developmentally appropriate instruction for students of different cultural and linguistic backgrounds, ages, and exceptionalities. [INTASC 2, 3, 5, 6, 7; CFPO 2, 5, 7]
5. Examine and critique various technological resources, such as the Internet, dynamic math software and calculators, that can be used in elementary and middles school mathematics instruction. [INTASC 1, 4, 10; CFPO 1, 3, 4, 5, 6, 7, 9, 10]
6. Develop and use assessment and evaluation tools that meet the assessment principle set forth by the National Council of teachers of Mathematics, and inform students' understanding, needs, and learning in mathematics. [INTASC 8; CFPO 7]

TOPICS TO BE COVERED:

The course topics include:

a. Historical Perspectives of Mathematics Education, National Council of Teachers of Mathematics (NCTM) Principles & Standards (6 hours)
   - — Teaching
   - — Learning
   - — Curriculum
   - — Technology
   - — Equity
   - — Assessment
   - — Overview of 5 Content Standards: Number & Operations, Algebra, Geometry, Measurement, & Data Analysis & Probability

b. Mississippi Mathematics Framework with Depth of Knowledge Levels (9 hours)
   - — Instruction at the 4 DOK Levels: Recall, Skill & Concepts, Strategic Thinking & Extended Thinking
   - — Assessment at the 4 DOK Levels
   - — Questioning at the 4 DOK Levels

c. Constructivism in the Mathematics Classroom, Teaching through Problem Solving, Technology Tools for Mathematics Instruction, & Manipulatives (12 hours)
   - — Relational vs. Instrumental Understanding in Mathematics
   - — Conceptual vs. Procedural Knowledge

— Teaching Developmentally
— Teaching through Problem Solving
— Teaching about Problem Solving
— Problem-Based Tasks
— Roles of Calculators
— Using the Internet; Appropriate Web-Sites
— Virtual Manipulatives
— Concrete Commercial Manipulatives and Appropriate Alternatives

d. Planning for & Assessment of Diverse Learners in the Elementary/Middle Level Mathematics Classroom (9 hours)
— Error Patterns, Error Diagnosis & Common Misconceptions
— Multiple Entry Point Problems
— Writing Daily Instructional Objectives
— The Three-Part Lesson Format
— Differentiated Instruction in Mathematics
— Accommodations & Modifications in the Mathematics Classroom
— Response to Intervention in Mathematics Instruction
— Assessment of Concepts & Procedures
— Assessment of Mathematical Processes
— Assessment of Dispositions
— Traditional Assessments
— Performance-Based Assessment Tasks

e. Promoting and Facilitating the NCTM Process Standards in the Elementary/Middle Level Mathematics Classroom (9 hours)
— Problem Solving
— Reasoning & Proof
— Communication
— Connections
— Representation

REQUIRED TEXTS AND MATERIALS:

- Van de Walle, John A. (2010). *Elementary and Middle School Mathematics: Teaching Developmentally (7th edition).* Pearson Education Inc.
- Mississippi Dept. of Education (2007). *Mississippi Mathematics Framework – Revised.* MDE. (download & print from 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. Be sure to print at least pages 6 – 47.)

Recommended for candidates with Middle Grades or Math Emphasis:
Principles and Standards for School Mathematics (2000). Reston VA: National Council of Teachers of Mathematics. (Can be purchased in hard copy or downloaded for a fee in electronic version from http://www.nctm.org).

COMPUTER/TECHNOLOGY REQUIRMENTS:

- Computer with High Speed Internet Access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate support to the technologies used within the course)
- You must have an active TaskStream account.

METHODS OF INSTRUCTION:

A variety of methods of instruction will be employed. This course is designed to prepare candidates to teach mathematics in the K-6 classroom; therefore the professor will model teaching techniques appropriate for the elementary mathematics classroom. Additionally, lecture, class discussions, assigned course readings, and computer laboratory work, completed at various NCTM and virtual manipulative websites.

EVALUATION OF STUDENT PROGRESS

This course uses a grading scale of 1000 points. The points needed for each letter grade are detailed below. All candidates who have successfully met the prerequisites for this 2nd-semester junior level course will have a strong academic background. Earning an "A" will take extra effort on the part of the student and student groups. A "B" represents quality, acceptable work. Your grade will be determined by the points earned in both academics and fieldwork. 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
700-789 = D
699 & below = F

COURSE ASSIGNMENTS/ACTIVITIES:

Activity Presentation	10%
Reflection for Activity Presentation	2.5%
Technology Lesson Plan	10%
Article Questions (8 @ 25 points)	20%
Error Diagnosis and Lesson Plan	10%
Mid-term Exam	10%
Participation & PODs	5%
Final Exam	10%
Professionalism	2.5 %
Tutoring & Tutoring Report	10%
Observations (4 @ 25 points)	10%

OVERVIEW OF COURSE ASSIGNMENTS:

Article Questions: For each major topic, a journal article that relates to that topic will be assigned. You are to thoroughly read this article and answer the questions posted on the instructor's website. All answers to assigned article questions should be typed as with all assignments. These answers are to be turned in to the instructor at the start of class on the assigned due date – see course calendar.

Participation, Independent Assignments & POD Journal: You will complete various activities aligned with the course topics throughout the semester. Additionally, you are to maintain a Problem

of the Day (POD) problem solving journal which contains (1) a statement of each of the PODs given on the first slide of each daily Power Point; (2) your solution to that POD; and (3) a written explanation of how you derived your solution. The POD problem-solving journal will be submitted to the instructor on the last day of class.

Activity Presentation: You and an assigned partner will be assigned one of the 5 NCTM Process Standards. Working together, you are to find an appropriate Standards-Based activity that could be used to promote your assigned Process Standard. Then you and your partner will present this activity to the class by engaging the class in the activity and then having a follow-up presentation discussion about the activity you just presented. The required components of this assignment, which will be submitted to the instructor on the due date, include (1) a Word document containing an explanation of or rationale for why the activity you selected promotes your assigned Process Standard; (2) a Power Point presentation to be used during the presentation which states the name of the activity, the required materials, the Process Standard that is being promoted by the activity, the Content Standard being addressed, the Mississippi Mathematics Framework objective being addressed, the purpose or objective of the activity, the directions for completing the activity, and an explanation of what the final product is which will result from completing the activity; and (3) a set of 4 meaningful discussion prompts which will form the basis for a class discussion after you and your partner have guided the class in completing the activity. After completion of the presentation, you are to submit a reflection using the prompts provided on the instructor's website.

Error Pattern Diagnosis & Lesson Plan: Each partner group will be given student work samples to evaluate. You will find all the errors in the student's work, identify misconceptions, and then create a lesson plan (using the basic lesson plan format found on TaskStream) to help clarify his/her misconceptions. The lesson plan is to use manipulatives to enhance student understanding.

Technology Lesson Plan: Based on an assigned topic, each partner group will be responsible for selecting a concept within that topic, creating a lesson plan using the basic lesson plan format found on TaskStream, and integrating technology through the use of a Virtual Manipulative.

Midterm: You will take a cumulative written mid-term exam based on knowledge gained through class activities/discussions, textbook readings and field experiences. You will be given 60 minutes to complete the exam.

Final Exam: You will take a cumulative written final exam based on knowledge gained through class activities/discussions, textbook readings and field experiences. You will be given 60 minutes to complete the exam.

Field-Based One-on-One Tutoring: For this assignment, you will engage in an activity that allows you to put the knowledge and skills gained in this course to use in a classroom at the field experiences school. You must contact your assigned teacher (mentor teacher) and arrange to tutor one of his/her students in the area of **mathematics instruction for 10 contact hours** (a contact hour means you're working with your **student** during that hour). After you meet with your teacher to decide who you will work with and what you'll be doing with the student, you are to type up a description of this work and have the mentor teacher sign it. This description must include the days and times that you will be working with the student and must state that you will work with this student for 10 hours. This is to be submitted to the instructor by the "contract" deadline. **All tutoring must be approved by the instructor prior to engaging in it.** On the first day of tutoring you should administer a pre-test to the student based on the mathematics content that you will be teaching him/her. Then on the last day of tutoring you should administer, the exact same test, as a

post-test. Once you begin working towards your 10 hours of contact time, you are to document the time, date and what was accomplished during each session (keep a running log of times, dates, and accomplishments) and have the teacher sign it each time that you are working with your student just before you leave. The total amount of time shown on this log must be at least 10 hours. This log is to be submitted to the instructor with the final report. Upon completion of the project, you are to submit a reflective report (at least two pages and no more than 4 double-spaced, typed pages) describing this experience (including error analyses of the errors made by your students, and pre- and post-test scores) – see the instructor's website for reflection prompts.

Field Based - TIAI Teacher Observation Reflections: You are to observe your assigned mathematics teacher for four different class periods. While observing, you are to complete four structured observations provided on the instructor's website which are based on the four parts of the TIAI. Upon completion of each observation, you are to submit the completed structured observation and reflection form, which include post-observation reflection prompts, to the instructor.

ATTENDANCE POLICY

All candidates are required to attend all course classes and field experience days. Candidates are granted one absence for personal illnesses and other related situations. Each additional absence will result in a 10-point deduction from the candidate's overall point total for the course. Candidates who are absent from the course for an extended period of time will be considered on an individual basis after returning to class and meeting with Elementary Education faculty to discuss their future in the course for the current semester. Additionally, all candidates should be punctual to class and field assignments. If a candidate is tardy to class, a 5-point deduction from the candidate's overall point total will result. A tardy occurs when a candidate arrives to class up to 30 minutes late. Beyond 30 minutes, constitutes an absence. Candidates 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.

ACADEMIC INTEGRITY: 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

Please note that **Plagiarism** is defined and clarified within the honor code as follows:

1. **Plagiarism:**
   The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.
   Clarification:

a. Intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without proper credit).
b. Failing to credit sources used in a work product in an attempt to pass off the work as one's own.
c. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.
d. The internet, data bases and other electronic resources must be cited if they are utilized in any way as resource material in an academic exercise.

General information pertaining to plagiarism:

a. Faculty members are responsible for identifying any specific style/format requirement for the course. Examples include, but are not limited to, American Psychological Association (APA) style and Modern Languages Association (MLA) style.
b. Direct Quotation: Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged in the text by citation or in a footnote or endnote.
c. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized, in whole or in part, in one's own words. To acknowledge a paraphrase properly, one might state: "To paraphrase Locke's comment,..." and then conclude with a footnote or endnote identifying the exact reference.
d. Borrowed facts: Information gained in reading or research, which is not common knowledge, must be acknowledged.
e. Common knowledge: Common knowledge includes generally known facts such as the names of leaders of prominent nations, basic scientific laws, etc. Materials, which add only to a general understanding of the subject, may be acknowledged in the bibliography and need not be footnoted or endnoted.
f. Footnotes, endnotes, and in-text citations: One footnote, endnote, or in-text citation is usually enough to acknowledge indebtedness when a number of connected sentences are drawn from one source. When direct quotations are used, however, quotation marks must be inserted and acknowledgment made. Similarly, when a passage is paraphrased, acknowledgment is required.

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:

Artzt, A. & Armour-Thomas, E. (2002). *Becoming a reflective mathematics teachers: a guide for observations and self-assessment.* Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Backhouse, J., Haggarty, L., Pirie, S. & Stratton, J. (1992). *Improving the learning of mathematics.* Portsmouth, NH: Heinemann.

Burns, M. (2002). *Writing in math class.* Sausalito, CA: Math Solutions Publications.

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Mokros, J., Russell, S. & Economopoulos, K. (1995). *Beyond arithmetic changing mathematics in the elementary classroom.* White Plains, NY: Dale Seymour Publications.

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National Council of Teachers of Mathematics (2000). *A research companion to principles and standards for school mathematics.* Reston, VA: Author.

National Council of Teachers of Mathematics (2000). *Mathematics assessment: a practical handbook, K-12 series.* Reston, VA: Author.

National Council of Teachers of Mathematics (2000). *Principles and standards for school mathematics.* Reston, VA: Author.

Ridener, B. & Fritzer, P. (2004). *Mathematics content for elementary and middle school teachers.* Boston: Pearson Education, Inc.

Sherman, H., Richardson, L. & Yard, G. (2005). *Teaching children who struggle with mathematics: a systematic approach to analysis and correction.* Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.

Thiessen, D., Matthias, M., & Smith, J. (2004). *The wonderful world of mathematics.* Reston, VA: The National Council of Teachers of Mathematics.

Von Rotz, L. & Burns, M. (2002). *Lessons for algebraic thinking.* Sausalito, CA: Math Solutions Publications.

all handouts, assessments, scoring/grading keys, etc. should also be uploaded to TaskStream by **each partner**. This is your professional portfolio artifact for this course. It is your responsibility to obtain video camera equipment, arrange for someone to videotape the lesson, and submit to your instructor a digital movie of the videotaped lesson. You are to also provide a narrative detailing the contributions to this project by each partner and it should be signed by each partner, then scanned and submitted as part of this assignment.

Assessment Project (Oct. 18th): Given a specific mathematics strand and grade level, you and your partner will select a Mississippi Mathematics Framework objective for which you will write 3 appropriate, logically sequenced, daily instructional objectives. Then you will construct two summative assessments to evaluate attainment of these 3 objectives. One of these assessments will be a traditional assessment; the other will be an alternative (performance-based), authentic assessment. The traditional assessment must contain 5 questions/items per objective. The alternative (performance-based), authentic assessment should contain 3 opportunities for the student to do/perform each objective. The final product for this assignment will include: the Mississippi Mathematics Framework objective being targeted, the 3 daily instructional objectives being assessed, the traditional assessment as the student would receive it, the scoring/grading key that would be used to grade the traditional assessment (including point values), the alternative (performance-based), authentic assessment as the student would receive it, the scoring/grading key that would be used to grade the alternative (performance-based), authentic assessment (including point values), and any other materials necessary to administer these two assessments; digital pictures may be used as needed. You are to also provide a narrative detailing the contributions to this project by each partner and it should be signed by each partner, then scanned and submitted as part of this assignment.

NCTM Article Lesson Plan (Oct. 25th & Video of Teaching of the Lesson – Dec. 1st): Based on your assigned Mathematics Content Strand, you and your partner will find an NCTM journal article (from *Teaching Children Mathematics* or *Mathematics Teaching in the Middle School*) that describes how to teach a topic within your assigned Content Strand. The NCTM article should also address one or more specific MS. Mathematics Framework objectives for the grade level you have been assigned for your field experience. To successfully complete this assignment, you and your partner will find an appropriate article from an NCTM journal and develop a grade-level appropriate lesson plan based on the information contained in the article; that is, you are to write a lesson plan that "**implements the contents of the article**". The final product for this assignment will include: a copy of the article, a summary of the article (same format as other article summaries), and your lesson plan including all handouts, assessments, scoring keys (grading keys), and any other materials necessary to implement the lesson plan, using digital pictures of "other materials" as needed. The lesson plan will be written using the basic format of Taskstream. *Acceptable articles are ONLY ones from an NCTM journal (Teaching Children Mathematics can be found online at the MSU library; Contact Dr. Robichaux if you need an article from Mathematics Teaching in the Middle School).* Points will be deducted for use of inappropriate articles. This lesson plan should be implemented during the field experience portion of this course. When it is implemented, the lesson should be video-taped and submitted to the instructor. It is your responsibility to secure video camera equipment and to arrange for someone to do the video-taping, and submit to your instructor a digital movie of the videotaped lesson. This lesson plan must also include students engaged in a writing task. A minimum of one assessment that is NOT a checklist or rubric (i.e. it should be a traditional assessment) must be used just prior to or after the closure of the lesson to assess students' attainment of the lesson objectives stated in the lesson plan. You are to also provide a narrative detailing the contributions to this project by each partner and it should be signed by each partner, then scanned and submitted as part of this assignment.

Participation and Chapter Activities (throughout semester; specific deadlines TBA in class and on course calendar): You will complete various activities aligned with the course topics throughout the semester (as described in My Courses Assignments). All assignments/activities must be completed in order to receive a grade in this course. Evidence of the completion of the chapter activities will be through either self-videos, digital pictures, discussion board posts, or completion of recording sheets submitted electronically to the instructor through Assignments.

POD Journal (Each Module's PODs are due by the end of that Module): You are to maintain an electronic POD (Problem of the Day) problem solving journal within the discussion board area of the course which contains (1) a statement of the POD; (2) your solution to that POD; and (3) a written explanation of how you derived your solution in complete sentences.

PLEASE NOTE: Modules will be released to you on Friday mornings at 8:00 and will be removed 17 days later (on a Monday) – see course calendar at the end of this syllabus. Therefore, it is imperative that you complete all assignments by their due dates and keep up with printing whatever course content you want to print. Once Modules are removed, you cannot go back and access them again.

Field Experience: You will complete 30 hours of field experience in an assigned classroom. The following assignments will be assessed: 2 whole-class math lessons, completion of whole class structured observations, attendance with the assigned class to music, physical education, art, or library, and completion of small group or individual teaching during each day of the field experience.

- All time spent in your field experiences classroom will be documented with a sign-in/out sheet which will be totaled and signed at the end of each week by the classroom mentor teacher (This form will be provided on the Elem. Education Senior Methods Block course).
- You will be required to submit videos (CD/DVD) of the Math Manipulatives Lesson and the Math Journal Article Lesson to the instructor. The instructor will evaluate the lesson delivery with the TIAI, which can be found within the Elem. Education Senior Methods Block course.
- You will complete 10 structured observations in the following areas – Management, Questioning, Content Delivery, Communication, and Assessment (Forms for these will be provided on the Elem. Education Senior Methods Block course).
- Your professionalism will be evaluated with the CISE Teacher Disposition form which can also be found within the Elem. Education Senior Methods Block course.
- You will complete and submit a Final Reflection through TaskStream.

NOTES CONCERNING ASSIGNMENTS, EMAILS & RESPONSIBILITY

- **All assignments** are to be typed (double-spaced using 12 point Times New Roman font and 1 inch margins with your full name in the header of each page) using **Microsoft Word** and submitted to the professor through MyCourses Assignments, Assessments, or Email AND through Taskstream, if indicated in the assignment requirements.
- All assignments will be evaluated on content and **writing mechanics** (up to 10% deduction for grammatical mistakes).
- All assignment files should be named using the following protocol:
  msunetid_5_name_of_assignment_due_date
- All emails must include a subject which uses the format:
  EDE 4123_5_one or two word topic of email contents
- All emails should end with your name.

- It is the candidate's responsibility to read, comprehend and ask questions about all assigned course readings/chapters, activities, and assignments, as well as the corresponding Power Point slides. Communication with the instructor is vital to your success in this course.

SENIOR BLOCK ATTENDANCE POLICY

All candidates are required to attend all methods course classes and field experience days. All candidates are required to complete each course module/submodule according to the deadlines set on the course web-site and course calendar. Additionally, all candidates are expected to meet all field experience requirements. This includes being present and working with elementary students for 30 hours, for EDE 4123, in an assigned elementary classroom. Other field experience requirements are the implementation of 2 whole-class lessons, completion of whole class structured observations, attendance with the assigned class to music, physical education, art or library, and completion of small group or individual teaching during each day of the field experience. Other Senior Block Attendance requirements include participation in the Discussion Board within the Elem. Education Senior Methods Block course. Candidates should contact the professor in advance (prior to the start of class that day) if a test will be missed. A make-up test will only be approved in emergency situations or under extreme circumstances. **All assignments, including daily class activities, must be completed and submitted to the instructor in order to pass the course with a "C" or higher.** Candidates may not choose to not do an assignment or class activity.

CLASS ETIQUETTE: RESPECT/COURTESY/NETIQUETTE:

Candidates will treat each other and the professor with respect and courtesy. The professor has the right to teach just as the candidates have the right to learn. Communication in online courses is different than in face to face courses. Please maintain appropriate netiquette; e.g. class etiquette in virtual classrooms. These basic rules should be adhered to:

1. Remember that you're not exchanging ideas with a computer but other people – your classmates and your instructor.
2. Do not "shout," that is, type in all caps. It is usually not received well.
3. Do not "flame", that is, send angry or confrontational email. Discussions and debates should remain calm and respectful. Avoid saying anything that you would not say to someone in person.
4. Respect others' privacy. Do not forward personal messages sent to you.
5. Be conservative in forwarding anything to others. Make sure it's relevant to the discussion.
6. Be considerate of others' time.
7. Be forgiving of others' mistakes. Some individuals may have less experience than you.
8. Do not post personal postings (i.e., My band is playing at Rick's Friday night. Hope you'll come). All postings should be directly related to course content.
9. Do not use internet/texting acronyms (i.e., LOL). Everything should be communicated in Standard English, using correct grammar and complete sentences.

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   Clarification:
   a. Intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without proper credit).
   b. Failing to credit sources used in a work product in an attempt to pass off the work as one's own.
   c. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.
   d. The internet, data bases and other electronic resources must be cited if they are utilized in any way as resource material in an academic exercise.

General information pertaining to plagiarism:

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RESOURCES:

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EDE 4123 FALL, 2010 MODULE & FIELD WORK CALENDAR

For Other Assignment Dates See Course Calendar within MyCourses – EDE 4123

Dr. Rebecca Robichaux

WK	MON	TUE	WED	THUR	FRI
1	8/16 Syllabus Posted; Module 0-A & 0-B Released	8/17	8/18	8/19	8/20 Module 0-C Released
2	8/23	8/24	8/25	8/26	8/27 Module 0-D Released
3	8/30 Modules 0-A & 0-B Removed	8/31	9/1	9/2	9/3 Module 0-E Released
4	9/6 Module 0-C removed; Complete 4 Hours of Field Work (Initial Visit) during this week	9/7 Daily Objectives Assignment Due	9/8 Foundations Test Available	9/9	9/10 Modules 1-A & 1-B Released; Foundations Test Removed
5	9/13 Module 0-D Removed	9/14	9/15	9/16	9/17 Mods. 1-C & 1-D Released
6	9/20 Module 0-E Removed; Content Chapter Test 1 Available	9/21	9/22 Content Chapter Test 1 Removed	9/23Content Chapter Test 2 Available	9/24 Modules 2-A, 2-B, 2-C & 2-D Released; Content Chapter Test 2 Removed on Sat. 9/25
7	9/27 Modules 1-A & 1-B Removed; Error Diagnosis Due	9/28	9/29	9/30	10/1 Modules 3-A, 3-B, & 3-C Released
8	10/4 Modules 1-C & 1-D Removed; Article Summary #1 Due	10/5	10/6	10/7	10/8 Modules 4-A, 4-B, & 4-C Released
9	10/11 Modules 2-A, 2-B, 2-C & 2-D Removed; Lesson Plan with Manipulatives; Tri-Fold Board & Article Summary #2 Due; Complete 12 Hours of Field Work during this week	10/12	10/13	10/14 Content Chapter Test 3 Available	10/15 Modules 5-A, 5-B & 5-C Released; Content Chapter Test 3 Removed on Sat. 10/16
10	10/18 Modules 3-A, 3-B, & 3-C Removed; Assessment Project & Article Summary #3 Due; Complete 12 Hours of Field Work during this week	10/19	10/20	10/21	10/22
11	10/25 Modules 4-A, 4-B, & 4-C Removed; Article Lesson Plan Due; Complete 12 Hours of Field Work during this week	10/26	10/27	10/28 Final Exam Available	10/29 Final Exam Removed on Sat. 10/30
12	11/1 Modules 5-A, 5-B, & 5-C Removed; Complete 12 Hours of Field Work during this week	11/2	11/3	11/4	11/5 Manipulative Video Due and Revised Lesson Plan & Reflection Due on TaskStream
13	11/8 Complete 12 Hours of Field Work during this week	11/9	11/10	11/11	11/12
14	11/15 Complete 28 Hours of Field Work with at least two full days at the school during this week	11/16	11/17	11/18	11/19
15	11/22 THANKSGIVING WEEK	11/23	11/24	11/25	11/26
16	11/29 Complete 28 Hours of Field Work with at least two full days at the school during this week	11/30	12/1 Article Lesson Video Due	12/2	12/3

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED
09.03.2010

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: AOCE Approval **Date Initiated:** Aug. 01, 09 **Effective Date:** Aug. 01, 10

Current Listing in Catalog: N/A

Symbol	Number	Title	Credit Hours
EDE	4143	Teaching Elementary and Middle Level Social Studies	(3)

Current Catalog Description:
Two hours lecture, two hours laboratory. Field based. Field based; Selection, organization and presentation of social studies content for elementary school children; assessment of pupil progress and general effectiveness of instruction.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours

New or Modified Catalog Description:

	Approved:	*Date:*
Department Head	Charlotte Burrows	3-16-10
Chair, College or School Curriculum Committee		6/10/10
Dean of College or School		6/24/10
Chair, University Committee on Courses and Curricula		1.27.11
Chair, Graduate Council (if applicable)		
Chair, Deans Council	Peter L. Ryan for T.A.G.	January 24th, 2011

COURSE MODIFICATION – ELEMENTARY EDUCATION
(AOCE APPROVAL)

CATALOG DESCRIPTION

EDE 4143. Teaching Elementary & Middle Level Social Studies. (3) (Co-Requisite: EDE 4113, EDE 4123, RDG 4133). Two hours lecture, two hours laboratory. Field based. Selection, organization and presentation of social studies content for elementary school children; assessment of pupil progress and general effectiveness of instruction.

2. JUSTIFICATION FOR AOCE OFFERING

In order to offer a full on-line degree program in Elementary Education, it is necessary to offer EDE 4143 as an AOCE course. By offering EDE 4143 in an on-line format, potential students who live too far to commute to MSU will be able to enroll in this course, completing the course in their own homes through the use of a laptop computer and access to the Internet. This on-line version of EDE 4143 is designed for students not attending Mississippi State University, Campus 1. Particularly, potential students who work as teaching assistants full-time would be able to pursue a degree in elementary education in order to obtain certification for teaching without terminating their teaching assistant jobs. This extra value will enable such potential students the opportunity to become a certified elementary teacher in Mississippi, where there is a shortage of certified teachers. Many potential teachers cannot quit their full-time jobs or leave their homes for long periods of time to attend classes on campus. This will accommodate these students.

3. LEARNING OUTCOMES

The learning outcomes of EDE 4143 are

1. To become aware of and use standards for elementary and middle school social studies instruction. **INTASC 1,9, 10; CFPO 1**
2. To critically understand how the goals and standards of social studies have been influenced by social, political, cultural, and global agendas and to apply in a thoughtful manner these goals in the elementary/middle school. **INTASC 1,7; CFPO 1**
3. To become aware of and use the interdisciplinar(thematic) approach to teaching and learning of social studies. **INTASC 4,6; CFPO 1,2,5,7**
4. To build a repertoire of strategies for the teaching of social studies. **INTASC 1,2,4,5,8 C** The learning outcomes of EDE 4123 are **FPO 2**
5. To develop an awareness of a culturally responsive approach to social studies education, including the understanding of citizenship and participation in a democracy. **INTASC 3,9; CFPO 2,5,8**
6. To become familiar with and to plan social studies lessons (using objectives, procedures, management, materials, and assessment) which are developmentally appropriate for diverse elementary and middle school students. **INTASC 2,3,4,5 CFPO 5,7**
7. To practice reflecting upon and evaluating one's own teaching performance in social studies. **INTASC 9, CFPO 1**

8. To work with peer and classroom mentor teachers in school settings to plan, implement and evaluate teaching performance. **INTASC 1,2,9,10; CFPO 1,9**

4. DETAILED COURSE OUTLINE OF CAMPUS 1
See Chart after #5 and Attached Campus 1 Syllabus

5. DETAILED COURSE OUTLINE OF CAMPUS 5
See Attached Campus 5 Syllabus; The main difference between the Campus 5 version of this course and the Campus 1 version is that all instruction is provided electronically and all assignments are submitted electronically for the Campus 5 version. Instruction will be delivered via Camtasia audio-enhanced Power Point presentations, supplementary web-based lecture notes and commentary, assigned course readings, on-line MyMedia videos, on-line class discussions, and email correspondence. Additionally, students will be engaged in hands-on, manipulative activities which will be self-video-taped and subsequently submitted to the instructor for review and informal/formative assessment.

Specifically, the content of the course and method of delivery for both the Campus 1 and Campus 5 versions of the course are detailed below:

Content Area	Face-to-Face	Online, Internet, Web-based
Module 1: Today's Elementary Social Studies Classroom	4 Hours (lectures, quizzes, feedback, discussion)	4 Hours (Video lectures, Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 2: Social Studies Curriculum, Content, and Standards	4 Hours (lectures, quizzes, feedback, discussion)	4 Hours (Video lectures, Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 3:Planning and Managing Social Studies Instruction	5 Hours (lectures, quizzes,feedback, discussion)	5 Hours (Video lectures, Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 4: Teaching Strategies in the Social Studies	4 Hours (lectures, quizzes, feedback, discussion)	4 Hours (Video lectures, Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 5:Reading, Writing, and Technology: Tools for Social Studies Learning	5 Hours (lectures, quizzes, feedback, discussion)	5 Hours (Video lectures, Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 6:Assessment in the Social Studies classroom	4 Hours (lectures, quizzes, feedback, discussion)	4 Hours (Video lectures, Power Point lectures, quizzes, discussion board discussions, email feedback)

Module 7: Teaching thinking and problem solving in the Social Studies	4 Hours (lectures, quizzes, feedback, discussion)	4 Hours (Video lectures, Power Point lectures, quizzes, discussion board discussions, email feedback)

6. METHOD OF EVALUATION

This course uses a grading scale of 1000 points. The points needed for each letter grade are detailed below. 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

The suggested course activities and assignments that are to be completed while enrolled in the course are:

Tasks and Point Values

Tests- 2@150 points each	300 points (30%)
Textbook Survey	70 points (7%)
Literature Circle	100 points (10%)
Multicultural/Diversity Book Annotations & Lesson Plan	150 points (15%)
Dramatic Strategies/ Research Project & Lesson Plan	150 points (15%)
Participation Points	100 points (10%)
	870 class points
Field Experience	
TIAI – 34 indicators & Two Videos	68 points (6.8%)
Professionalism	21 points (2.1%)
Final Reflection	20 points (2%)
Ten Structured Observations & Summary	21 points (2.1%)
	130 field points
	1000 total points

Field Experience: The teacher candidates will complete 30 hours of field experience in an assigned classroom. Teacher candidates will submit two videos of their teaching of the lesson plans completed as part of the course requirements; that is, the Lesson Plan with Multicultural/Diversity and the Dramatic Strategies Lesson Plan. After viewing the videos, the instructor will evaluate the delivery of instruction of the teacher candidate.

All methods of evaluation listed above are the same for the Campus 1 version of the course.

ACADEMIC MISCONDUCT
Academic Misconduct will be monitored by (1) having teacher candidates sign and fax a form indicating that they have read and understand the terms of the course syllabus and MSU Honor Code; (2) having field experience mentor teachers verify teacher candidate attendance and participation in field experience assignments through a signed form that is faxed weekly; and through (3) time sensitive tests and exams with randomly ordered questions.

TARGET AUDIENCE
The target audience for this course are teacher assistants, community college transfer students who are not able to leave their communities to attend a four-year institution, and others who would like to earn an elementary education degree but do not live in close proximity of Mississippi State University. Enrollment in this course is contingent upon admission into the Teacher Education program and successful completion of the junior year coursework. Main campus students will not be allowed to enroll in this course.

7. METHOD OF INSTUCTION
B – Lecture/Lab

8. METHOD OF DELIVERY
O = Online, Internet, Web-based

9. DELIVERY STATEMENT
This AOCE course will not violate the Provost's policies on Campus 5 offerings. This course is only available to Campus 5 students, in an online, Internet, web-based format, which provides extra value to those enrolling in this format of the course since they can complete the course requirements from their homes using laptop computers with Internet access. The course is offered to Campus 1 students every semester, including summers.

B. SPECIAL NOTES
1. CROSS-LISTING
Not applicable

2. EFFECTIVE DATE
Spring, 2011

3. EFFECT ON OTHER COURSES
The undergraduate degree in Elementary Education is the only degree program affected by this AOCE course. This course is one of four senior level methods courses which are to be taken concurrently. The other courses are EDE 4113, 4123, and RDG 4133.

4. CONTACT PERSON
Margaret Pope – 662.325.7106

5. MASTER SCHEDULE
It is anticipated that EDE 4143 will be offered on-line through AOCE in fall 2011.

EDE 4143
Teaching Elementary and Middle Level Social Studies
Fall 2010

Instructor: Mrs. Sandy Maynard
Office: Allen 351 Phone-(662) 325-8342
Email: sandym@colled.msstate.edu or on Taskstream
Office Hours: posted

Credit: 3 semester hours
Co-requisite: EDE 4113 and 4123, RDG 4133
Catalog Description: (Co-requisite: EDE 4113, EDE 4123, and EDE 4133). Two hours lecture. Two hours laboratory. Field-based. Selection, organization and presentation of social studies content for K-8; assessment of learning and general effectiveness of instruction

COMPUTER/TECHNOLOGY REQUIREMENTS & REQUIRED DOWNLOADS:

- Computer with High Speed Internet Access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate support to the technologies used within the course)
- Access to a video camera. You will need access to a video camera to videotape your teaching of the two social studies lesson plans, which will be taught in your assigned field-based elementary classroom. It is your responsibility to put these videos on a CD/DVD to turn in to me for grading.
- You must have an active TaskStream account

Objectives

1. To become aware of and use standards for elementary and middle school social studies instruction. **INTASC 1,9, 10; CFPO 1**
2. To critically understand how the goals and standards of social studies have been influenced by social, political, cultural, and global agendas and to apply in a thoughtful manner these goals in the elementary/middle school. **INTASC 1,7; CFPO 1**
3. To become aware of and use the interdisciplinary (thematic) approach to teaching and learning of social studies. **INTASC 4,6; CFPO 1,2,5,7**
4. To build a repertoire of strategies for the teaching of social studies. **INTASC 1,2,4,5,8 CFPO 2**
5. To develop an awareness of a culturally responsive approach to social studies education, including the understanding of citizenship and participation in a democracy. **INTASC 3,9; CFPO 2,5,8**
6. To become familiar with and to plan social studies lessons (using objectives, procedures, management, materials, and assessment) which are developmentally appropriate for diverse elementary and middle school students. **INTASC 2,3,4,5 CFPO 5,7**
7. To practice reflecting upon and evaluating one's own teaching performance in social studies. **INTASC 9, CFPO 1**
8. To work with peer and classroom mentor teachers in school settings to plan, implement and evaluate teaching performance. **INTASC 1,2,9,10; CFPO 1,9**

Topics to be Covered:

1. Today's Elementary Social Studies Classroom
   - Change in society and change in the Social Studies
   - Goals of the Social Studies
   - Building Classroom Communities through the Social Studies
   - Character Education and the development of attitudes, and values

2. Social Studies Curriculum, Content, and Standards
   - National, state and local standards
   - Curriculum frameworks, organization, disciplines
   - Incorporating themes from the standards
   - Multicultural directions in the Social Studies

3. Planning and Managing Social Studies Instruction
   - Maximizing effective textbook learning
   - Reading abilities and skills needed in the Social Studies
   - Integration of children's literature into the Social Studies

4. Teaching Strategies in the Social Studies
   - Direct Instruction/Expository Teaching
   - Dramatic Strategies

5. Reading, Writing, and Technology: Tools for Social Studies Learning
   - Effective reading, writing, and computer use in the Social Studies
   - Use of reference reading in the Social Studies
   - Organizing to write in the Social Studies
   - Developing research and reporting skills

6. Assessment in the Social Studies classroom
   - The role of assessment in the Social Studies
   - Development of summative assessment instruments
   - Peer and self assessment
   - Authentic assessment and portfolios

7. Teaching thinking and problem solving in the Social Studies
   - The thinking skills of observation, listening, and comprehending
   - Strategies of the inquiry approach
   - Problem based learning in the Social Studies
   - Project based learning in the Social Studies

METHODS OF INSTRUCTION:

A variety of methods of instruction will be employed, including lecture and lab. This class is designed to prepare candidates to teach social studies in the K-8 classroom; therefore the

professor will model teaching techniques appropriate for the elementary social studies classroom through class sessions. Additionally, teacher candidates will engage in the following learning experiences:

- Class Discussions:
  - Discuss chapter reading assignments
  - Discuss/Share information during Literature Circle Discussion Group Time

- View and Respond to:
  - Videos
  - PowerPoints
  - Other related social studies content

- Use the Internet and Other Technology Resources to:
  - Develop assignments
  - Correspond with peers and instructor
  - Complete tasks for assessment purposes, including, but not limited to:
    - Development of Podcasts/DVD's/JumpDrive file transfer
    - Dramatic Strategies Research Project
    - Using email and self-videos of social studies lessons
    - Use of Taskstream electronic portfolio

Course Requirements/Teacher Candidate Learning Activities:

Tests: (2@150 points each) A midterm and final will be given to assess your knowledge and application of concepts in the course. You will have 45 minutes to complete each test.

Textbook Survey: 70 pts- Each **teacher candidate** will conduct a brief overview of the textbooks available for use in Mississippi schools. An analysis paper will be submitted to document results of the survey.

Literature Circle: 100 pts Each **teacher candidate** will prepare an assigned role in writing and participate in a social studies literature circle using the book *Young Readers version of Three Cups of Tea.*

Multicultural/Diversity Book Annotations & Lesson Plan: 150 pts Each **teacher candidate** will compile an annotated book list of multicultural literature suitable for integration into Social Studies content. One book from the list will be used in a written lesson plan to be taught in the field.

Dramatic Strategies Research Project: 150 pts Each **teacher candidate** will conduct research and plan and implement a presentation (with classroom student participation) in the field setting using dramatic strategies.

Class Participation: 100 pts Class participation points include discussions, class assignments given such as chapter organizers, article readings/questions, etc. Be prepared in all aspects of the course.

Field Experience: The teacher candidate will complete 30 hours of field experience in an assigned classroom. The following assignments will be assessed: 2 whole-class social studies lessons, completion of whole class structured observations, attendance with the assigned class to music, physical education, art or library, and completion of small group or individual teaching during each day of the field experience.

- The teacher candidates will submit videos of the Dramatic Strategies Lesson and one other Social Studies Content Lesson (developed with classroom teacher input) to the instructor. The instructor will evaluate the lesson delivery with the TIAI (see assignments above)
- The teacher candidates will complete 10 structured observations in the following areas – Management, Questioning, Content Delivery, Communication, and Assessment (Assessments provided by instructor)
- The teacher candidates will be evaluated with the CISE Teacher Disposition form
- You will complete and submit a Final Reflection through Taskstream.

Tasks and Point Values

Tests- 2@150 points each	300
Textbook Survey	70
Literature Circle	100
Multicultural/Diversity Book Annotations & Lesson Plan	150
Dramatic Strategies/ Research Project & Lesson Plan	150
Participation Points	100
	870 class points
	130 field points
	1000 total points

Grading Scale:

A "C" reflects work that is adequate. In most cases, this represents work that is complete, but not supported by links or connections to research, theory, critical thinking, or evidence of creativity and independent thought. A "B" reflects good, strong work. In most cases, this represents work that is complete and supported by one or two references and some attempt has been made to connect ideas to critical thinking, creativity, and independent thought. An "A" will only be given for work that is excellent. This work is represented by appropriate references, evidence of an attempt at creativity, evidence of critical thinking, and relevant links to independent thought and theory. This work is well synthesized and not a regurgitation of another's findings or a repetition of the problem at hand. The numerical grading scale for this course is:

930-1000 points A

860-929 points B

790-859 points C

720-789 points D

000-719 points F

Policies

Honor Code

All work completed in this class must be original. Each individual is expected to think, write, reflect, and question concepts presented in class. Students who commit academic misconduct, including plagiarizing work (copying or borrowing heavily from published materials or from another student's work) will fail this class. The university holds Academic Misconduct as a serious and punishable infraction. University Academic Misconduct policies may be found in the Bulldog Handbook or via the web at http://www.msstate.edu/web/security.html

The new MSU Honor Code states the following:

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."

ACADEMIC HONESTY/MISCONDUCT:

The new Mississippi State University honor 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.
Mississippi State University's policies on academic honesty are strictly adhered to in the course. The university holds academic misconduct as a serious and punishable infraction. University Academic Misconduct polices may be found in the Bulldog Handbook, available from the Student Association or at http://www.msstate.edu/dept/audit/PDF/1207a.pdf. According to the Mississippi State University Honor Code (2007), "misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research or other academic work. It does not include honest error or honest differences in interpretations or judgments of data. Mississippi State University students are responsible for authenticating any assignment submitted to an instructor or graduate committee, excluding examinations. If asked, a student must be able to produce proof that the assignment submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability

to authenticate one's work, should the instructor or graduate committee request it, is sufficient grounds to initiate an academic dishonesty case" (p. 3). Therefore, all work completed for this class must be original. I expect each individual to think, write, reflect, question, and even sometimes struggle through the concepts presented in class. Active engagement in class activities is the only way you will learn and grow as a teacher. Students who commit academic misconduct, including plagiarizing work (copying or borrowing heavily from published materials) or copying or borrowing heavily from another student's work will fail this class. **If you plagiarize, you will fail this course.** A source for understanding plagiarism can be found at http://www.indiana.edu/~wts/wts/plagiarism.html

It is your responsibility to go to the following web address to read the honor code information:

http://students.msstate.edu/honorcode/

Disabilities

All necessary accommodations will be made for any documented disability. Contact disability services at 325-3335 or visit the Student Support Services website or office for more information.

Senior Block Attendance Policy

All candidates are required to attend all methods course classes and field experience days. Candidates are granted one absence for personal illnesses and other related situations. Each additional absence will result in a 10-point deduction from the candidate's overall point total for that course. Candidates who are absent from the methods courses for an extended period of time will be considered on an individual basis after returning to class and meeting with Block faculty to discuss their future in the Block for the current semester. Additionally, all candidates should be punctual to class and field assignments. If a candidate is tardy to class, a 5-point deduction from the candidate's overall point total will result. A tardy occurs when a candidate arrives to class up to 30 minutes late. Beyond 30 minutes, constitutes an absence. Candidates should contact the professor in advance (prior to the start of class that day) if a test will be missed. A make-up test will only be approved in emergency situations or under extreme circumstances. **All assignments, including daily class activities, must be completed and submitted to the instructor in order to pass the course with a "C" or higher.** Candidates cannot choose to not do an assignment or class activity.

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.

Class Etiquette

Cell phones are to be turned off or placed on silent and put away during class. If there is an emergency situation which would require the need for your cell phone to be on vibrate, you are to first discuss this with your instructor. Text messaging or accessing the Internet via cell phone, PDA, or personal computer is not allowed during class. If access to the Internet is necessary during class, it will be directed specifically by the instructor. Cell phones are not allowed at field experiences schools. Professionalism points will be deducted for violation of this policy.

Assignment 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.

Technology

Technology failures (i.e. a frozen hard drive, an erased disk, an out-of-ink printer, a lost flash drive, etc.) are not valid excuses for late or missing assignments. It is YOUR responsibility to create multiple back up copies of all written assignments, to keep your printer operational, and to leave enough time to respond to problems.

Plan ahead for technical problems! Internet access problems WILL NOT be accepted as an excuse for any missed assignment.

DO NOT wait until the last minute to complete or submit assignments. You are urged to work on assignments early, so that if you encounter some technical problem, you can rely upon a pre-arranged backup plan: working at a friend's house, at a library, or at some other place with internet access.

Required Readings:

Readings should be completed before class and brought to class on the day assigned.

Chapin, June R. (2009) *Elementary Social Studies: A Practical Guide.*
Allyn and Bacon.

Supplemental reading:
Young Reader's Edition *of Three Cups of Tea,* by Greg Mortenson and David Oliver Relin to be used in integrating literature in the Social Studies curriculum, **purchase on your own** to be used in class.

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED
09.03-2010

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: Devon Brenner **E-mail:** dgb19@msstate.edu

Nature of Change: AOCE Approval **Date Initiated:** Aug. 01, 09 **Effective Date:** Upon Approval

Current Listing in Catalog: N/A

Symbol	Number	Title	
EDE	4883	Classroom Management for Elementary and Middle School Teachers	**Credit Hours (3)**

Current Catalog Description:
(Prerequisite: Admission to Teacher Education, completion of all professional development courses, and concurrent enrollment in EDE 4886). Three hours lecture. Developing and managing an appropriate learning environment for elementary and middle level students.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours

New or Modified Catalog Description:

Approved:	*Date:*
Charlotte Bruce Department Head	3-16-10
Chair, College or School Curriculum Committee	6/10/10
Dean of College or School	6/24/10
Chair, University Committee on Courses and Curricula	1.27.11
Chair, Graduate Council (if applicable)	
Peter L. Ryan for T. A. G. Chair, Deans Council	January 24th, 2011

AOCE APPROVAL

EDE 4883 Classroom Management for Elementary and Middle School Teachers

1. CATALOG DESCRIPTION

EDE 4883. Managing the Elementary and Middle Level Classroom. (3) (Prerequisite: Admission to Teacher Education, completion of all professional development courses, and concurrent enrollment in EDE 4886). Three hours lecture. Developing and managing an appropriate learning environment for elementary and middle level students.

2. JUSTIFICATION FOR AOCE OFFERING

In order to offer a full on-line degree program in Elementary Education, it is necessary to offer EDE 4883 as an AOCE course. EDE 4883 is taken concurrently with EDE 4886/4896. Students may complete the internship at locations distant from MSU, where they will be supervised by classroom teachers and university-trained field supervisors employed by MSU. By offering EDE 4883, students who are completing the internship at a distance that is too far to commute to MSU will be able to enroll in this course. Because of the format of the degree, potential students who work as teaching assistants full-time would be able to pursue a degree in elementary education in order to obtain certification for teaching without terminating their teaching assistant jobs. Teaching assistants are the target audience for this course. This extra value will enable such potential students the opportunity to become a certified elementary teacher in Mississippi, where there is a shortage of certified teachers. Many potential teachers cannot quit their full-time jobs or leave their homes for long periods of time to attend classes on campus. This will accommodate these students. This course has already been piloted as an online course for two semesters.

3. LEARNING OUTCOMES

The learning outcomes of EDE 4883 are

1. Demonstrate appropriate responses to legal, ethical, and professional issues. INTASC #9; CFPO a, g.
2. Use an understanding of elementary-aged students to plan appropriate lessons, choose effective management strategies, and address individual needs and issues that arise. INTASC #1,2,3,5,6,7,8; CFPO b,c,e,f,g,h,i,j.
3. Engage in problem solving, self-analysis, and reflection about teaching and learning. INTASC #7,9 ; CFPO a, g.
4. Interact and collaborate with colleagues, school, and university faculty in small group settings to improve the teaching and learning environment. INTASC #10; CFPO a, b, g,h.
5. Develop classroom management strategies for immediate application in placements. INTASC #5, 6; CFPO f.
6. Develop effective lesson plans based on knowledge of subject matter, understanding of student needs, awareness of appropriate instructional strategies, and understanding of appropriate evaluation/assessment techniques INTASC #1,4,7,8 ; CFPO b,c,d,e,f,g,h,I,j.

7. Implement and reflect on parent/community involvement/activities/practices. INTASC #10; CFPO a,b,g,h,i.
8. Extend knowledge of student support areas through sessions/interaction with other school and community professionals. INTASC #10; CFPO a,g.
9. Evaluate the impact of instructional decisions on the classroom environment, individual students, and the larger community. INTASC #5,7,9,10; CFPO a,b,g,h,i.
10. Refine professional behaviors and skills in preparation for acquiring a teaching position. INTASC #9; CFPO a.

4. DETAILED COURSE OUTLINE OF CAMPUS 1
See Chart after #5 and Attached Campus 1 Syllabus

5. DETAILED COURSE OUTLINE OF CAMPUS 5
See Attached Campus 5 Syllabus; The main difference between the Campus 5 version of this course and the Campus 1 version is that all instruction is provided electronically and all assignments are submitted electronically for the Campus 5 version. Instruction will be delivered via Power Point presentations, supplementary web-based lecture notes and commentary, assigned course readings, on-line MyMedia videos, on-line class discussions, and email correspondence.

Specifically, the content of the course and method of delivery for both the Campus 1 and Campus 5 versions of the course are detailed below:

Content Area	Face-to-Face	Online, Internet, Web-based
Module 1: Matching appropriate instructional and management strategies to students in assigned placements in student teaching.	3 Hours (lectures, quizzes, feedback, discussion)	3 Hours (Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 2: Managing ethical questions in the school setting.	4 Hours (lectures, quizzes, feedback, discussion)	4 Hours (Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 3: Development and implementation of strategies to manage the learning environment in assigned student teaching placements.	9 Hours (lectures, quizzes, feedback, discussion)	9 Hours (Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 4: Using reflective analysis of instructional and management strategies to improve practice.	4 Hours (lectures, quizzes, feedback, discussion)	4 Hours (Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 5: Involving and communicating with family members and the larger community in the educational	8 Hours (lectures, quizzes, feedback, discussion)	8 Hours (Power Point lectures, quizzes, discussion board discussions, email feedback)

process.		
Module 6: Managing the needs of diverse learners in the elementary classroom.	6 Hours (lectures, quizzes, feedback, discussion)	6 Hours (Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 7: Understanding the curriculum – using the state curriculum, community expectations, and school expectations to develop appropriate learning objectives.	3 Hours (lectures, quizzes, feedback, discussion)	3 Hours (Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 8: Working with other professionals to enhance the learning environment.	2 Hours (lectures, quizzes, feedback, discussion)	2 Hours (Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 9: Defining and developing professional behaviors appropriate for a beginning teacher.	3 Hours (lectures, quizzes, feedback, discussion)	3 Hours (Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 10: Communication techniques that support the learning environment and foster classroom management.	3 Hours (lectures, quizzes, feedback, discussion)	3 Hours (Power Point lectures, quizzes, discussion board discussions, email feedback)

6. METHOD OF EVALUATION

See syllabus. The chart below summarizes the adaptations made to graded assignments for the online course.

Resume	25 pts (2.75%)
Chapter Questions (5 @ 5 points)	25 pts (2.75%)
Discussions (10 @ 5 points)	50 pts (5.5%)
Management Portfolio	50 pts (5.5%)
Assessment Portfolio	50 pts (5.5%)
Collaboration Portfolio	50 pts (5.5%)
Final Intern Reflection	50 pts (5.5%)
Graphic Organizers (10 @ 5 points)	50 pts (5.5%)
Intern Reflections (5 @ 5 points)	25 pts (2.75%)
Minute Papers (5 @ 5 points)	25 pts (2.75%)
Mini I-Search Paper	25 pts (2.75%)
Chapter test (5 @ 100 points)	500 pts (54%)

All methods of evaluation listed above are the same for the Campus 1 version of the course.

ACADEMIC MISCONDUCT
Academic Misconduct will be monitored by (1) having teacher candidates sign and fax a form indicating that they have read and understand the terms of the course syllabus and MSU Honor Code.

TARGET AUDIENCE
The target audience for this course are teacher assistants, community college transfer students who are not able to leave their communities to attend a four-year institution, and others who would like to earn an elementary education degree but do not live in close proximity of Mississippi State University. Enrollment in this course is contingent upon admission into the Teacher Education program and successful completion of the junior year coursework. Main campus students will not be allowed to enroll in this course.

7. METHOD OF INSTUCTION
C – Lecture

8. METHOD OF DELIVERY
O = Online, Internet, Web-based

9. DELIVERY STATEMENT
This AOCE course will not violate the Provost's policies on Campus 5 offerings. This course is only available to Campus 5 students, in an online, Internet, web-based format, which provides extra value to those enrolling in this format of the course since they can complete the course requirements from their homes using laptop computers with Internet access. The course is offered to Campus 1 students both fall and spring.

B. SPECIAL NOTES
1. CROSS-LISTING
Not applicable

2. EFFECTIVE DATE
Spring, 2011

3. EFFECT ON OTHER COURSES
The undergraduate degree in Elementary Education is the only degree program affected by this AOCE course.

4. CONTACT PERSON
Angela Mulkana, 325-9405

5. MASTER SCHEDULE
It is anticipated that EDE 4883 will be offered on-line through AOCE in Spring 2011.

EDE 4883
Managing the Elementary and Middle Classroom
Fall 2010

Instructor: Angela Mulkana
Email: amulkana@gmail.com
Office phone: 662.325.9405

Catalog Description

EDE 4883. Managing the Elementary and Middle Level Classroom. (3) (Prerequisite: Admission to Teacher Education, completion of all professional development courses, and concurrent enrollment in EDE 4886). Three hours lecture. Developing and managing an appropriate learning environment for elementary and middle level students.

Textbook

Evertson, Carolyn and Emmer, Edmund (2009). Classroom Management for Elementary Teachers. Upper Saddle River, NJ: Pearson Education, Inc.

Course Objectives

The teacher candidate will:

1. Demonstrate appropriate responses to legal, ethical, and professional issues. INTASC #9; CFPO a, g.
2. Use an understanding of elementary-aged students to plan appropriate lessons, choose effective management strategies, and address individual needs and issues that arise. INTASC #1,2,3,5,6,7,8; CFPO b,c,e,f,g,h,i,j.
3. Engage in problem solving, self-analysis, and reflection about teaching and learning. INTASC #7,9 ; CFPO a, g.
4. Interact and collaborate with colleagues, school, and university faculty in small group settings to improve the teaching and learning environment. INTASC #10; CFPO a, b, g,h.
5. Develop classroom management strategies for immediate application in placements. INTASC #5, 6; CFPO f.
6. Develop effective lesson plans based on knowledge of subject matter, understanding of student needs, awareness of appropriate instructional strategies, and understanding of appropriate evaluation/assessment techniques INTASC #1,4,7,8 ; CFPO b,c,d,e,f,g,h,I,j.
7. Implement and reflect on parent/community involvement/activities/practices. INTASC #10; CFPO a,b,g,h,i.
8. Extend knowledge of student support areas through sessions/interaction with other school and community professionals. INTASC #10; CFPO a,g.
9. Evaluate the impact of instructional decisions on the classroom environment, individual students, and the larger community. INTASC #5,7,9,10; CFPO a,b,g,h,i.
10. Refine professional behaviors and skills in preparation for acquiring a teaching position. INTASC #9; CFPO a.

Topics:

1. Matching appropriate instructional and management strategies to students in assigned placements in student teaching. (3 hrs.)
2. Managing ethical questions in the school setting. (4 hrs.)
3. Development and implementation of strategies to manage the learning environment in assigned student teaching placements. (9 hrs.)
    a. Planning instruction to prevent disruptions of the learning process
    b. Behavior management using incentives and token systems
    c. Coping with students who repeatedly disrupt the educational process
    d. Procedures for managing daily routines and transitions
    e. Using effective communication strategies to prevent and manage disruptions of the learning process
4. Using reflective analysis of instructional and management strategies to improve practice. (4 hrs.)
    a. Evaluation of lesson plans in small group settings
    b. Analysis of management strategies in small group settings
5. Involving and communicating with family members and the larger community in the educational process. (8 hrs.)
    a. Involving families in classroom activities
    b. Strategies for effective communication with families about their children
    c. Speaking to individuals, small groups, and the community (e.g. body language, effective use of language, anticipating and understanding your audience, etc.)
6. Managing the needs of diverse learners in the elementary classroom. (6 hrs.)
    a. Planning instruction to meet the needs of gifted learners
    b. Planning instruction to meet the needs of learners with disabilities
    c. Planning instruction to meet the needs of students who speak English as a second language
    d. Planning instruction to meet the needs of students from various socio-economic backgrounds
7. Understanding the curriculum – using the state curriculum, community expectations, and school expectations to develop appropriate learning objectives. (3 hrs.)
8. Working with other professionals to enhance the learning environment. (2 hrs.)
9. Defining and developing professional behaviors appropriate for a beginning teacher. (3 hrs.)
10. Communication techniques that support the learning environment and foster classroom management (3 hrs.)
    a. Impact of body language, proximity, and tone of voice
    b. Effective informative and persuasive communication
    c. Reflecting on the effectiveness of communication skills in the classroom
    d. Adjusting and improving communication based on responses from students

EDE 4883 Course Overview

This class consists of six learning modules plus 4 in-depth learning portfolios submitted via *TaskStream.*

Each learning module is specifically designed to promote strategies of learning pertaining to relevant topics of education related information. Learning modules should be completed in order as each specifically address textbook information and topics relevant to student internship at specific points during the course of the semester.

Learning Module Assignments will include

- Individual chapter reading assignments with accompanying graphic organizers--1 organizer per chapter—(10)
- Individual chapter question/answer activities (5)
- . Minute Papers regarding current education trends/strategies/concepts (5)
- . Resume (1)
- . Mini *I-Search* paper (1)
- . Chapter tests (5) (tests are open book with a combination of 2 chapters per test)
- Student Intern Reflections (5)
- Threaded discussion topics (10)

TaskStream Assignments

Important Note: A current account with *TaskStream* is required for this course. Please notify your instructor of enrollment status immediately---this must be done prior to beginning this course. Check calendar for *TaskStream* assignment due dates.

TaskStream Portfolio Overview

Note: These assignments are to be submitted via TaskStream---they are NOT to be submitted using this course or sent to an email address. TaskStream consists of 4 specific learning portfolios to be completed at various intervals throughout this semester of student internship.

The portfolios are: **Managing the Learning Climate; **Managing Assessment of Student Learning; ** Collaboration with Professional, Parents and Community and **Final Intern Reflection (a self-evaluation). A link to TaskStream is provided with this course. (See introduction page)
Please access the website for information concerning the building of each portfolio. I suggest that you print each individual assignment and the accompanying scoring rubric as this is the way each portfolio will be scored. *TaskStream* is extremely user friendly and quite a helpful learning tool. Each portfolio and the assignment due date will be discussed in individual modules. Please familiarize yourself with *TaskStream* immediately-----DO NOT WAIT UNTIL THE LAST MINUTE TO BEGIN EACH PORTFOLIO.

The following table indicates each portfolio---*Due dates will be indicated in the calendar section of this course.* All assignments MUST be submitted via *TaskStream* with appropriate accompanying attachments of data and artifacts to support your rationale. The point value of each portfolio is indicated in the table below. Each portfolio will be scored using *TaskStream* with scoring comments provided by the evaluator (instructor). NOTE: There is a revision section to each portfolio---DO NOT expect all assignments to be returned for revision---QUALITY work MUST be submitted on your first submission.

TaskStream Portfolio Table

Standard	Point Value	Assignment
Management (Standard 5)	50	
Assessments (Standard 2,3,8)	50	
Collaboration (Standard 10)	50	
Final Intern Reflection (all Standards)	50	
Total Points	**200**	

EDE 4883 Grading Scale

Resume		25
Chapter Questions		25
Discussions	(10 one per Ch)	50
Management Portfolio**		50
Assessment Portfolio**		50
Collaboration Portfolio**		50
Final Intern Reflection**		50
Graphic Organizers	(10 One per Ch)	50
Intern Reflections	(5)	25
Minute Papers	(5)	25
Mini *I-Search* Paper		25
Chapter Test	(5) 45 Min. given	500
Total Points		**925**

Indicates TaskStream submissions

Miscellaneous Information

Late Assignments: Assignments are to be submitted at the assigned times. Please check the course calendar for due dates pertaining to individual assignments located within each module.

Cultural Diversity: Cultural Diversity will be addressed throughout this course via *TaskStream* assignments and course modules.

Technology: Please plan ahead for technical problems. DO NOT WAIT until the last available hour to complete assignments. You are urged to complete assignments early, so that if a technical problem occurs, it will not affect your work. You are encouraged to have a back-up plan in mind in case of technical problems. Adjustments will be made in the instance of a Mississippi State University server difficulty.

Code of Honor: Please follow the MSU Code of Honor (link provided). Plagiarism will NOT be tolerated.

EDE 4883
Managing the Elementary and Middle Classroom
Fall 2010--Distance Learning Syllabus

Instructor: Angela Mulkana
Email: amulkana@gmail.com
Office phone: 662.325.9405

Catalog Description

EDE 4883. Managing the Elementary and Middle Level Classroom. (3) (Prerequisite: Admission to Teacher Education, completion of all professional development courses, and concurrent enrollment in EDE 4886). Three hours lecture. Developing and managing an appropriate learning environment for elementary and middle level students.

Textbook

Evertson, Carolyn and Emmer, Edmund (2009). Classroom Management for Elementary Teachers. Upper Saddle River, NJ: Pearson Education, Inc.

Course Objectives

The teacher candidate will:

1. Demonstrate appropriate responses to legal, ethical, and professional issues. INTASC #9; CFPO a, g.
2. Use an understanding of elementary-aged students to plan appropriate lessons, choose effective management strategies, and address individual needs and issues that arise. INTASC #1,2,3,5,6,7,8; CFPO b,c,e,f,g,h,i,j.
3. Engage in problem solving, self-analysis, and reflection about teaching and learning. INTASC #7,9 ; CFPO a, g.
4. Interact and collaborate with colleagues, school, and university faculty in small group settings to improve the teaching and learning environment. INTASC #10; CFPO a, b, g,h.
5. Develop classroom management strategies for immediate application in placements. INTASC #5, 6; CFPO f.
6. Develop effective lesson plans based on knowledge of subject matter, understanding of student needs, awareness of appropriate instructional strategies, and understanding of appropriate evaluation/assessment techniques INTASC #1,4,7,8 ; CFPO b,c,d,e,f,g,h,I,j.
7. Implement and reflect on parent/community involvement/activities/practices. INTASC #10; CFPO a,b,g,h,i.
8. Extend knowledge of student support areas through sessions/interaction with other school and community professionals. INTASC #10; CFPO a,g.
9. Evaluate the impact of instructional decisions on the classroom environment, individual students, and the larger community. INTASC #5,7,9,10; CFPO a,b,g,h,i.
10. Refine professional behaviors and skills in preparation for acquiring a teaching position. INTASC #9; CFPO a.

Topics:

1. Matching appropriate instructional and management strategies to students in assigned placements in student teaching. (3 hrs.)
2. Managing ethical questions in the school setting. (4 hrs.)
3. Development and implementation of strategies to manage the learning environment in assigned student teaching placements. (9 hrs.)
    a. Planning instruction to prevent disruptions of the learning process
    b. Behavior management using incentives and token systems
    c. Coping with students who repeatedly disrupt the educational process
    d. Procedures for managing daily routines and transitions
    e. Using effective communication strategies to prevent and manage disruptions of the learning process
4. Using reflective analysis of instructional and management strategies to improve practice. (4 hrs.)
    a. Evaluation of lesson plans in small group settings
    b. Analysis of management strategies in small group settings
5. Involving and communicating with family members and the larger community in the educational process. (8 hrs.)
    a. Involving families in classroom activities
    b. Strategies for effective communication with families about their children
    c. Speaking to individuals, small groups, and the community (e.g. body language, effective use of language, anticipating and understanding your audience, etc.)
6. Managing the needs of diverse learners in the elementary classroom. (6 hrs.)
    a. Planning instruction to meet the needs of gifted learners
    b. Planning instruction to meet the needs of learners with disabilities
    c. Planning instruction to meet the needs of students who speak English as a second language
    d. Planning instruction to meet the needs of students from various socio-economic backgrounds
7. Understanding the curriculum – using the state curriculum, community expectations, and school expectations to develop appropriate learning objectives. (3 hrs.)
8. Working with other professionals to enhance the learning environment. (2 hrs.)
9. Defining and developing professional behaviors appropriate for a beginning teacher. (3 hrs.)
10. Communication techniques that support the learning environment and foster classroom management (3 hrs.)
    a. Impact of body language, proximity, and tone of voice
    b. Effective informative and persuasive communication
    c. Reflecting on the effectiveness of communication skills in the classroom
    d. Adjusting and improving communication based on responses from students

EDE 4883 Course Overview

This class consists of six learning modules plus 4 in-depth learning portfolios submitted via *TaskStream.*

Each learning module is specifically designed to promote strategies of learning pertaining to relevant topics of education related information. Learning modules should be completed in order as each specifically address textbook information and topics relevant to student internship at specific points during the course of the semester.

Learning Module Assignments will include

- Individual chapter reading assignments with accompanying graphic organizers--1 organizer per chapter—(10)
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- . Resume (1)
- . Mini *I-Search* paper (1)
- . Chapter tests (5) (tests are open book with a combination of 2 chapters per test)
- Student Intern Reflections (5)
- Threaded discussion topics (10)

TaskStream Assignments

Important Note: A current account with *TaskStream* is required for this course. Please notify your instructor of enrollment status immediately---this must be done prior to beginning this course. Check calendar for *TaskStream* assignment due dates.

TaskStream Portfolio Overview

Note: These assignments are to be submitted via TaskStream---they are NOT to be submitted using this course or sent to an email address. TaskStream consists of 4 specific learning portfolios to be completed at various intervals throughout this semester of student internship.

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TaskStream Portfolio Table

Standard	Point Value	Assignment
Management (Standard 5)	50	
Assessments (Standard 2,3,8)	50	
Collaboration (Standard 10)	50	
Final Intern Reflection (all Standards)	50	
Total Points	**200**	

EDE 4883 Grading Scale

Resume		25
Chapter Questions		25
Discussions	(10 one per Ch)	50
Management Portfolio**		50
Assessment Portfolio**		50
Collaboration Portfolio**		50
Final Intern Reflection**		50
Graphic Organizers	(10 One per Ch)	50
Intern Reflections	(5)	25
Minute Papers	(5)	25
Mini *I-Search* Paper		25
Chapter Test	(5) 1 hr. given	500
Total Points		**925**

Indicates TaskStream submissions

Miscellaneous Information

Late Assignments: Assignments are to be submitted at the assigned times. Please check the course calendar for due dates pertaining to individual assignments located within each module.

Cultural Diversity: Cultural Diversity will be addressed throughout this course via *TaskStream* assignments and course modules.

Technology: Please plan ahead for technical problems. DO NOT WAIT until the last available hour to complete assignments. You are urged to complete assignments early, so that if a technical problem occurs, it will not affect your work. You are encouraged to have a back-up plan in mind in case of technical problems. Adjustments will be made in the instance of a Mississippi State University server difficulty.

Code of Honor: Please follow the MSU Code of Honor (link provided). Plagiarism will NOT be tolerated.

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 09.03.2010

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: Devon Brenner **E-mail:** dgb19@msstate.edu

Nature of Change: AOCE Approval **Date Initiated:** Aug. 01, 09 **Effective Date:** Upon Approval

Current Listing in Catalog: N/A

Symbol	Number	Title	Credit Hours
EDE	4883	Classroom Management for Elementary and Middle School Teachers	(3)

Current Catalog Description:
(Prerequisite: Admission to Teacher Education, completion of all professional development courses, and concurrent enrollment in EDE 4886). Three hours lecture. Developing and managing an appropriate learning environment for elementary and middle level students.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours

New or Modified Catalog Description:

Approved:	*Date:*
Charlotte Bruce Department Head	3-16-10
Chair, College or School Curriculum Committee	6/10/10
Dean of College or School	6/24/10
Chair, University Committee on Courses and Curricula	1.27.11
Chair, Graduate Council (if applicable)	
Peter L. Ryan for J. A. G. Chair, Deans Council	January 24th, 2011

AOCE APPROVAL

EDE 4883 Classroom Management for Elementary and Middle School Teachers

1. CATALOG DESCRIPTION

EDE 4883. Managing the Elementary and Middle Level Classroom. (3) (Prerequisite: Admission to Teacher Education, completion of all professional development courses, and concurrent enrollment in EDE 4886). Three hours lecture. Developing and managing an appropriate learning environment for elementary and middle level students.

2. JUSTIFICATION FOR AOCE OFFERING

In order to offer a full on-line degree program in Elementary Education, it is necessary to offer EDE 4883 as an AOCE course. EDE 4883 is taken concurrently with EDE 4886/4896. Students may complete the internship at locations distant from MSU, where they will be supervised by classroom teachers and university-trained field supervisors employed by MSU. By offering EDE 4883, students who are completing the internship at a distance that is too far to commute to MSU will be able to enroll in this course. Because of the format of the degree, potential students who work as teaching assistants full-time would be able to pursue a degree in elementary education in order to obtain certification for teaching without terminating their teaching assistant jobs. Teaching assistants are the target audience for this course. This extra value will enable such potential students the opportunity to become a certified elementary teacher in Mississippi, where there is a shortage of certified teachers. Many potential teachers cannot quit their full-time jobs or leave their homes for long periods of time to attend classes on campus. This will accommodate these students. This course has already been piloted as an online course for two semesters.

3. LEARNING OUTCOMES

The learning outcomes of EDE 4883 are

1. Demonstrate appropriate responses to legal, ethical, and professional issues. INTASC #9; CFPO a, g.
2. Use an understanding of elementary-aged students to plan appropriate lessons, choose effective management strategies, and address individual needs and issues that arise. INTASC #1,2,3,5,6,7,8; CFPO b,c,e,f,g,h,i,j.
3. Engage in problem solving, self-analysis, and reflection about teaching and learning. INTASC #7,9 ; CFPO a, g.
4. Interact and collaborate with colleagues, school, and university faculty in small group settings to improve the teaching and learning environment. INTASC #10; CFPO a, b, g,h.
5. Develop classroom management strategies for immediate application in placements. INTASC #5, 6; CFPO f.
6. Develop effective lesson plans based on knowledge of subject matter, understanding of student needs, awareness of appropriate instructional strategies, and understanding of appropriate evaluation/assessment techniques INTASC #1,4,7,8 ; CFPO b,c,d,e,f,g,h,I,j.

7. Implement and reflect on parent/community involvement/activities/practices. INTASC #10; CFPO a,b,g,h,i.
8. Extend knowledge of student support areas through sessions/interaction with other school and community professionals. INTASC #10; CFPO a,g.
9. Evaluate the impact of instructional decisions on the classroom environment, individual students, and the larger community. INTASC #5,7,9,10; CFPO a,b,g,h,i.
10. Refine professional behaviors and skills in preparation for acquiring a teaching position. INTASC #9; CFPO a.

4. DETAILED COURSE OUTLINE OF CAMPUS 1
See Chart after #5 and Attached Campus 1 Syllabus

5. DETAILED COURSE OUTLINE OF CAMPUS 5
See Attached Campus 5 Syllabus; The main difference between the Campus 5 version of this course and the Campus 1 version is that all instruction is provided electronically and all assignments are submitted electronically for the Campus 5 version. Instruction will be delivered via Power Point presentations, supplementary web-based lecture notes and commentary, assigned course readings, on-line MyMedia videos, on-line class discussions, and email correspondence.

Specifically, the content of the course and method of delivery for both the Campus 1 and Campus 5 versions of the course are detailed below:

Content Area	Face-to-Face	Online, Internet, Web-based
Module 1: Matching appropriate instructional and management strategies to students in assigned placements in student teaching.	3 Hours (lectures, quizzes, feedback, discussion)	3 Hours (Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 2: Managing ethical questions in the school setting.	4 Hours (lectures, quizzes, feedback, discussion)	4 Hours (Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 3: Development and implementation of strategies to manage the learning environment in assigned student teaching placements.	9 Hours (lectures, quizzes, feedback, discussion)	9 Hours (Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 4: Using reflective analysis of instructional and management strategies to improve practice.	4 Hours (lectures, quizzes, feedback, discussion)	4 Hours (Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 5: Involving and communicating with family members and the larger community in the educational	8 Hours (lectures, quizzes, feedback, discussion)	8 Hours (Power Point lectures, quizzes, discussion board discussions, email feedback)

process.		
Module 6: Managing the needs of diverse learners in the elementary classroom.	6 Hours (lectures, quizzes, feedback, discussion)	6 Hours (Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 7: Understanding the curriculum – using the state curriculum, community expectations, and school expectations to develop appropriate learning objectives.	3 Hours (lectures, quizzes, feedback, discussion)	3 Hours (Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 8: Working with other professionals to enhance the learning environment.	2 Hours (lectures, quizzes, feedback, discussion)	2 Hours (Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 9: Defining and developing professional behaviors appropriate for a beginning teacher.	3 Hours (lectures, quizzes, feedback, discussion)	3 Hours (Power Point lectures, quizzes, discussion board discussions, email feedback)
Module 10: Communication techniques that support the learning environment and foster classroom management.	3 Hours (lectures, quizzes, feedback, discussion)	3 Hours (Power Point lectures, quizzes, discussion board discussions, email feedback)

6. METHOD OF EVALUATION

See syllabus. The chart below summarizes the adaptations made to graded assignments for the online course.

Resume	25 pts (2.75%)
Chapter Questions (5 @ 5 points)	25 pts (2.75%)
Discussions (10 @ 5 points)	50 pts (5.5%)
Management Portfolio	50 pts (5.5%)
Assessment Portfolio	50 pts (5.5%)
Collaboration Portfolio	50 pts (5.5%)
Final Intern Reflection	50 pts (5.5%)
Graphic Organizers (10 @ 5 points)	50 pts (5.5%)
Intern Reflections (5 @ 5 points)	25 pts (2.75%)
Minute Papers (5 @ 5 points)	25 pts (2.75%)
Mini I-Search Paper	25 pts (2.75%)
Chapter test (5 @ 100 points)	500 pts (54%)

All methods of evaluation listed above are the same for the Campus 1 version of the course.

ACADEMIC MISCONDUCT
Academic Misconduct will be monitored by (1) having teacher candidates sign and fax a form indicating that they have read and understand the terms of the course syllabus and MSU Honor Code.

TARGET AUDIENCE
The target audience for this course are teacher assistants, community college transfer students who are not able to leave their communities to attend a four-year institution, and others who would like to earn an elementary education degree but do not live in close proximity of Mississippi State University. Enrollment in this course is contingent upon admission into the Teacher Education program and successful completion of the junior year coursework. Main campus students will not be allowed to enroll in this course.

7. METHOD OF INSTUCTION
C – Lecture

8. METHOD OF DELIVERY
O = Online, Internet, Web-based

9. DELIVERY STATEMENT
This AOCE course will not violate the Provost's policies on Campus 5 offerings. This course is only available to Campus 5 students, in an online, Internet, web-based format, which provides extra value to those enrolling in this format of the course since they can complete the course requirements from their homes using laptop computers with Internet access. The course is offered to Campus 1 students both fall and spring.

B. SPECIAL NOTES
1. CROSS-LISTING
Not applicable

2. EFFECTIVE DATE
Spring, 2011

3. EFFECT ON OTHER COURSES
The undergraduate degree in Elementary Education is the only degree program affected by this AOCE course.

4. CONTACT PERSON
Angela Mulkana, 325-9405

5. MASTER SCHEDULE
It is anticipated that EDE 4883 will be offered on-line through AOCE in Spring 2011.

EDE 4883
Managing the Elementary and Middle Classroom
Fall 2010

Instructor: Angela Mulkana
Email: amulkana@gmail.com
Office phone: 662.325.9405

Catalog Description

EDE 4883. Managing the Elementary and Middle Level Classroom. (3) (Prerequisite: Admission to Teacher Education, completion of all professional development courses, and concurrent enrollment in EDE 4886). Three hours lecture. Developing and managing an appropriate learning environment for elementary and middle level students.

Textbook

Evertson, Carolyn and Emmer, Edmund (2009). Classroom Management for Elementary Teachers. Upper Saddle River, NJ: Pearson Education, Inc.

Course Objectives

The teacher candidate will:

1. Demonstrate appropriate responses to legal, ethical, and professional issues. INTASC #9; CFPO a, g.
2. Use an understanding of elementary-aged students to plan appropriate lessons, choose effective management strategies, and address individual needs and issues that arise. INTASC #1,2,3,5,6,7,8; CFPO b,c,e,f,g,h,i,j.
3. Engage in problem solving, self-analysis, and reflection about teaching and learning. INTASC #7,9 ; CFPO a, g.
4. Interact and collaborate with colleagues, school, and university faculty in small group settings to improve the teaching and learning environment. INTASC #10; CFPO a, b, g,h.
5. Develop classroom management strategies for immediate application in placements. INTASC #5, 6; CFPO f.
6. Develop effective lesson plans based on knowledge of subject matter, understanding of student needs, awareness of appropriate instructional strategies, and understanding of appropriate evaluation/assessment techniques INTASC #1,4,7,8 ; CFPO b,c,d,e,f,g,h,I,j.
7. Implement and reflect on parent/community involvement/activities/practices. INTASC #10; CFPO a,b,g,h,i.
8. Extend knowledge of student support areas through sessions/interaction with other school and community professionals. INTASC #10; CFPO a,g.
9. Evaluate the impact of instructional decisions on the classroom environment, individual students, and the larger community. INTASC #5,7,9,10; CFPO a,b,g,h,i.
10. Refine professional behaviors and skills in preparation for acquiring a teaching position. INTASC #9; CFPO a.

Topics:

1. Matching appropriate instructional and management strategies to students in assigned placements in student teaching. (3 hrs.)
2. Managing ethical questions in the school setting. (4 hrs.)
3. Development and implementation of strategies to manage the learning environment in assigned student teaching placements. (9 hrs.)
    a. Planning instruction to prevent disruptions of the learning process
    b. Behavior management using incentives and token systems
    c. Coping with students who repeatedly disrupt the educational process
    d. Procedures for managing daily routines and transitions
    e. Using effective communication strategies to prevent and manage disruptions of the learning process
4. Using reflective analysis of instructional and management strategies to improve practice. (4 hrs.)
    a. Evaluation of lesson plans in small group settings
    b. Analysis of management strategies in small group settings
5. Involving and communicating with family members and the larger community in the educational process. (8 hrs.)
    a. Involving families in classroom activities
    b. Strategies for effective communication with families about their children
    c. Speaking to individuals, small groups, and the community (e.g. body language, effective use of language, anticipating and understanding your audience, etc.)
6. Managing the needs of diverse learners in the elementary classroom. (6 hrs.)
    a. Planning instruction to meet the needs of gifted learners
    b. Planning instruction to meet the needs of learners with disabilities
    c. Planning instruction to meet the needs of students who speak English as a second language
    d. Planning instruction to meet the needs of students from various socio-economic backgrounds
7. Understanding the curriculum – using the state curriculum, community expectations, and school expectations to develop appropriate learning objectives. (3 hrs.)
8. Working with other professionals to enhance the learning environment. (2 hrs.)
9. Defining and developing professional behaviors appropriate for a beginning teacher. (3 hrs.)
10. Communication techniques that support the learning environment and foster classroom management (3 hrs.)
    a. Impact of body language, proximity, and tone of voice
    b. Effective informative and persuasive communication
    c. Reflecting on the effectiveness of communication skills in the classroom
    d. Adjusting and improving communication based on responses from students

EDE 4883 Course Overview

This class consists of six learning modules plus 4 in-depth learning portfolios submitted via *TaskStream.*

Each learning module is specifically designed to promote strategies of learning pertaining to relevant topics of education related information. Learning modules should be completed in order as each specifically address textbook information and topics relevant to student internship at specific points during the course of the semester.

Learning Module Assignments will include

- Individual chapter reading assignments with accompanying graphic organizers--1 organizer per chapter—(10)
- Individual chapter question/answer activities (5)
- . Minute Papers regarding current education trends/strategies/concepts (5)
- . Resume (1)
- . Mini *I-Search* paper (1)
- . Chapter tests (5) (tests are open book with a combination of 2 chapters per test)
- Student Intern Reflections (5)
- Threaded discussion topics (10)

TaskStream Assignments

Important Note: A current account with *TaskStream* is required for this course. Please notify your instructor of enrollment status immediately---this must be done prior to beginning this course. Check calendar for *TaskStream* assignment due dates.

TaskStream Portfolio Overview

Note: These assignments are to be submitted via TaskStream---they are NOT to be submitted using this course or sent to an email address. TaskStream consists of 4 specific learning portfolios to be completed at various intervals throughout this semester of student internship.

The portfolios are: **Managing the Learning Climate; **Managing Assessment of Student Learning; ** Collaboration with Professional, Parents and Community and **Final Intern Reflection (a self-evaluation). A link to TaskStream is provided with this course. (See introduction page)
Please access the website for information concerning the building of each portfolio. I suggest that you print each individual assignment and the accompanying scoring rubric as this is the way each portfolio will be scored. *TaskStream* is extremely user friendly and quite a helpful learning tool. Each portfolio and the assignment due date will be discussed in individual modules. Please familiarize yourself with *TaskStream* immediately-----DO NOT WAIT UNTIL THE LAST MINUTE TO BEGIN EACH PORTFOLIO.

The following table indicates each portfolio---*Due dates will be indicated in the calendar section of this course.* All assignments MUST be submitted via *TaskStream* with appropriate accompanying attachments of data and artifacts to support your rationale. The point value of each portfolio is indicated in the table below. Each portfolio will be scored using *TaskStream* with scoring comments provided by the evaluator (instructor). NOTE: There is a revision section to each portfolio---DO NOT expect all assignments to be returned for revision---QUALITY work MUST be submitted on your first submission.

TaskStream Portfolio Table

Standard	Point Value	Assignment
Management (Standard 5)	50	
Assessments (Standard 2,3,8)	50	
Collaboration (Standard 10)	50	
Final Intern Reflection (all Standards)	50	
Total Points	**200**	

EDE 4883 Grading Scale

Resume		25
Chapter Questions		25
Discussions	(10 one per Ch)	50
Management Portfolio**		50
Assessment Portfolio**		50
Collaboration Portfolio**		50
Final Intern Reflection**		50
Graphic Organizers	(10 One per Ch)	50
Intern Reflections	(5)	25
Minute Papers	(5)	25
Mini *I-Search* Paper		25
Chapter Test	(5) 45 Min. given	500
Total Points		**925**

Indicates TaskStream submissions

Miscellaneous Information

Late Assignments: Assignments are to be submitted at the assigned times. Please check the course calendar for due dates pertaining to individual assignments located within each module.

Cultural Diversity: Cultural Diversity will be addressed throughout this course via *TaskStream* assignments and course modules.

Technology: Please plan ahead for technical problems. DO NOT WAIT until the last available hour to complete assignments. You are urged to complete assignments early, so that if a technical problem occurs, it will not affect your work. You are encouraged to have a back-up plan in mind in case of technical problems. Adjustments will be made in the instance of a Mississippi State University server difficulty.

Code of Honor: Please follow the MSU Code of Honor (link provided). Plagiarism will NOT be tolerated.

EDE 4883
Managing the Elementary and Middle Classroom
Fall 2010--Distance Learning Syllabus

Instructor: Angela Mulkana
Email: amulkana@gmail.com
Office phone: 662.325.9405

Catalog Description

EDE 4883. Managing the Elementary and Middle Level Classroom. (3) (Prerequisite: Admission to Teacher Education, completion of all professional development courses, and concurrent enrollment in EDE 4886). Three hours lecture. Developing and managing an appropriate learning environment for elementary and middle level students.

Textbook

Evertson, Carolyn and Emmer, Edmund (2009). Classroom Management for Elementary Teachers. Upper Saddle River, NJ: Pearson Education, Inc.

Course Objectives

The teacher candidate will:

1. Demonstrate appropriate responses to legal, ethical, and professional issues. INTASC #9; CFPO a, g.
2. Use an understanding of elementary-aged students to plan appropriate lessons, choose effective management strategies, and address individual needs and issues that arise. INTASC #1,2,3,5,6,7,8; CFPO b,c,e,f,g,h,i,j.
3. Engage in problem solving, self-analysis, and reflection about teaching and learning. INTASC #7,9 ; CFPO a, g.
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Topics:

1. Matching appropriate instructional and management strategies to students in assigned placements in student teaching. (3 hrs.)
2. Managing ethical questions in the school setting. (4 hrs.)
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    a. Evaluation of lesson plans in small group settings
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    a. Planning instruction to meet the needs of gifted learners
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8. Working with other professionals to enhance the learning environment. (2 hrs.)
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    a. Impact of body language, proximity, and tone of voice
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EDE 4883 Course Overview

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EDE 4883 Grading Scale

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Chapter Test	(5) 1 hr. given	500
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Indicates TaskStream submissions

Miscellaneous Information

Late Assignments: Assignments are to be submitted at the assigned times. Please check the course calendar for due dates pertaining to individual assignments located within each module.

Cultural Diversity: Cultural Diversity will be addressed throughout this course via *TaskStream* assignments and course modules.

Technology: Please plan ahead for technical problems. DO NOT WAIT until the last available hour to complete assignments. You are urged to complete assignments early, so that if a technical problem occurs, it will not affect your work. You are encouraged to have a back-up plan in mind in case of technical problems. Adjustments will be made in the instance of a Mississippi State University server difficulty.

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5. Plan lessons using appropriate objectives, materials, procedures, technology, and evaluation for integrating the language arts in the content areas. INTASC #1, #2
6. Build a repertoire of strategies for teaching and assessing literacy use for learning content. INTASC #1, #2, #4, #5, & #8; CFPO #4 & #5
7. Build a repertoire of strategies for organizing and managing an integrated language arts curriculum. INTASC #1, #2, & #4, CFPO
8. Understand the need for adapting and differentiating instruction to build on diverse students' strengths and needs and build a repertoire of strategies for accommodating differences. INTASC #3; CFPO #2 & #8
9. Become aware of the advantages and disadvantages associated with the implementation prepackaged programs and the importance of a balanced approach to content area literacy development. . INTASC #8, & #9; CFPO #3 & #4
10. Work in K-8 setting interacting with students in the classroom, with a focus on integrating the language arts into the content areas without assuming the full responsibility of the classroom. INTASC #10; CFPO #2, #3, & #7
11. Become familiar with professional organizations such as National Council of Teachers of English, International Reading Association, and the Mississippi Reading Association and their standards as they relate to integrating language arts across the curriculum and inquiry. INTASC #9, CFPO #7 & #9
12. Practice reflecting/evaluating one's own teaching. INTASC #9, CFPO #1 & #4
13. Use technology to enhance learning and teaching. INTASC #1, #2, #3, & #6; CFPO #10
14. Work with peers and classroom mentor teachers in school settings to plan, implement, and assess teaching strategies and procedures. INTASC #1, #2, #9, & #10; CFPO #4 & #5
15. Identify the goals and objectives of the local, state, and national standards for language arts programs in elementary and middle school classrooms and how they relate to content standards. INTASC #2, #4. #5, & #9; CFPO#5 & #9

Topics:

1. Integrating the language arts across the curriculum (4 hrs.)
   a. What are the language arts?
   b. Common types of informational texts
   c. The importance of using the language arts to learn in all content areas
   d. State and national standards/benchmarks that support integrating the language arts across the curriculum and student inquiry
2. Impact of diversity, culture, and home language on content teaching and learning (4 hrs.)
   a. Building rapport with students from diverse backgrounds
   b. Communicating with parents in parent-teacher conferences, through written communication, phone calls, etc.
   c. Communication skills for one-on-one tutorials, small group interactions, and whole class instruction
   d. Teaching children social skills for collaborative learning

e. Presenting information in large group contexts, such as parent-teacher meetings, workshops, professional meetings
f. Establishing classroom community through effective communication skills
g. Communication strategies for facilitating conversations during classroom discussions

3. Using diverse materials to integrate the language arts in the content areas (2 hrs.)
   a. Children's literature of varying genres
   b. Primary source documents
   c. Electronic sources
   d. Periodicals
   e. Textbooks
   f. Visual media, multimedia, etc. (photographs, CD's, film, etc.)
4. Managing integrated language arts and content instruction (3 hrs.)
   a. Classroom management for individualized and small group activities: observation, monitoring, discipline
   b. Importance of strategies, routines
   c. Designing favorable learning environments
5. Planning and organizing for language arts integration (4 hrs.)
   a. Utilizing state frameworks & benchmarks, district curricula, and standards from learned societies as a guide
   b. Instructional strategies for effectively integrating the language arts across the curriculum to promote language arts development and content learning
   c. Strategies for assessing student background knowledge and interests to plan instruction
   d. Using units (thematic, problem-based, issue-driven, or inquiry based) for integrating instruction
   e. Become familiar with the kinds of support professional organizations provide for teachers in terms of instructional planning
   f. Going beyond the textbook: using multiple, varied texts for teaching and learning content
6. Using inquiry to facilitate content learning and meet state curriculum standards (4 hrs.)
   a. Exploring and building on student interests and expertise
   b. Facilitating question finding
   c. Teaching students how to explore an area of interest using multiple, varied sources (electronic resources, primary source documents, first-hand accounts, interviews, books, periodicals)
   d. Teaching students how to locate and critique the utility and credibility of a variety of resources
   e. Teaching note taking and research skills
   f. Narrowing research topics and organizing instruction and learning communities
   g. Modeling, guiding, and supporting students as they pursue their inquiries
   h. Informal assessment for determining mini-lessons for supporting student inquiry
   i. Teaching students to choose and organize information for communicating with others

j. Options for presenting their findings (going beyond the traditional report): multiple genre writing, drawing, representing using a variety of technologies, etc.

7. Vocabulary instruction (3 hrs.)
   a. Teaching content technical vocabulary
   b. Teaching students to use syntactic and semantic context clues
   c. Multiple, varied experiences for vocabulary learning
8. Teaching comprehension for content area texts (4 hrs.)
   a. Going beyond reading and answering the questions, assigning, and telling
   b. Strategies for preparing students to read textbooks, electronic texts, and other informational texts
   c. Teaching students to use print and electronic texts' access features to facilitate comprehension
   d. Teaching students to use text structure can facilitate comprehension
   e. Teaching students to distinguish important information from less important details
   f. Using multiple texts for instruction
   g. Teaching summary writing and paraphrasing to promote comprehension
   h. Small group, paired, and whole class discussion for facilitating comprehension (alternatives to QRE "discussion" structures)
9. Using a variety of assessment tools and practices to plan effective instruction in the content areas (2 hrs.)
   a. Standardized testing; preparing for and interpreting scores
   b. Compare and contrast information and assessment results to place students in a developmental continuum.
   c. Compare, contrast, and use assessment results to plan and revise effective instruction for all students within an assessment/instruction cycle.
   d. Interpret assessment data and communicate results to students, parents, and colleagues for instructional purposes

Grading Scale:

A "C" reflects work that is adequate. In most cases, this represents work that is complete, but not supported by links or connections to research, theory, critical thinking, or evidence of creativity and independent thought. A "B" reflects good, strong work. In most cases, this represents work that is complete and supported by one or two references and some attempt has been made to connect ideas to critical thinking, creativity, and independent thought. An "A" will only be given only for work that is excellent.
RDG 4133 is a course in the professional education sequence of the MSU Elementary Education program. A grade of "C" or better must be attained or the course must be repeated.

Tasks and Points

Content Area Points	800 points

Tests/quizzes	300 points (30%)
Text Set/Description	100 points (10%)
Language Arts Lesson Plans	200 points (20%)
(Vocabulary, Comprehension, Phonics, and Writing)	
Language Arts Integrated Unit Plan	100 points (10%)
Literature Circle Project	100 points (10%)
Participation Points	70 points (7%)
Field Points	130 points (13%)
Total Points	1000 points (100%)

Field Experience

TIAI – 34 indicators & Two Videos	68 points	(6.8%)
Professionalism	21 points	(2.1%)
Final Reflection	20 points	(2%)
Ten Structured Observations & Summary	21 points	(2.1%)

Grading

The Senior Methods Block uses a 1000-point scale. This course will use the following scale:

A	930-1000
B	860- 929
C	790- 859
D	720- 789
F	719 – Below

Tests- (300 points- 3 @100 points each) Individual. Three tests will be given during the course. You will be allowed 45 minutes for each test. Tests will reflect knowledge, content, and strategies as well as application of course events, discussions, and teaching experiences.

Text Set- (100 points) Group. Each partnership/team will be responsible for the creation of one text set to be used when teaching the integrated language arts/science unit. The Text Set should contain a minimum of 5 expository books plus other information addressing the science topic/theme. At least one book should be an award-winning book. The reading levels of the books should be diverse to address the needs of all students.

Lesson Plans- (200 points) Group. Each team will develop a vocabulary, a phonics/spelling, a comprehension and a writing lesson plan based on a common theme. These lessons must incorporate the expository text set. Each lesson must address Mississippi and national standards for both content areas. The lessons must be interactive and involve practice with language arts skills and processes. A variety of learning styles and multiple intelligences must also be addressed. The four individual lesson plans will be combined to create the integrated learning unit field project. At least one lesson must contain a technology component and a presentation board. (They may be within the same lesson or two different lessons.)

Integrated Language Arts Unit- (100 points) Individual. Each partnership will develop an integrated language arts unit consisting of a vocabulary, a phonics/spelling, a comprehension and a writing lesson plan based on a common theme. The unit must address Mississippi and national standards for both content areas. The unit must be interactive and involve practice with language arts skills and processes. A variety of learning styles and multiple intelligences must also be addressed. Technology integration must be evident in both planning and implementation of the unit. Each candidate will write a reflection for the professional portfolio following implementation of the unit.

Idea Circle Project- (100 points) Individual. Each teacher candidate will be assigned a role for the class implementation of the Idea Circle Project and will receive an individual grade for their role preparation and presentation. The teacher candidates will work in teams of four (four different roles) to present a grand conversation of a specified piece of literature to the class. Each team must submit a packet containing a detailed description of the four individual roles and content specific information gathered from the assigned literature.

Participation- (70 points) Each teacher candidate will contribute to in-class discussions, presentations, interactive activities, etc.

Total points for coursework portion of the block grade- 870 points

Field Experience- 130 Points

Field Experience: You will complete 30 hours of field experience in an assigned classroom. The following assignments will be assessed: 2 whole-class math lessons, completion of whole class structured observations, attendance with the assigned class to music, physical education, art, or library, and completion of small group or individual teaching during each day of the field experience.

- All time spent in your field experiences classroom will be documented with a sign-in/out sheet which will be totaled and signed at the end of each week by the classroom mentor teacher (This form will be provided on the Elem. Education Senior Methods Block TaskStream website).
- You will be required to submit videos (CD/DVD) of the Math Manipulatives Lesson and the Math Journal Article Lesson to the instructor. The instructor will evaluate the lesson delivery with the TIAI, which can be found within the Elem. Education Senior Methods Block TaskStream website.
- You will complete 10 structured observations in the following areas – Management, Questioning, Content Delivery, Communication, and Assessment (Forms for these will be provided on the Elem. Education Senior Methods Block TaskStream website).
- Your professionalism will be evaluated with the CISE Teacher Disposition form which can also be found within the Elem. Education Senior Methods Block TaskStream website.
- You will complete and submit a Final Reflection through TaskStream.

Notes Concerning Assignments, Emails and Responsibilities

- **All assignments** are to be typed (double-spaced using 12 point Times New Roman font and 1 inch margins with your full name in the header of each page) using **Microsoft Word** and submitted to the professor in **hard copy** and through Taskstream if indicated in the assignment requirements.
- All assignments will be evaluated on content and **writing mechanics** (up to 10% deduction for grammatical mistakes).
- All emails must include a subject which uses the format:
  RDG 4133 (Section #) and one or two word topic of email contents
- All emails should end with your name.

Policies

Honor Code

All work completed in this class must be original. Each individual is expected to think, write, reflect, and question concepts presented in class. Students who commit academic misconduct, including plagiarizing work (copying or borrowing heavily from published materials or from another student's work) will have sanctions applied according to the Mississippi State University Honor Code policy. The university holds Academic Misconduct as a serious and punishable infraction. University Academic Honor Code policies may be found via the Web at: http://students.msstate.edu/honor .

Disabilities

All necessary accommodations will be made for any documented disability. Contact disability services at 325-3335 or visit the Student Support Services website or office for more information.

Class Policies

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.

Class Etiquette

Cell phones are to be turned off or placed on silent and put away during class. If there is an emergency situation which would require the need for your cell phone to be on vibrate, you are to first discuss this with your instructor. Text messaging or accessing the Internet via cell phone, PDA, or personal computer is not allowed during class. If access to the Internet is necessary during class, it will be directed specifically by the instructor. **Cell phones are not allowed at field experiences schools.** Professionalism points will be deducted for violation of this policy.

Attendance

Teacher candidates in the Senior Methods Block are required to attend all methods course classes and field experience days. Candidates are granted one absence for personal illnesses and other related situations. Each additional absence will result in a 10-point deduction from the candidate's overall point total for that course. Candidates who are absent from the methods courses for an extended period of time will be considered on an individual basis

after returning to class and meeting with Block faculty to discuss their future in the Block for the current semester. Additionally, all candidates should be punctual to class and field assignments. If a candidate is tardy to class, a 5-point deduction from the candidate's overall point total will result. A tardy occurs when a candidate arrives to class up to 30 minutes late. Beyond 30 minutes, constitutes an absence. Candidates 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.

Late Work

Assignments are due on the scheduled dates/times assigned by the instructor. Late submission of assignments will have 10% deduction of assignment total for each day late.

Technology

Technology failures (i.e. a frozen hard drive, an erased disk, an out-of-ink printer, a lost flash drive, etc.) are not valid excuses for late or missing assignments. It is YOUR responsibility to create multiple back up copies of all written assignments, to keep your printer operational, and to leave enough time to respond to problems.

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RDG 4133: Integrating Language Arts Instruction in the Content Areas (Online)

Instructor: Dr. Tina Scholtes
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Phone: 325-8282
E-mail: tfs2@colled.msstate.edu
Office Hours Posted

Catalog Description:

Two hours lecture, two hours laboratory. Field based. (Co-requisite: EDE 4113, EDE 4123, and EDE 4143). Two hours lecture. Two hours laboratory. Field-based. Selection, teaching and assessment for integrating language arts across the content areas for K-8; general effectiveness of and reflection about instructional practices.

Required Texts:

- Frey, N. & Fisher, D., (2007) *Reading for Information in Elementary School.* Pearson Education Inc.
- Frank, C., Grossi, J., & Stanfield, D. (2006). *Applications of Reading Strategies within the Classroom.* Pearson Education Inc.
- Mississippi Dept. of Education (2006). *Mississippi Language Arts Curriculum Framework-Revised.* MDE. (download & print from http://www.mde.k12.ms.us/ACAD/ID/Curriculum/LAER/frameworks.html

Technical Support Information

Technical support is available for you should you encounter any technological problems while enrolled in this online class. If you need assistance, information is available at the Division of Academic Outreach & Continuing Education's (AOCE) website under Academic Outreach, then Student Resources or go directly to http://www.aoce.msstate.edu/SRC/

If you are unable to resolve your problems through these resources, please contact AOCE's Technology Office at tcraven@aoce.msstate.edu or 662-325-8374 for immediate assistance.

Computer/Technology Requirements & Required Downloads

- Computer with High Speed Internet Access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate support to the technologies used within the course)
- Required Browser: Mozilla Fire Fox (Version 3 or higher); verify that your browser is supported by using the Check Browser feature in MyCourses
- Download the latest version of Adobe Acrobat Reader; this can be downloaded at http://get.adobe.com/reader/otherversions/
- Download Adobe Media
- Download Adobe Flash
- Download Shockwave Flash
- Download or upgrade to the latest version of Java
- Download Quicktime Player; this can be downloaded at http://www.apple.com/quicktime/download/
- Download the "Lockdown Browser" in order to complete assessments
- All Pop-Ups must be turned OFF when using MyCourses

- To check your Browser, click on "Check Browser" in the top right corner of the course listings page after you log in to MyCourses. You must have a GREEN check on each item listed BEFORE beginning your course.
- Access to a video camera. You will need access to a video camera to videotape your teaching of the two math lesson plans (Manipulatives Lesson Plan and Journal Article Lesson Plan), which will be taught in your assigned field-based elementary classroom. It is your responsibility to put these videos on a CD/DVD to turn in to me for grading.
- Frequent access to a digital camera. You will need to be able to take digital pictures of the results of most of the class activities then submit them to me as jpeg files so I can view them and evaluate your participation.
- You must have an active TaskStream account.

Objectives:

Teacher candidates will:

1. Relate knowledge of a child's social, linguistic, physical, cultural, and cognitive development in establishing and assessing a viable instructional literacy program. INTASC #1 & #2; CFPO #1, #3, & #8
2. Understand how and why writing can promote learning in the content areas. INTASC #1, #2, & #7; CFPO #3 & CFPO #4
3. Understand how to select and create writing experiences that will promote learning in the content areas. INTASC #7, #8, & #9; CFPO
4. Recognize the importance and power of utilizing quality children's literature and other print and non-print materials for content area teaching and learning. INTASC #1 & #7; CFPO #3 & #4
5. Plan lessons using appropriate objectives, materials, procedures, technology, and evaluation for integrating the language arts in the content areas. INTASC #1, #2
6. Build a repertoire of strategies for teaching and assessing literacy use for learning content. INTASC #1, #2, #4, #5, & #8; CFPO #4 & #5
7. Build a repertoire of strategies for organizing and managing an integrated language arts curriculum. INTASC #1, #2, & #4, CFPO
8. Understand the need for adapting and differentiating instruction to build on diverse students' strengths and needs and build a repertoire of strategies for accommodating differences. INTASC #3; CFPO #2 & #8
9. Become aware of the advantages and disadvantages associated with the implementation prepackaged programs and the importance of a balanced approach to content area literacy development. . INTASC #8, & #9; CFPO #3 & #4
10. Work in K-8 setting interacting with students in the classroom, with a focus on integrating the language arts into the content areas without assuming the full responsibility of the classroom. INTASC #10; CFPO #2, #3, & #7
11. Become familiar with professional organizations such as National Council of Teachers of English, International Reading Association, and the Mississippi Reading Association and their standards as they relate to integrating language arts across the curriculum and inquiry. INTASC #9, CFPO #7 & #9
12. Practice reflecting/evaluating one's own teaching. INTASC #9, CFPO #1 & #4
13. Use technology to enhance learning and teaching. INTASC #1, #2, #3, & #6; CFPO #10

14. Work with peers and classroom mentor teachers in school settings to plan, implement, and assess teaching strategies and procedures. INTASC #1, #2, #9, & #10; CFPO #4 & #5
15. Identify the goals and objectives of the local, state, and national standards for language arts programs in elementary and middle school classrooms and how they relate to content standards. INTASC #2, #4. #5, & #9; CFPO#5 & #9

Topics:

1. Integrating the language arts across the curriculum (4 hrs.)
   a. What are the language arts?
   b. Common types of informational texts
   c. The importance of using the language arts to learn in all content areas
   d. State and national standards/benchmarks that support integrating the language arts across the curriculum and student inquiry
2. Impact of diversity, culture, and home language on content teaching and learning (4 hrs.)
   a. Building rapport with students from diverse backgrounds
   b. Communicating with parents in parent-teacher conferences, through written communication, phone calls, etc.
   c. Communication skills for one-on-one tutorials, small group interactions, and whole class instruction
   d. Teaching children social skills for collaborative learning
   e. Presenting information in large group contexts, such as parent-teacher meetings, workshops, professional meetings
   f. Establishing classroom community through effective communication skills
   g. Communication strategies for facilitating conversations during classroom discussions
3. Using diverse materials to integrate the language arts in the content areas (2 hrs.)
   a. Children's literature of varying genres
   b. Primary source documents
   c. Electronic sources
   d. Periodicals
   e. Textbooks
   f. Visual media, multimedia, etc. (photographs, CD's, film, etc.)
4. Managing integrated language arts and content instruction (3 hrs.)
   a. Classroom management for individualized and small group activities: observation, monitoring, discipline
   b. Importance of strategies, routines
   c. Designing favorable learning environments
5. Planning and organizing for language arts integration (4 hrs.)
   a. Utilizing state frameworks & benchmarks, district curricula, and standards from learned societies as a guide
   b. Instructional strategies for effectively integrating the language arts across the curriculum to promote language arts development and content learning
   c. Strategies for assessing student background knowledge and interests to plan instruction

d. Using units (thematic, problem-based, issue-driven, or inquiry based) for integrating instruction
e. Become familiar with the kinds of support professional organizations provide for teachers in terms of instructional planning
f. Going beyond the textbook: using multiple, varied texts for teaching and learning content

6. Using inquiry to facilitate content learning and meet state curriculum standards (4 hrs.)
   a. Exploring and building on student interests and expertise
   b. Facilitating question finding
   c. Teaching students how to explore an area of interest using multiple, varied sources (electronic resources, primary source documents, first-hand accounts, interviews, books, periodicals)
   d. Teaching students how to locate and critique the utility and credibility of a variety of resources
   e. Teaching note taking and research skills
   f. Narrowing research topics and organizing instruction and learning communities
   g. Modeling, guiding, and supporting students as they pursue their inquiries
   h. Informal assessment for determining mini-lessons for supporting student inquiry
   i. Teaching students to choose and organize information for communicating with others
   j. Options for presenting their findings (going beyond the traditional report): multiple genre writing, drawing, representing using a variety of technologies, etc.
7. Vocabulary instruction (3 hrs.)
   a. Teaching content technical vocabulary
   b. Teaching students to use syntactic and semantic context clues
   c. Multiple, varied experiences for vocabulary learning
8. Teaching comprehension for content area texts (4 hrs.)
   a. Going beyond reading and answering the questions, assigning, and telling
   b. Strategies for preparing students to read textbooks, electronic texts, and other informational texts
   c. Teaching students to use print and electronic texts' access features to facilitate comprehension
   d. Teaching students to use text structure can facilitate comprehension
   e. Teaching students to distinguish important information from less important details
   f. Using multiple texts for instruction
   g. Teaching summary writing and paraphrasing to promote comprehension
   h. Small group, paired, and whole class discussion for facilitating comprehension (alternatives to QRE "discussion" structures)
9. Using a variety of assessment tools and practices to plan effective instruction in the content areas (2 hrs.)
   a. Standardized testing; preparing for and interpreting scores
   b. Compare and contrast information and assessment results to place students in a developmental continuum.
   c. Compare, contrast, and use assessment results to plan and revise effective instruction for all students within an assessment/instruction cycle.

d. Interpret assessment data and communicate results to students, parents, and colleagues for instructional purposes

Grading Scale:

A "C" reflects work that is adequate. In most cases, this represents work that is complete, but not supported by links or connections to research, theory, critical thinking, or evidence of creativity and independent thought. A "B" reflects good, strong work. In most cases, this represents work that is complete and supported by one or two references and some attempt has been made to connect ideas to critical thinking, creativity, and independent thought. An "A" will only be given only for work that is excellent.
RDG 4133 is a course in the professional education sequence of the MSU Elementary Education program. A grade of "C" or better must be attained or the course must be repeated.

Tasks and Points

Content Area Points	800 points
Tests/quizzes	300 points (30%)
Text Set/Description	100 points (10%)
Language Arts Lesson Plans (Vocabulary, Comprehension, Phonics, and Writing)	200 points (20%)
Language Arts Integrated Unit Plan	100 points (10%)
Literature Circle Project	100 points (10%)
Participation Points	70 points (7%)
Field Points	130 points (13%)
Total Points	1000 points (100%)

Field Experience

TIAI – 34 indicators & Two Videos	68 points	(6.8%)
Professionalism	21 points	(2.1%)
Final Reflection	20 points	(2%)
Ten Structured Observations & Summary	21 points	(2.1%)

Grading

The Senior Methods Block uses a 1000-point scale. This course will use the following scale:

A	930-1000
B	860- 929
C	790- 859
D	720- 789
F	719 – Below

Tests- (300 points- 3 @100 points each) Individual. Three tests will be given during the course. You will be allowed 60 minutes for each test. Tests will reflect knowledge,

content, and strategies as well as application of course events, discussions, and teaching experiences.

Text Set- (100 points) Group. Each partnership/team will be responsible for the creation of one text set to be used when teaching the integrated language arts/science unit. The Text Set should contain a minimum of 5 expository books plus other information addressing the science topic/theme. At least one book should be an award-winning book. The reading levels of the books should be diverse to address the needs of all students.

Lesson Plans- (200 points) Group. Each team will develop a vocabulary, a phonics/spelling, a comprehension and a writing lesson plan based on a common theme. These lessons must incorporate the expository text set. Each lesson must address Mississippi and national standards for both content areas. The lessons must be interactive and involve practice with language arts skills and processes. A variety of learning styles and multiple intelligences must also be addressed. The four individual lesson plans will be combined to create the integrated learning unit field project. At least one lesson must contain a technology component and a presentation board. (They may be within the same lesson or two different lessons.)

Integrated Language Arts Unit- (100 points) Individual. Each partnership will develop an integrated language arts unit consisting of a vocabulary, a phonics/spelling, a comprehension and a writing lesson plan based on a common theme. The unit must address Mississippi and national standards for both content areas. The unit must be interactive and involve practice with language arts skills and processes. A variety of learning styles and multiple intelligences must also be addressed. Technology integration must be evident in both planning and implementation of the unit. Each candidate will write a reflection for the professional portfolio following implementation of the unit.

Idea Circle Project- (100 points) Individual. Each teacher candidate will be assigned a role for the class implementation of the Idea Circle Project and will receive an individual grade for their role preparation and presentation. The teacher candidates will work in teams of four (four different roles) to present a grand conversation of a specified piece of literature to the class. Each team must submit a packet containing a detailed description of the four individual roles and content specific information gathered from the assigned literature.

Participation- (70 points) Each teacher candidate will contribute to in-class discussions, presentations, interactive activities, etc.

Total points for coursework portion of the block grade- 870 points

Field Experience- 130 Points

Field Experience: You will complete 30 hours of field experience in an assigned classroom. The following assignments will be assessed: 2 whole-class math lessons, completion of whole class structured observations, attendance with the assigned class to music, physical education, art, or library, and completion of small group or individual teaching during each day of the field experience.

- All time spent in your field experiences classroom will be documented with a sign-in/out sheet which will be totaled and signed at the end of each week by the classroom mentor teacher (This form will be provided on the Elem. Education Senior Methods Block TaskStream website).
- You will be required to submit videos (CD/DVD) of the Math Manipulatives Lesson and the Math Journal Article Lesson to the instructor. The instructor will evaluate the lesson delivery with the TIAI, which can be found within the Elem. Education Senior Methods Block TaskStream website.
- You will complete 10 structured observations in the following areas – Management, Questioning, Content Delivery, Communication, and Assessment (Forms for these will be provided on the Elem. Education Senior Methods Block TaskStream website).
- Your professionalism will be evaluated with the CISE Teacher Disposition form which can also be found within the Elem. Education Senior Methods Block TaskStream website.
- You will complete and submit a Final Reflection through TaskStream.

Notes Concerning Assignments, Emails and Responsibilities

- **All assignments** are to be typed (double-spaced using 12 point Times New Roman font and 1 inch margins with your full name in the header of each page) using **Microsoft Word** and submitted to the professor in **hard copy** and through Taskstream if indicated in the assignment requirements.
- All assignments will be evaluated on content and **writing mechanics** (up to 10% deduction for grammatical mistakes).
- All emails must include a subject which uses the format:
  RDG 4133 (Section #) and one or two word topic of email contents
- All emails should end with your name.

Policies

Honor Code

All work completed in this class must be original. Each individual is expected to think, write, reflect, and question concepts presented in class. Students who commit academic misconduct, including plagiarizing work (copying or borrowing heavily from published materials or from another student's work) will have sanctions applied according to the Mississippi State University Honor Code policy. The university holds Academic Misconduct as a serious and punishable infraction. University Academic Honor Code policies may be found via the Web at: http://students.msstate.edu/honor .

Disabilities

All necessary accommodations will be made for any documented disability. Contact disability services at 325-3335 or visit the Student Support Services website or office for more information.

Class Policies

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.

Class Etiquette

Cell phones are to be turned off or placed on silent and put away during class. If there is an emergency situation which would require the need for your cell phone to be on vibrate, you are to first discuss this with your instructor. Text messaging or accessing the Internet via cell phone, PDA, or personal computer is not allowed during class. If access to the Internet is necessary during class, it will be directed specifically by the instructor. **Cell phones are not allowed at field experiences schools.** Professionalism points will be deducted for violation of this policy.

Attendance

Teacher candidates in the Senior Methods Block are required to attend all methods course classes and field experience days. Candidates are granted one absence for personal illnesses and other related situations. Each additional absence will result in a 10-point deduction from the candidate's overall point total for that course. Candidates who are absent from the methods courses for an extended period of time will be considered on an individual basis after returning to class and meeting with Block faculty to discuss their future in the Block for the current semester. Additionally, all candidates should be punctual to class and field assignments. If a candidate is tardy to class, a 5-point deduction from the candidate's overall point total will result. A tardy occurs when a candidate arrives to class up to 30 minutes late. Beyond 30 minutes, constitutes an absence. Candidates 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.

Late Work

Assignments are due on the scheduled dates/times assigned by the instructor. Late submission of assignments will have 10% deduction of assignment total for each day late.

Technology

Technology failures (i.e. a frozen hard drive, an erased disk, an out-of-ink printer, a lost flash drive, etc.) are not valid excuses for late or missing assignments. It is YOUR responsibility to create multiple back up copies of all written assignments, to keep your printer operational, and to leave enough time to respond to problems.

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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:** Curriculum, Instruction, and Speci

Contact Person: Peggy F. Hopper **Phone:** 325-7118 **E-mail:** pfh7@msstate.edu

Nature of Change: AOCE Approval **Date Initiated:** 11/7/09 **Effective Date:** 8/1/10

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
RDG	8653	Teaching Reading in the Secondary Schools	(3)

Current Catalog Description:

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).

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
RDG	8653	Teaching Reading in the Secondary Schools	(3)

New or Modified Catalog Description:

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

Approved: Charlotte Burrough Department Head	*Date:* July 4, 2010
Chair, College or School Curriculum Committee	Feb. 2, 2010
Dean of College or School	3/12/10
Chair, University Committee on Courses and Curricula	1.27.11
Chair, Graduate Council (if applicable)	
Chair, Deans Council	January 24th, 2011

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 Pomykal Franz Date 1/19/10

Dr. Burnette Hamil Burnette Hamil Date 1-19-2010

Dr. Lindon Ratliff Lindon Ratliff Date 1-22-10

XIII. COURSE APPROVAL FOR CAMPUS 5 (AOCE)

A. PROPOSAL FORMAT

1. CATALOG DESCRIPTION

Current Campus 1 description: 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).

Proposed Campus 5 description: Three hours lecture. A study of reading problems of middle and upper level students. A study of the technology, materials, and methods used in developmental reading for secondary students.

2. JUSTIFICATION FOR AOCE OFFERING

As a result of a grant written to enhance the Master's of Arts in Teaching-Secondary (MAT-S), the MAT-S program is now being offered online to attract new students state-wide who work and otherwise may not be able to attend classes on campus. These students are our target audience. RDG 8563 is a required course for this program.

3. LEARNING OUTCOMES

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

4. DETAILED COURSE OUTLINE OF CAMPUS 1

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. (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. (INTASC #10)
16. Collaborating with school and community professionals to support reader's 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)

5. DETAILED COURSE OUTLINE OF CAMPUS 5

1. The nature of the reading process, connections between reading and writing. (INTASC #1) **(4 hours)**
2. Adolescents as learners, readers, writers, people. (INTASC #2, #3) **(4 hours)**
3. Assessing secondary learners' literacy, including formative, summative, formal and informal assessment tools and materials; interpreting assessment results. (INTASC #8) **(3 hours)**
4. Integrating the language arts across curriculums in secondary classrooms (INTASC #4) **(3 hours)**
5. Planning and organizing for literacy instruction in the content area classroom. (INTASC #5, #7) **(2 hours)**

6. Teaching reading comprehension skills and strategies in the middle and secondary school classroom. (INTASC #4) **(3 hours)**
7. Improving reading fluency. (INTASC #4) **(2 hours)**
8. Developing knowledge of vocabulary and word-analysis. (INTASC #4) **(2 hours)**
9. Motivation, interest, and engagement. (INTASC #2, #5) **(2 hours)**
10. Organizing the secondary classroom for engaging literacy and content area learning. (INTASC #5, #6) **(3 hours)**
11. Writing in the content areas, writing to learn, writing to increase literacy skills. (INTASC #4) **(2 hours)**
12. Selecting and evaluating reading materials, including textbooks, trade books, narrative and expository texts, multimedia texts, etc. (INTASC #1, #4) **(2 hours)**
13. Teaching guided content area lessons in various fields. (INTASC #4) **(3 hours)**
14. In-service training for content area teachers. **(2 hours)**
15. Collaborating with families to support learners' reading achievement. (INTASC #10) **(2 hours)**
16. Collaborating with school and community professionals to support reader's literacy achievement. (INTASC #10) **(2 hours)**
17. Analysis of commercial materials for content area literacy and secondary literacy skills and strategy instruction. (INTASC #6) **(2 hours)**
18. Reflection on existing teaching practices. (INTASC #9) **(2 hours)**

6. METHOD OF EVALUATION

Peer review of specific reading area 10%
Review of particular reading disability and classroom application 20%
Reading strategy presented in multimedia format 20%
Mini-review of the literature concerning a key component of content area reading 30%
Proctored mid-term and final exam 20%

A=90-100
B=80-89
C=70-79
D=60-69
F below 60

Academic misconduct will be deterred through application of the university Honor Code. This includes time sensitive exams, thorough written assignments to ascertain writing style and ability prior to the first written exam, and the use of Turnitin to verify original work.

7. METHOD OF INSTUCTION
C (Lecture)

8. METHOD OF DELIVERY
O (Online)

9. DELIVERY STATEMENT
This course will not violate the current policies regarding Campus 5 course offerings.

B. SPECIAL NOTES

1. CROSS-LISTING
This course will not be cross-listed.

2. EFFECTIVE DATE
January 1, 2010

3. EFFECT ON OTHER COURSES
Numbers in the face-to-face class may be affected.

4. CONTACT PERSON
Dr. Missy Hopper
Curriculum, Instruction, and Special Education
325-7118

5. MASTER SCHEDULE
Expect the course to appear on the campus schedule Fall 2010.

Campus 5 Course Syllabus
RDG 8653
Teaching Reading in the Secondary Schools
Spring, 2010

Professor:
Office:
Phone:
E-mail:

Catalog Description:

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

Required Activities:

1. Observation/interview protocol

2. Weekly activities, responses, discussions, readings, etc.

3. B-D-A lesson plan

4. Mini-review of the literature for a key component of content area reading including:

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

d. APA format.

5. Mid-term and final tests

Methods of Instruction:

Online lecture, presentations, outside reading, projects, and papers.

During this course you will learn about all aspects of reading for secondary students and how to apply methods and strategies to help students succeed in content area courses. Most of the assignments you will be asked to accomplish should be done with your content area in mind and the grade level you are teaching or wish to one day teach.

Since this is an online course, please note the following instructions so that the course will run smoothly for you:

Tips for Online Success and Class Policies

If this is your first online course, please be aware that one main difference will be that you—the student—will have more responsibility in the learning process. The following tips will help you be successful:

1. Technical Problems—Please contact the Mississippi State helpdesk for any computer or technical problems at 662.325.9219 or helpdesk@msstate.edu. Do not e-mail or call your instructor!
2. Access the course daily. New announcements and e-mail will be evident when you log on. This is not a self-paced course, so please be aware of due dates and deadlines.
3. E-mail your instructor ONLY in the class e-mail system. Outside e-mail may be lost or blocked. Give your instructor a reasonable amount of time to respond, then if she/he doesn't reply, e-mail again.
4. Check your syllabus and calendar frequently so that you are aware of assignments, requirements, and due dates.
5. Do NOT wait until the last minute to upload assignments. Give yourself time to have technology problems and solve them BEFORE the due date.
6. Only you know your schedule and when you work/think best. Manage your time to avoid time pressure and distractions that may impede your success.
7. Remember your audience when posting on the discussion boards or through e-mail. Be polite and remember the rules of netiquette.
8. Participate! Get to know the website for your course and all it has to offer. It is never an acceptable excuse to claim that you couldn't find something available to you.

TaskStream

TaskStream is a requirement for all students in the College of Education. Assignments must be submitted both on the course website and through Task Stream to be considered "turned in."

Evaluation of Progress:

Observation/interview 20%
Weekly assignments 20%
B-D-A 20%
Mini-review of literature 30%

Mid-term and final tests 30%

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

*Assignments must be submitted on the course site and TaskStream to be considered "turned in."

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.

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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Boiling, E., Castek, J., Zawilinksi, L., Barton, K., & Nierlich, T. (2008.) Collaborative literacy: Blogs and internet projects. The *Reading Teacher, 61(6),* 504-506.

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Carnine, L., & Carine, D. (2004.) The interaction of reading skills and science content knowledge when teaching struggling secondary students. *Reading and Writing Quarterly, 20,* 203-218.

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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.

McIntosh, M. E., & Bear, D. R. (2008.) Directed reading-thinking activities to promote

learning through reading in mathematics. *Clearing House, 67*, 40.

McKenna, M.C., & Robinson, R.D. (2006). Teaching through text: Reading and writing in the content areas (4th ed.). Boston, MA: Pearson Education, Inc.

McKeown, R., G., & Gentilucci, J., L. (2007.) Think-aloud strategy: Metacognitive development and monitoring comprehension in the middle school second-language classroom. *Journal of Adolescent and Adult Literacy, 51(2),* 136-147.

Meyers, M. P., & Savage, T. (2005, Jan./Feb.) Enhancing student comprehension of social studies material. *The Social Studies,* 18-23.

Pachtman, A., B., & Wilson, K., A. (2006.) What do kids think: Students identify classroom practices that motivate them to read. *The Reading Teacher, 59(7),* 680-684.

Radcliffe, R., Caverly, D., & Franke, D. (2008.) Improving reading in a middle school science classroom. *Journal of Adolescent and Adult Literacy, 51(5)*, 398-407.

Sperling, R. A. (2006). Assessing reading materials for students who are learning disabled. *Intervention in School and Clinic, 41*(3), 138-143.

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 (9th ed.). Boston, MA: Allyn and Bacon.

Wallace, F. H., Clark, K. K., & Cherry, M. L. (2006.) How come? What if? So what?: Reading in the mathematics classroom. *Mathematics Teaching in the Middle School, 12(2)*, 108-114.

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www.readwritethink.org

www.ncte.org

www.ala.org

www.reading.org

APPROVAL FORM FOR

☐ ORIGINAL

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 10/28/10

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: Engineering **Department:** Aerospace Engineering

Contact Person: Yang Cheng **Phone:** 5-4236 **E-mail:** cheng@ae.msstate.edu

Nature of Change: AOCE Approval **Date Initiated:** 10/11/10 **Effective Date:** 8/16/11

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
ASE	4813/6813	Advanced Orbital Mechanics	(3)

Current Catalog Description:

(Prerequisite: ASE 3813). Three hours lecture. Orbital mechanics; special perturbation; general perturbation; orbit determination.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
ASE	4813/6813	Advanced Orbital Mechanics	(3)

New or Modified Catalog Description:

(Prerequisite: ASE 3813). Three hours lecture. Orbital mechanics; special perturbation; general perturbation; orbit determination.

Approved:		***Date:*** 10/11/10
Department Head		
	M. Damodaran	10/28/2010
Chair, College or School Curriculum Committee		
	Lori M. Bruce	10/28/2010
Dean of College or School		
		11.30.10
Chair, University Committee on Courses and Curricula		
Chair, Graduate Council (if applicable)		
	Peter L. Ryan for T.A.G.	January 24th, 2011
Chair, Deans Council		

AOCE Offering:
ASE 4813/6813 Advanced Orbital Mechanics

CATALOG DESCRIPTION

ASE 4813/6813. Advanced Orbital Mechanics. (3) (Prerequisite: ASE 3813). Three hours lecture. Orbital mechanics; special perturbation; general perturbation; orbit determination.

JUSTIFICATION FOR AOCE OFFERING

Distance education provides students who are not able to come to the main MSU campus the opportunity to take a course for either professional development or as credit toward one of the graduate programs offered by MSU. It also provides individuals the flexibility to take a course at a time that best meets their personal schedule. This course will be offered on a regular basis, and available to our distance education students in most Engineering disciplines or concentrations.

TARGET AUDIENCE

Students currently enrolled in the distance education programs offered by the Bagley College of Engineering, especially the Master of Engineering, the Master of Civil and Environmental Engineering, and the Master of Mechanical Engineering. Additionally, the Department of Aerospace Engineering is planning to offer a distance education graduate program, and this course will enhance the quantity and quality of our graduate offerings.

LEARNING OUTCOMES

1. To develop the students' understanding of restricted three-body problems.
2. To develop the students' understanding of relative motion of two spacecraft in proximity.
3. To develop the students' understanding of coordinate and time systems.
4. To develop the students' understanding of orbit perturbations, their modeling and how they affect the orbital elements.
5. To develop the students' understanding of the basics of orbit determination.

DETAILED COURSE OUTLINE (CAMPUS 1) [Number of TTh lectures]

This course will meet twice per week for 1 1/4 hours per lecture.

1. The two-body equation 1
2. The three-body and n-body equations 2
3. Relative motion 2

4. Coordinate and time systems	2
5. Exam no. 1	1
6. Numerical integration	2
7. Gravity field of a central body	2
8. Atmospheric drag, third-body perturbation, and solar-radiation pressure	2
9. Lagrangian variation of parameters	2
10. Gaussian variation of parameters	2
11. Linearized perturbations	2
12. Exam No. 2	1
13. Least squares	2
14. Linear Kalman filter	2
15. Extended Kalman filter	2
16. Review	1
17. Final examination	

DETAILED COURSE OUTLINE (CAMPUS 5)

Identical to the one for Campus 1.

METHOD OF EVALUATION

Homework will consist primarily of problem sets and research reports on various aspects of orbital mechanics. All homework will be collected and graded. The final will be comprehensive.

Quizzes	10%
Homework	30%
Test 1	20%
Test 2	20%
Final exam	20%

Grading will be on a hundred-point scale: 90-100 A, 80-89 B, 70-79 C, 60-69 D, below 60 F.

GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)

On the homework and final exam, graduate students will be required to answer additional questions.

DETERRING ACADEMIC MISCONDUCT

Each distance student must have a proctor (approved by the home department of the Instructor of Record), who will administer the exams. All exams will be new or substantially revised each time the course is offered.

METHOD OF INSTRUCTION

Code C: Lecture

METHOD OF DELIVERY

Code F (face to face), Code O (online, Internet, Web-based).
Web-based: assignments, lecture notes, handouts, and student feedback will be handled by myCourses. Lectures will be recorded using video-capturing software. Campus-5 students will have the opportunity of viewing campus-1 lectures live (synchronously), when corresponding campus-1 sections of this course are scheduled.

DELIVERY STATEMENT

This distance education course will not violate the Provost's policies on Campus 5 offerings.

CONTACT PERSON

Yang Cheng, Assistant Professor of Aerospace Engineering
Walker 324A; Phone: 325-4236
Email: cheng@ae.msstate.edu

JAMES WORTH
BAGLEY
COLLEGE OF ENGINEERING
MISSISSIPPI STATE UNIVERSITY
AEROSPACE ENGINEERING
P.O. Box A
Mississippi State, MS 39762

October 14, 2010

To Whom It May Concern

Dear Sir/Madam,

The purpose of this letter is to certify that the Graduate Committee of the Aerospace Engineering department at Mississippi State University has reviewed and does support the offering of ASE 6813 (Advanced Orbital Mechanics) as a distance-education course. Our Department is planning the addition of a distance-education MS program, and this course will be an integral part of the offerings for the new program. Currently, this course will be useful to students in the Master of Engineering distance-education program. Should you have any questions concerning this matter, please do not hesitate to contact me.

Sincerely,

J. Mark Janus
Graduate Committee Chair

Thomas Lacy

David Thompson

James Newman III
Graduate Committee Members

Pasquale Cinnella
Professor & Interim Head

Mississippi State University

JAMES WORTH
BAGLEY
COLLEGE OF ENGINEERING
MISSISSIPPI STATE UNIVERSITY
AEROSPACE ENGINEERING
P.O. Box A
Mississippi State, MS 39762

October 15, 2010

To Whom It May Concern

Dear Sir/Madam,

The purpose of this letter is to certify that the Undergraduate Curriculum Committee of the Aerospace Engineering department at Mississippi State University has reviewed and does support the offering of ASE 4813 (Advanced Orbital Mechanics) as a distance-education course. This course will be particularly useful to undergraduate students who are away from campus for University-approved internships or co-op experiences.

Should you have any questions concerning this matter, please do not hesitate to contact me.

Sincerely,

David Bridges
Undergraduate Committee Chair

J. Mark Janus
Committee Member

Masoud Rais-Rohani
Committee Member

Ming Xin
Committee Member

Pasquale Cinnella
Professor & Interim Head

ORIGINAL

RECEIVED
10/28/10

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: Engineering **Department:** Aerospace Engineering

Contact Person: Pasquale Cinnella **Phone:** 5-1148 **E-mail:** cinnella@ae.msstate.edu

Nature of Change: AOCE Approval **Date Initiated:** 9/22/10 **Effective Date:** 8/16/2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
ASE	8000	Thesis Research/Thesis	(TBA)

Current Catalog Description:

Hours and credits to be arranged.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
ASE	8000	Thesis Research/Thesis	(TBA)

New or Modified Catalog Description:

Hours and credits to be arranged.

Approved: Pasquale Cinnella		***Date:*** 9/22/10
Department Head		
N. Dermedens		10/28/2010
Chair, College or School Curriculum Committee		
Dennis M. Bushnell for		10/28/2010
Dean of College or School		
Ann E. Bowman		11.30.10
Chair, University Committee on Courses and Curricula		
Chair, Graduate Council (if applicable)		
Peter L. Ryan for J.A.C.		January 24th, 2011
Chair, Deans Council		

AOCE Offering:
ASE 8000 Thesis Research/Thesis

CATALOG DESCRIPTION

ASE 8000. Thesis Research/Thesis. Hours and credits to be arranged.

JUSTIFICATION FOR AOCE OFFERING

Distance education provides students who are not able to come to the main MSU campus the opportunity to take courses as credit toward one of the graduate programs offered by MSU. It also provides individuals the flexibility to take courses at a time that best meets their personal schedule. ASE 8000 is required of students in the MS program.

TARGET AUDIENCE

Students enrolled in the Aerospace Engineering (ASE) distance education program offered by the Bagley College of Engineering.

LEARNING OUTCOMES

Demonstrate capability to plan and conduct original research in Aerospace Engineering, culminating in the completion of an acceptable MS thesis.

DETAILED COURSE OUTLINE (CAMPUS 1)

Instructor: All graduate faculty members in Aerospace Engineering.
Texts: None.
Course Objectives: ASE 8000 is designed to provide graduate students in Aerospace Engineering an opportunity to plan and conduct original research, which will culminate in the completion of an acceptable MS thesis.
Topics (with number of 75-minute class periods): Not applicable.
Grading Policy: The course is graded as Satisfactory or Unsatisfactory each semester, based upon the major advisor's judgment as to whether sufficient progress is being made toward completion of the thesis. When the draft thesis is completed, the document is reviewed by the student's committee, defended orally, revised as necessary, and approved as acceptable by the entire committee, the departmental graduate coordinator, and the dean of the Bagley College of Engineering.

DETAILED COURSE OUTLINE (CAMPUS 5)

Instructor, Texts, Course Objectives, Topics, Grading Policy: Identical to Campus 1.

Course Delivery: Thesis research requires close contact among the student, major advisor, and other committee members. The ASE graduate program will use a variety of means to ensure that effective communication will be achieved for our distance students.

Examples include regular phone meetings b etween the student and major professor; exchange of data via email, fax, and/or surface mail as needed; and student visits to campus. The department does not specify the communication modes to be used, but leaves this decision up to the major professor, student, and committee members, so that the best approach can be used for each student's situation. Some students would need to visit the main campus periodically to access research equipment or library resources. However, the experience of other distance-learning graduate programs within the Bagley College of Engineering has shown that the need for such visits is often minimal for many distance students, since they may have a research library nearby, they have remote access to many electronic resources via the MSU libraries, and many research areas in ASE are not hardware-intensive. The student's physical presence on the main campus may be required or highly encouraged for specific activities (e.g., thesis defenses), but that decision is again left up to the advisor and committee. Oral exams via teleconference have been used successfully for Campus 1 students in the past, and videoconferencing might also be considered.

METHOD OF EVALUATION

Assessments:

1. Evaluation of the level of achievement of research goals for the semester in question by the course instructor (major advisor), with input from other members of the student's thesis committee, as needed;
2. In the semester when the thesis is completed, evaluation of the final thesis document by the major advisor and other thesis committee members.
3. The research facility will be certified to meet research and security requirements, as stated in the *Research (8000/9000) Hours via Distance* Policy, required by the MSU Graduate Council.

METHOD OF INSTRUCTION

Code D: Dissertation or Thesis

METHOD OF DELIVERY

Code F (face to face), Code X (other distance learning).

DELIVERY STATEMENT

This distance education course will not violate the Provost's policies on Campus 5 offerings.

CONTACT PERSON

Pasquale Cinnella, Professor of Aerospace Engineering and Interim Dept. Head
Walker 330A; Phone: 325-1148
Email: cinnella@ae.msstate.edu

JAMES WORTH
BAGLEY
COLLEGE OF ENGINEERING
MISSISSIPPI STATE UNIVERSITY
AEROSPACE ENGINEERING
P.O. Box A
Mississippi State, MS 39762

October 14, 2010

To Whom It May Concern

Dear Sir/Madam,

The purpose of this letter is to certify that the Graduate Committee of the Aerospace Engineering department at Mississippi State University has reviewed and does support the offering of ASE 8000 (Thesis Research/Thesis) as a distance-education option. Our Department is planning the addition of a distance-education MS program, and this course is required for the new program.

Should you have any questions concerning this matter, please do not hesitate to contact me.

Sincerely,

J. Mark Janus
Graduate Committee Chair

Tom Lacy

James Newman III

David Thompson
Graduate Committee Members

Pasquale Cinnella
Professor & Interim Head

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 10/28/10

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College or School: Engineering

Department: Aerospace Engineering

Contact Person: Pasquale Cinnella

Phone: 5-1148 **E-mail:** cinnella@ae.msstate.edu

Nature of Change: AOCE Approval

Date Initiated: 8/13/10 **Effective Date:** 1/1/2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
ASE	8323	Advanced Compressible Aerodynamics II	(3)

Current Catalog Description:

(Prerequisite: ASE 8313). Three hours lecture. Perturbation theory for wings and bodies; optimum wing and body shapes; wing-body interference; transonic flows, hypersonic flows.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
ASE	8323	Advanced Compressible Aerodynamics II	(3)

New or Modified Catalog Description:

(Prerequisite: ASE 8313). Three hours lecture. Perturbation theory for wings and bodies; optimum wing and body shapes; wing-body interference; transonic flows, hypersonic flows.

Approved: Pasquale Cinnella — *Date:* 8/1/2010
Department Head

Y. Dandass — 10/28/2010
Chair, College or School Curriculum Committee

Sarah A. Rajala / Doris M. Brown — 10/28/2010
Dean of College or School

Angie E. Barger — 11.30.10
Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Peter L. Ryan for J.A.G. — January 24th, 2011
Chair, Deans Council

AOCE Offering:
ASE 8323 Advanced Compressible Aerodynamics II

CATALOG DESCRIPTION

ASE 8323. Advanced Compressible Aerodynamics II. (3) (Prerequisite: ASE 8313). Three hours lecture. Perturbation theory for wings and bodies; optimum wing and body shapes; wing-body interference; transonic flows, hypersonic flows.

JUSTIFICATION FOR AOCE OFFERING

Distance education provides students who are not able to come to the main MSU campus the opportunity to take a course for either professional development or as credit toward one of the graduate programs offered by MSU. It also provides individuals the flexibility to take a course at a time that best meets their personal schedule. This course will be offered on a regular basis, and available to our distance-education students in most Engineering disciplines or concentrations.

TARGET AUDIENCE

Students currently enrolled in the distance education programs offered by the Bagley College of Engineering, especially the Master of Engineering, the Master of Civil and Environmental Engineering, and the Master of Mechanical Engineering. Additionally, the Department of Aerospace Engineering is planning to offer a distance education graduate program, and this course will enhance the quantity and quality of our graduate offerings.

LEARNING OUTCOMES

Upon completion of this course students should:

1. Understand aerodynamics of wings and bodies at an intermediate to advanced level;
2. Understand the technical issues associated with high-speed flight, including hypersonic speed;
3. Be exposed to current research topics on both subjects above.

DETAILED COURSE OUTLINE (CAMPUS 1) [Number of TTh lectures]

This course will meet twice per week for 1 1/4 hours per lecture.

1. Thin wing theory 2
2. Three-dimensional wings 2
3. Slender body theory 2
4. Drag at supersonic speed 2

5.	Transonic flows	2
6.	Test no. 1	1
7.	Chemical thermodynamics	2
8.	Kinetic theory and Statistical mechanics	2
9.	Chemical equilibrium	2
10.	Fluid dynamic equations	2
11.	Flows in local chemical equilibrium	2
12.	Finite-rate chemistry	2
13.	Hypersonic flows	2
14.	Test no. 2	1
15.	Current research topics	2
16.	Final examination	2

DETAILED COURSE OUTLINE (CAMPUS 5)

Identical to the one for Campus 1.

METHOD OF EVALUATION

Homework will consist primarily of problem sets and small computer assignments. All homework will be collected and graded. The final will be comprehensive.

Homework: problems, computer assignments	25%
Test 1	25%
Test 2	25%
Final exam	25%

Grading will be on a hundred-point scale: 90-100 A, 80-89 B, 70-79 C, 60-69 D, below 60 F.

DETERRING ACADEMIC MISCONDUCT

Each distance student must have a proctor (approved by the home department of the Instructor of Record), who will administer the exams. All exams will be new or substantially revised each time the course is offered.

METHOD OF INSTRUCTION

Code C: Lecture

METHOD OF DELIVERY

Code F (face to face), Code O (online, Internet, Web-based).
Web-based: assignments, lecture notes, handouts, and student feedback will be handled by myCourses. Lectures will be recorded using video-capturing software. Campus-5

students will have the opportunity of viewing campus-1 lectures live (synchronously), when corresponding campus-1 sections of this course are scheduled.

DELIVERY STATEMENT

This distance education course will not violate the Provost's policies on Campus 5 offerings.

CONTACT PERSON

Pasquale "PC" Cinnella, Professor of Aerospace Engineering, Interim Dept. Head
Walker 330A; Phone: 325-1148
Email: cinnella@ae.msstate.edu

JAMES WORTH
BAGLEY
COLLEGE OF ENGINEERING
MISSISSIPPI STATE UNIVERSITY
AEROSPACE ENGINEERING
P.O. Box A
Mississippi State, MS 39762

October 14, 2010

To Whom It May Concern

Dear Sir/Madam,

The purpose of this letter is to certify that the Graduate Committee of the Aerospace Engineering department at Mississippi State University has reviewed and does support the offering of ASE 8323 (Advanced Compressible Aerodynamics II) as a distance-education course. Our Department is planning the addition of a distance-education MS program, and this course will be an integral part of the offerings for the new program. Currently, this course will be useful to students in the Master of Engineering distance-education program.

Should you have any questions concerning this matter, please do not hesitate to contact me.

Sincerely,

J. Mark Janus
Graduate Committee Chair

Tom Lacy

James Newman III

David Thompson
Graduate Committee Members

Pasquale Cinnella
Professor & Interim Head

Mississippi State University

ORIGINAL

RECEIVED 10/28/10

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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College or School: Engineering **Department:** Aerospace Engineering

Contact Person: David Bridges **Phone:** 5-8298 **E-mail:** dbridges@ae.msstate.edu

Nature of Change: AOCE Approval **Date Initiated:** 10/11/10 **Effective Date:** 8/16/11

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
ASE	8343	Incompressible Viscous Laminar Flow	(3)

Current Catalog Description:

(Prerequisite: Consent of instructor). Three hours lecture. Incompressible Navier-Stokes equations; properties and exact solutions; laminar boundary layer equations; two- and three-dimensional solutions; time-dependent solutions; approximate solutions; boundary layer control.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
ASE	8343	Incompressible Viscous Laminar Flow	(3)

New or Modified Catalog Description:

(Prerequisite: Consent of instructor). Three hours lecture. Incompressible Navier-Stokes equations; properties and exact solutions; laminar boundary layer equations; two- and three-dimensional solutions; time-dependent solutions; approximate solutions; boundary layer control.

Approved:	Department Head	*Date:* 10/11/10
	Chair, College or School Curriculum Committee	10/28/2010
	Dean of College or School	10/28/2010
	Chair, University Committee on Courses and Curricula	11.30.10
	Chair, Graduate Council (if applicable)	
	Chair, Deans Council	January 24th, 2011

AOCE Offering:
ASE 8343 Incompressible Viscous Laminar Flow

CATALOG DESCRIPTION

ASE 8343 Incompressible Viscous Laminar Flow (3) (Prerequisite: Consent of instructor). Three hours lecture. Incompressible Navier-Stokes equations; properties and exact solutions; laminar boundary layer equations; two- and three-dimensional solutions; time-dependent solutions; approximate solutions; boundary layer control.

JUSTIFICATION FOR AOCE OFFERING

Distance education provides students who are not able to come to the main MSU campus the opportunity to take a course for either professional development or as credit toward one of the graduate programs offered by MSU. It also provides individuals the flexibility to take a course at a time that best meets their personal schedule. This course will be offered on a regular basis, and available to our distance-education students in most Engineering disciplines or concentrations.

TARGET AUDIENCE

Students currently enrolled in the distance education programs offered by the Bagley College of Engineering, especially the Master of Engineering, the Master of Civil and Environmental Engineering, and the Master of Mechanical Engineering. Additionally, the Department of Aerospace Engineering is planning to offer a distance education graduate program, and this course will enhance the quantity and quality of our graduate offerings.

LEARNING OUTCOMES

Upon completion of this course students should:

1. Understand the origins of the Navier-Stokes equations.
2. Be able to obtain equations and exact solutions for certain flows.
3. Be able to synthesize the solutions to potential flow problems by superimposing elementary solutions.
4. Understand the basic concepts of source and vortex panel methods.
5. Understand the origins of the boundary layer equations.
6. Use similarity solutions to compute various boundary layer quantities.
7. Understand and be able to use integral methods such as Thwaites method.
8. Be able to couple inviscid flow solutions and boundary layer solvers or integral methods.

DETAILED COURSE OUTLINE (CAMPUS 1)

This course will meet twice per week for 1 1/4 hours per lecture.

[TTh class] *[Topic Covered]*

Fundamental Equations of Viscous Flow

1 Statistical vs. Continuum methods, Eulerian & Lagrangian Coordinates, Substantial Derivative, Control Volumes

2 Reynolds Transport Theorem, Conservation of Mass
3 Cartesian Tensors and Index Notation, Conservation of Momentum
4 Deformation of Fluid Elements
5 Constitutive Relations, Viscosity Coefficients, Navier-Stokes Equations
6 Boundary Conditions, Orthogonal Coordinate Systems, Mathematical Characteristics of Basic Equations
7 Flow kinematics, Vorticity, Stream Function

Inviscid Flows

8 Stream Function and Velocity Potential, Boundary Conditions
9 Elementary Solutions and Superposition
10 Source Panel Method
11 Lifting Flows and Vortex Panel Method
12 Numerical Methods and Introduction to XFLR5

Exact Solutions of the Navier-Stokes Equations

13 Couette Flow, Poiseuille Flow
14 Similarity Solutions – Stagnation Point Flow
15 Similarity Solutions – Jeffrey-Hamel Flow

16 **Midterm Exam**

Laminar Boundary Layers

17 Basic Concepts and Equations
18 Order-of-Magnitude Analysis, Fundamental Equations
19 Inner and Outer Expansions, Boundary Conditions
20 Definitions of Displacement and Momentum Thicknesses, Connection to Inviscid Solutions
21 Similarity Solutions (Blasius and Falkner-Skan)
22 Similarity Solutions (Blasius and Falkner-Skan)
23 Free-shear Flows
24 Integral Methods, Thwaites Method
25 Thwaites Method
26 Coupling Viscous and Inviscid Solutions
27 Boundary layer control
28 Unsteady flows

Final Exam

DETAILED COURSE OUTLINE (CAMPUS 5)

Identical to the one for Campus 1.

METHOD OF EVALUATION

Homework will consist primarily of problem sets and project-length assignments on various aspects of incompressible viscous flow. All homework will be collected and graded. The final will be comprehensive.

Homework: problems, small projects	20%
Midterm exam	40%
Final exam	40%

Grading will be on a hundred-point scale: 90-100 A, 80-89 B, 70-79 C, 60-69 D, below 60 F.

DETERRING ACADEMIC MISCONDUCT

Each distance student must have a proctor (approved by the home department of the Instructor of Record), who will administer the exams. All exams will be new or substantially revised each time the course is offered.

METHOD OF INSTRUCTION

Code C: Lecture

METHOD OF DELIVERY

Code F (face to face), Code O (online, Internet, Web-based).

Web-based: assignments, lecture notes, handouts, and student feedback will be handled by myCourses. Lectures will be recorded using video-capturing software. Campus-5 students will have the opportunity of viewing campus-1 lectures live (synchronously), when corresponding campus-1 sections of this course are scheduled.

DELIVERY STATEMENT

This distance education course will not violate the Provost's policies on Campus 5 offerings.

CONTACT PERSON

David H. Bridges, Associate Professor of Aerospace Engineering
Walker 311D; Phone: 325-8298
Email: dbridges@ae.msstate.edu

JAMES WORTH
BAGLEY
COLLEGE OF ENGINEERING
MISSISSIPPI STATE UNIVERSITY
AEROSPACE ENGINEERING
P.O. Box A
Mississippi State, MS 39762

October 14, 2010

To Whom It May Concern

Dear Sir/Madam,

The purpose of this letter is to certify that the Graduate Committee of the Aerospace Engineering department at Mississippi State University has reviewed and does support the offering of ASE 8343 (Incompressible Viscous Laminar Flow) as a distance-education course. Our Department is planning the addition of a distance-education MS program, and this course will be an integral part of the offerings for the new program. Currently, this course will be useful to students in the Master of Engineering distance-education program.

Should you have any questions concerning this matter, please do not hesitate to contact me.

Sincerely,

J. Mark Janus
Graduate Committee Chair

Tom Lacy

James Newman III

David Thompson
Graduate Committee Members

Pasquale Cinnella
Professor & Interim Head

Mississippi State University

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 10/28/10

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College or School: Engineering **Department:** Aerospace Engineering

Contact Person: David H. Bridges **Phone:** 5-8298 **E-mail:** dbridges@ae.msstate.edu

Nature of Change: AOCE Approval **Date Initiated:** 10/15/10 **Effective Date:** 8/16/11

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
ASE	8353	Turbulent Flow	(3)

Current Catalog Description:

(Prerequisite: ASE 8343). Three hours lecture. Origins of turbulence; stability statistical theory of turbulence; isotropic and non-isotropic turbulence; equations of turbulent flow; turbulent boundary layer; free turbulent flow.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
ASE	8353	Turbulent Flow	(3)

New or Modified Catalog Description:

(Prerequisite: ASE 8343). Three hours lecture. Origins of turbulence; stability statistical theory of turbulence; isotropic and non-isotropic turbulence; equations of turbulent flow; turbulent boundary layer; free turbulent flow.

Approved:	Department Head	*Date:* 10/15/2010
	Chair, College or School Curriculum Committee	10/28/2010
	Dean of College or School	10/28/2010
	Chair, University Committee on Courses and Curricula	11.30.10
	Chair, Graduate Council (if applicable)	
	Chair, Deans Council	January 24th 2011

AOCE Offering:
ASE 8353 Turbulent Flow

CATALOG DESCRIPTION

ASE 8353 Turbulent Flow. (3) (Prerequisite: ASE 8343). Three hours lecture. Origins of turbulence; stability statistical theory of turbulence; isotropic and non-isotropic turbulence; equations of turbulent flow; turbulent boundary layer; free turbulent flow.

JUSTIFICATION FOR AOCE OFFERING

Distance education provides students who are not able to come to the main MSU campus the opportunity to take a course for either professional development or as credit toward one of the graduate programs offered by MSU. It also provides individuals the flexibility to take a course at a time that best meets their personal schedule. This course will be offered on a regular basis, and available to our distance-education students in most Engineering disciplines or concentrations.

TARGET AUDIENCE

Students currently enrolled in the distance education programs offered by the Bagley College of Engineering, especially the Master of Engineering, the Master of Civil and Environmental Engineering, and the Master of Mechanical Engineering. Additionally, the Department of Aerospace Engineering is planning to offer a distance education graduate program, and this course will enhance the quantity and quality of our graduate offerings.

LEARNING OUTCOMES

Upon completion of this course students should:

1. Understand the basic differences in behavior between laminar and turbulent flow.
2. Understand the basic concepts of stability and transition.
3. Understand the origins of the equations of motion for turbulent flow.
4. Be able to perform calculations of turbulent boundary layer properties using scaling laws.
5. Understand the basic concepts of statistical analysis of turbulent flows and be able to read and understand current literature on the subject.
6. Have a basic understanding of various turbulence models and be able to read the literature on turbulence modeling.

DETAILED COURSE OUTLINE (CAMPUS 1) [Number of TTh lectures]

This course will meet twice per week for 1 1/4 hours per lecture.

1. Introduction to turbulent flow 2
2. Stability and transition 3
   a. Orr-Sommerfeld equation and solution (1 lecture)
   b. Mechanisms of instability and transition (2 lectures)
3. Equations of motion 2
4. Test no. 1 1
5. Mean properties of turbulent flow 10

a. Scaling laws; law of the wall (1 lecture)
b. Equilibrium turbulent boundary layers and law of the wake (1 lecture)
c. Review of experimental data (1 lecture)
d. Experimental methods for determining skin friction (1 lecture)
e. Momentum integral equation and flat-plate skin friction (2 lectures)
f. Mixing-length theory (1 lecture)
g. Plane and circular jets (1 lecture)
h. Wakes (1 lecture)
i. Free shear layers (1 lecture)

6. Test no. 2 — 1
7. Statistical fluid mechanics for turbulent flow — 7
   a. Introduction to statistical methods for turbulent flow (1 lecture)
   b. Correlations and equations of motion (1 lecture)
   c. Introduction to homogeneous and isotropic turbulence (1 lecture)
   d. Spectral analysis (2 lectures)
   e. Theory of universal equilibrium (1 lecture)
   f. Experimental methods for measuring fluctuating velocities (1 lecture)
8. Introduction to turbulence modeling — 2
9. Final examination

DETAILED COURSE OUTLINE (CAMPUS 5)

Identical to the one for Campus 1.

METHOD OF EVALUATION

Homework consists primarily of problem sets. Additionally, two writing assignments are included as part of the homework. Students will be asked to find two articles from the *AIAA Journal*, the *Journal of Aircraft*, the *Journal of Fluid Mechanics*, *Experiments in Fluids*, *Physics of Fluids*, or a similar journal which deal with some aspect of turbulent flow. The articles should deal primarily with some aspect of fluid mechanics directly related to turbulence. Students will write a summary of each article. The summary should describe what the authors are trying to do, their approach, what they accomplished, and an assessment of whether or not they were successful. All homework will be collected and graded. The final will be comprehensive.

Homework: problems, writing assignments	40%
Test 1	15%
Test 2	15%
Final exam	30%

Grading will be on a hundred-point scale: 90-100 A, 80-89 B, 70-79 C, 60-69 D, below 60 F.

DETERRING ACADEMIC MISCONDUCT

Each distance student must have a proctor (approved by the home department of the Instructor of Record), who will administer the exams. All exams will be new or substantially revised each time the course is offered.

METHOD OF INSTRUCTION

Code C: Lecture

METHOD OF DELIVERY

Code F (face to face), Code O (online, Internet, Web-based).
Web-based: assignments, lecture notes, handouts, and student feedback will be handled by myCourses. Lectures will be recorded using video-capturing software. Campus-5 students will have the opportunity of viewing campus-1 lectures live (synchronously), when corresponding campus-1 sections of this course are scheduled.

DELIVERY STATEMENT

This distance education course will not violate the Provost's policies on Campus 5 offerings.

CONTACT PERSON

David H. Bridges, Associate Professor of Aerospace Engineering
Walker 311D; Phone: 325-8298
Email: dbridges@ae.msstate.edu

JAMES WORTH
BAGLEY
COLLEGE OF ENGINEERING
MISSISSIPPI STATE UNIVERSITY
AEROSPACE ENGINEERING
P.O. Box A
Mississippi State, MS 39762

October 14, 2010

To Whom It May Concern

Dear Sir/Madam,

The purpose of this letter is to certify that the Graduate Committee of the Aerospace Engineering department at Mississippi State University has reviewed and does support the offering of ASE 8353 (Turbulent Flow) as a distance-education course. Our Department is planning the addition of a distance-education MS program, and this course will be an integral part of the offerings for the new program. Currently, this course will be useful to students in the Master of Engineering distance-education program.

Should you have any questions concerning this matter, please do not hesitate to contact me.

Sincerely,

J. Mark Janus
Graduate Committee Chair

Tom Lacy

James Newman III

David Thompson
Graduate Committee Members

Pasquale Cinnella
Professor & Interim Head

Mississippi State University

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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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: Engineering

Department: Aerospace Engineering

Contact Person: Pasquale Cinnella

Phone: 5-1148 **E-mail:** cinnella@ae.msstate.edu

Nature of Change: AOCE Approval

Date Initiated: 9/22/10 **Effective Date:** 8/16/2011

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
ASE	9000	Dissertation Research/Dissertation	(TBA)

Current Catalog Description:

Hours and credits to be arranged.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
ASE	9000	Dissertation Research/Dissertation	(TBA)

New or Modified Catalog Description:

Hours and credits to be arranged.

Approved: [signature]	*Date:* 9/22/10
Department Head	
[signature] Y. Dandeurs	10/28/2010
Chair, College or School Curriculum Committee	
[signature]	10/28/2010
Dean of College or School	
[signature]	11.30.10
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Peter L. Ryan for J.A.G.	January 24th, 2011
Chair, Deans Council	

AOCE Offering:
ASE 9000 Dissertation Research/Dissertation

CATALOG DESCRIPTION

ASE 9000. Dissertation Research/Dissertation. Hours and credits to be arranged.

JUSTIFICATION FOR AOCE OFFERING

Distance education provides students who are not able to come to the main MSU campus the opportunity to take courses as credit toward one of the graduate programs offered by MSU. It also provides individuals the flexibility to take courses at a time that best meets their personal schedule. ASE 9000 is required of students in the Aerospace Engineering (ASE) concentration of the PhD program in Engineering.

TARGET AUDIENCE

Students enrolled in the Aerospace Engineering concentration of the distance-education PhD program offered by the Bagley College of Engineering.

LEARNING OUTCOMES

Demonstrate capability to plan and conduct original research in Aerospace Engineering, culminating in the completion of an acceptable PhD dissertation.

DETAILED COURSE OUTLINE (CAMPUS 1)

Instructor: All graduate faculty members in Aerospace Engineering.
Texts: None.
Course Objectives: ASE 9000 is designed to provide graduate students in Aerospace Engineering an opportunity to plan and conduct original research, which will culminate in the completion of an acceptable PhD dissertation.
Topics (with number of 75-minute class periods): Not applicable.
Grading Policy: The course is graded as Satisfactory or Unsatisfactory each semester, based upon the major advisor's judgment as to whether sufficient progress is being made toward completion of the dissertation. When the draft dissertation is completed, the document is reviewed by the student's committee, defended orally, revised as necessary, and approved as acceptable by the entire committee, the departmental graduate coordinator, and the dean of the Bagley College of Engineering.

DETAILED COURSE OUTLINE (CAMPUS 5)

Instructor, Texts, Course Objectives, Topics, Grading Policy: Identical to Campus 1.

Course Delivery: Dissertation research requires close contact among the student, major advisor, and other committee members. The ASE graduate program will use a variety of

means to ensure that effective communication will be achieved for our distance students. Examples include regular phone meetings b etween the student and major professor; exchange of data via email, fax, and/or surface mail as needed; and student visits to campus. The department does not specify the communication modes to be used, but leaves this decision up to the major professor, student, and committee members, so that the best approach can be used for each student's situation. Some students would need to visit the main campus periodically to access research equipment or library resources. However, the experience of other distance-learning graduate programs within the Bagley College of Engineering has shown that the need for such visits is often minimal for many distance students, since they may have a research library nearby, they have remote access to many electronic resources via the MSU libraries, and many research areas in ASE are not hardware-intensive. The student's physical presence on the main campus may be required or highly encouraged for specific activities (e.g., dissertation defenses), but that decision is again left up to the advisor and committee. Oral exams via teleconference have been used successfully for Campus 1 students in the past, and videoconferencing might also be considered.

METHOD OF EVALUATION

Assessments:

1. Evaluation of the level of achievement of research goals for the semester in question by the course instructor (major advisor), with input from other members of the student's graduate committee, as needed;
2. In the semester when the thesis is completed, evaluation of the final dissertation document by the major advisor and other committee members.
3. The research facility will be certified to meet research and security requirements, as stated in the *Research (8000/9000) Hours via Distance* Policy, required by the MSU Graduate Council.

METHOD OF INSTRUCTION

Code D: Dissertation or Thesis

METHOD OF DELIVERY

Code F (face to face), Code X (other distance learning).

DELIVERY STATEMENT

This distance education course will not violate the Provost's policies on Campus 5 offerings.

CONTACT PERSON

Pasquale Cinnella, Professor of Aerospace Engineering and Interim Dept. Head
Walker 330A; Phone: 325-1148
Email: cinnella@ae.msstate.edu

JAMES WORTH
BAGLEY
COLLEGE OF ENGINEERING
MISSISSIPPI STATE UNIVERSITY
AEROSPACE ENGINEERING
P.O. Box A
Mississippi State, MS 39762

October 14, 2010

To Whom It May Concern

Dear Sir/Madam,

The purpose of this letter is to certify that the Graduate Committee of the Aerospace Engineering department at Mississippi State University has reviewed and does support the offering of ASE 9000 (Dissertation Research/Dissertation) as a distance-education option. Our Department is planning the addition of a distance-education concentration for the PhD program in Engineering, and this course is required for the new program.

Should you have any questions concerning this matter, please do not hesitate to contact me.

Sincerely,

J. Mark Janus
Graduate Committee Chair

Tom Lacy
James Newman III
David Thompson
Graduate Committee Members

Pasquale Cinnella
Professor & Interim Head

Mississippi State University

☐ ORIGINAL

RECEIVED
11.1.2010

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, Lloyd-Ricks Annex (north end), Mail Stop 9699 (325-0831).

College or School: Engineering **Department:** Civil and Environmental

Contact Person: Dennis D. Truax **Phone:** 662.325.7187

E-mail : Truax@cee.msstate.edu

Nature of Change: AOCE Approval **Date Initiated:** 9/20/10 **Effective Date:** Spring 2010

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CE	6143	Traffic Engineering	(3)

Current Catalog Description:

(Prerequisite: Grade of C or better in CE 3113; credit in ST 3123). Three hours lecture. Human and vehicular characteristics as they affect highway traffic flow; traffic regulation, accident cause and prevention; improving flow on existing facilities; planning traffic systems.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CE	6143	Traffic Engineering	(3)

New or Modified Catalog Description:

(Prerequisite: Grade of C or better in CE 3113; credit in ST 3123; or equivalent). Three hours lecture. Human and vehicular characteristics as they affect highway traffic flow; traffic regulation, accident cause and prevention; improving flow on existing facilities; designing traffic control systems.

Approved:	*Date:*
Department Head	28 OCTOBER 2010
Chair, College or School Curriculum Committee	10/28/2010
Dean of College or School	28 OCT 2010
Chair, University Committee on Courses and Curricula	11.30.10
Chair, Graduate Council (if applicable)	
Chair, Deans Council	January 24th 2011

1. CATALOG DESCRIPTION

CE 6143. Traffic Engineering. **(3)** (Prerequisite: Grade of C or better in CE 3113; credit in ST 3123; or equivalent). Three hours lecture. Human and vehicular characteristics as they affect highway traffic flow; traffic regulation, accident cause and prevention; improving flow on existing facilities; designing traffic control systems.

2. JUSTIFICATION

The Department of Civil and Environmental Engineering (CEE) currently offered through Campus 1 CE 4143 and CE 6143 – Traffic Engineering. This is a core class for students interested in working in the area of transportation engineering and traffic management. It is a cornerstone of student's graduate work in our program. Therefore CEE is requesting approval to offer only the graduate version of this class, CE 6143 – Traffic Engineering, through the distance education program. In this way, students not having a background in traffic management can be successfully prepared in this area as part of their distance education program. Further, it may be an appropriate class as an elective class offered for distance students in other engineering disciplines.

The addition of "or equivalent" to the description of prerequisites is to facilitate distance student who may have taken coursework at other institutions which is substantially similar and sufficient for their success.

3. LEARNING OUTCOMES

By completing this class, the student will have gained the prerequisite knowledge and has exposure to the practice of traffic engineering. The students will gain analytical ability in modeling traffic movement and management as well as hands-on experiences with traffic analysis software, traffic signal optimization software and traffic signal controller programming.

4. DETAILED CAMPUS 1 AND CAMPUS 5 COURSE OUTLINE

The class will be conducted live for Campus 1 students. Simultaneously, it will broadcast for Campus 5 (distance) students to take synchronously and asynchronously depending on their schedules. Hence, the topics covered, depth and breadth of the material the students will need to assimilate, and the level of work performed outside of the classroom will be identical for Campus 1 and Campus 5 students.

A detailed listing of topics for both the Campus 1 and Campus 5 versions of the course is outlined below. It should be noted that each session represents a 75-minute class period dedicated to the defined topic to be covered in the class:

Session	Topics
1	Introduction
1	Road User, Vehicle, Roadway and Traffic
1	Volume Studies
1	Parking Studies
1	Speed, Travel Time and Delay Studies
3	Intersection Control Basic
1	Traffic Control Devices
3	Intersection Signal Timing Plan
1	Intersection Signal Timing Optimization
1	Intersection Layout and Design
3	Intersection Analysis, HCS and CORSIM Simulation
2	Unsignalized Intersection
1	Workzone
1	Accident Studies
1	Highway Capacity Concepts Uninterrupted Flow Capacity/HCS
3	Weaving, Merging and Diverging
1	*Project Presentation*
4	*Exams*

6. METHOD OF EVALUATION

As described in the learning outcomes, students registered for graduate credit will develop a more extensive background and understanding of the subject matter. They will develop this through a greater intensity of study and through additional homework and examination problems. Student will be expected to critically review journal papers on advanced topics and design project features that require non-standard solutions to unusual situations. The formula for overall evaluation will remain comparable to that currently used for Campus 1 students and is approximated as summarized below:

ITEM	PERCENT WEIGHT
Participation	5
Tests (2)	30
Final Exam	20
Homework	15
Special Project	10
Course Project	20
TOTAL	100

AVERAGE	GRADE
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
< 60	F

Participation is measured by the class roster and number and quality of student's postings in MyCourses online discussion forum. Tests and exams will be administered by a proctor approved by Department.

Student Assignment:

Graduate students will be expected to identify a topic in the area of Traffic Engineering, perform a case study, and write a term paper by the end of the semester. The special project will count 10% of their total grade with the homework counting another 15%.

7. METHOD OF INSTRUCTION

Lecture

8. METHOD OF DELIVERY

F (Face-to-face) and O (On-line, Internet, Web-based)

9. DELIVERY STATEMENT

The course will not violate the Provost's policies on Campus 5 offerings.

10. CROSS-LIST

None

11. EFFECTIVE DATE

Spring 2010

12. EFFECT ON OTHER COURSES

Not applicable

13. CONTACT

Li Zhang, 662.325.9838, LZhang@CEE.MSState.edu
Dennis Truax, 662-325-7187, Truax@CEE.MSSstate.edu

MISSISSIPPI STATE UNIVERSITY

Civil and Environmental Engineering

Subject: CE 6143 Traffic Engineering

Date: September 30, 2010

From: Chairman, Curriculum Committee Department of Civil and Environmental Engineering

To: Department Head, Department of Civil and Environmental Engineering

The subject course proposal has been reviewed by the faculty members of the Department of Civil and Environmental Engineering and the Department's Curriculum Committee. It is forwarded with our approval and a recommendation for endorsement.

Benjamin S. Magbanua, Jr., Ph.D., P.E.
Associate Professor of Civil and Environmental Engineering
Chairman, Curriculum Committee Department of Civil and Environmental Engineering

Thomas D. White, Ph.D., P.E.
Construction and Materials Industries Chair and Professor of Civil and Environmental Engineering
Member, Curriculum Committee Department of Civil and Environmental Engineering

Dennis D. Truax, Ph.D., P.E., BCEE, F.ASCE
James T. White Chair and Professor of Civil and Environmental Engineering
Member, Curriculum Committee Department of Civil and Environmental Engineering

JAMES WORTH BAGLEY COLLEGE OF ENGINEERING
MISSISSIPPI STATE UNIVERSITY

501 Hardy Road • 235 Walker Engineering Building • Post Office Box 9546 • Mississippi State, MS 39762
csmith@cee.msstate.edu • 662.325.3050 Phone • 662.325.7189 Fax • www.cee.msstate.edu

ORIGINAL

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

RECEIVED 11.1.2010

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: Engineering **Department: Civil and Environmental**

Contact Person: Isaac L. Howard **E-mail: ilhoward@cee.msstate.edu**

Nature of Change: Course Modification **Date Initiated: 3/18/2010 Effective Date: Spring 2011**

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CE	8333	Advanced Pavement Materials	(3)

Current Catalog Description:
CE 8333. Advanced Pavement Materials. (3) (Prerequisites: CE 3413 and CE 3313, or equivalent). Three hours lecture. Properties, behavior and performance of highway and airfield paving materials; principally asphalt and concrete. Quality control and assurance. Constituent material properties and specifications.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CE	8333	Advanced Pavement Materials	(3)

New or Modified Catalog Description:
CE 8333. Advanced Pavement Materials. (3) (Prerequisites: CE 3413 and CE 3313, or equivalent). Three hours lecture. Properties, behavior and performance of highway and airfield paving materials; principally asphalt and concrete. Quality control and assurance. Constituent material properties and specifications.

Approved: _____ Department Head	*Date:* 28 OCTOBER 2010
_____ Chair, College or School Curriculum Committee	10/28/2010
_____ Dean of College or School	28 OCT 2010
_____ Chair, University Committee on Courses and Curricula	11-30-10
_____ Chair, Graduate Council (if applicable)	
Peter L. Ryan for T.A.G. Chair, Deans Council	January 24th, 2011

1. CATALOG DESCRIPTION

CE 8333. Advanced Pavement Materials. (3) (Prerequisites: CE 3413 and CE 3313, or equivalent). Three hours lecture. Properties, behavior and performance of highway and airfield paving materials; principally asphalt and concrete. Quality control and assurance. Constituent material properties and specifications.

2. DETAILED COURSE OUTLINE

This course will closely follow the topics identified within the proposed text with some supplemental information provided by the instructor.

Major Topic	Meetings	Sub-Topics Within Major Topic
Constituent Paving Materials	10	---
	2	Asphalt Binders
	2	Supplementary Cementitious Materials
	2	Effect of Aggregate Properties on Performance
	2	Specialty Additives and Admixtures
	2	Recycling Paving Materials
Mixture Designs	12	---
	1	Past Approaches to Mix Design
	1	Sustainability in Mixture Design
	3	Superpave Mix Design
	2	Effect of Aggregate Gradation on Mixture Properties
	2	Volumetric Properties of Mixtures
	3	Mixture Design Properties and Performance Relation

Paving Material Specifications	6	---
	3	Quality Control and Quality Assurance Programs
	3	Method and Performance Specifications
Graduate Student Project Presentations	2	Students Presenting Results of Semester Projects
Exams	2	Exams

Note 1. 75 minute class periods. Calculations based on 2 meetings per week for 16 weeks (32).

Note 2. Sub-topics could vary depending on student backgrounds, current interests in paving area, and similar.

Note 3. This proposal is for a Campus 5 offering. A campus 1 offering of this course is proposed under separate cover. Course outlines and content for each of these offerings are identical.

3. METHOD OF EVALUATION

Grading Criteria	Grade Components
A (90-100)	Mid Term Exam-30%
B (80-89)	Final Exam-30%
C (70-79)	Individual Study Project 25%
D (60-69)	Homework-15%
F (< 60)	

Each exam will be administered in class and will be based on lecture material and homework assignments. Each student in the course will be required to complete an individual study project related to the theme of the course. They will first prepare a description of they topic they desire to study and submit for review and modification. The accepted topic will be studied throughout the semester with guidance from professor in the form of individual guidance and meetings. The final products of the project will be a formal report submitted to professor and a presentation to all students in the class.

4. JUSTIFICATION & LEARNING OUTCOME

A course of this nature is not being offered at MSU. The course would use fundamental concepts learned in CE 3313: Construction Materials where students are introduced to rudimentary material properties and testing concepts. CE 3313 is part of the CEE undergraduate curriculum and stops short of advanced understanding of the materials needed for optimal field use via mix design and specification.

Materials used for paving are a substantial part of materials engineering. Recent environmental, energy, and economic factors have further heightened the importance for an advanced course in paving materials. For example, recycling paving materials has numerous environmental, energy, and economic implications and is occurring worldwide. Infrastructure deterioration across the US also heightens the need to educate Civil Engineers with the tools needed to produce innovative paving material solutions.

The Transportation Research Board of the National Academics and the American Society of Civil Engineers are among the largest Civil Engineering entities in existence. Both are promoting advanced paving materials through formed committees, sessions at conferences, and similar. Both agencies and private interests would benefit from hiring employees with an advanced background in paving materials. Additionally, graduate students would be much more able to conduct state of the art research with this type of background (three externally funded projects within CEE at present deal solely with these topics).

The expected enrollment is graduate students in Civil and Environmental Engineering. Some students will be traditional students on campus that are performing research in the area of materials engineering. Others are anticipated to be non traditional students working for the US Army Corps of Engineers and private consultants. The basis for this anticipation is a special topics course taught in the Fall of 2009 with similar subject matter.

By the end of the course students should be able to:

1. Select appropriate constituent paving materials for an application.
2. Design an aggregate gradation and complimentary properties for a paving application.
3. Design a paving mixture and evaluate its anticipated performance characteristics.
4. Develop a draft paving material specification.

Target audience for the course – Our distance program targets those engineering graduates who are unable to leave work and return to campus. As such, many of these individual are obtaining education on a career path to becoming a professional engineer or are continuing their as part of the requirements to maintain professional licensure. Others are engaged in research or specific consulting activities that require graduate education in our specific fields of study. Most are civilian engineers, working for a consulting firm or a state or federal agency.

If approved, the class will complement the offering of the same class on the Mississippi State campus. However, only students with an engineering undergraduate or with the prerequisite STEM background will be admitted to the class as it is graduate only. The course proposal was developed at the request of the faculty and supports our continuing efforts to improve and expand our graduate program; on campus and off.

5. SUPPORT

A letter of support from the Curriculum Committee of the Department of Civil and Environmental Engineering Department is provided as enclosure one to this document. This course will be supported as part of the graduate curriculum in the CEE department. No special staffing, library support, laboratories, or equipment are required.

6. INSTRUCTOR OF RECORD (GRADUATE COURSE)

Dr. Isaac Howard
Assistant Professor
Department of Civil and Environmental Engineering
Box 9546
Walker Hall, 501 Hardy Road, Room 235
Mississippi State, MS 39762-9546

7. GRADUATE STUDENT REQUIREMENTS (SPLIT LEVEL COURSES)

This course is to be offered as a graduate only course, so there are no special requirements.

8. PLANNED FREQUENCY

A minimum of one offering in a three year period; more offerings depending on student need.

9. EXPLANATION OF ANY DUPLICATION

This course introduces no duplication with courses that remain in the CEE graduate program. Slight overlap will occur (estimated 5%) with the CEE undergraduate course CE 3313: Construction Materials to provide brief review of key concepts. This review would often be the first couple of minutes of the lecture where the advanced topic was to be covered.

10. METHOD OF INSTRUCTION CODE

Code	Name	Description
C	Lecture	Students receive structure units of information and accompanying material through direct contact with the instructor in a traditional classroom setting.

Method of Delivery: The primary method of delivery of the course will be code F (face to face). Course instruction and structured units of information delivered in person by the instructor.

11. PROPOSED C.I.P. NUMBER

14.0801 Civil Engineering, General

12. PROPOSED 24-CHARACTER ABBREVIATION

"Adv. Pavement Materials"

13. PROPOSED SEMESTER EFFECTIVE

Spring 2011

14. OTHER APPROPRIATE INFORMATION

Proposed Texts:

The primary textbook to be used in the course is: Hot Mix Asphalt Materials, Mixture Design and Construction, National Asphalt Pavement Association, Lanham, MD. Applicable ASTM and AASHTO test standards alongside the American Concrete Institute Manual of Practice will also be incorporated as needed.

Other:

This proposal is for a Campus 5 offering. A campus 1 offering of this course is proposed under separate cover. Course outlines and content for each of these offerings are identical.

15. PROPOSAL CONTACT PERSON

Dr. Isaac L. Howard

Assistant Professor
Department of Civil and Environmental Engineering
Box 9546
Walker Hall, 501 Hardy Road, Room 235
Mississippi State, MS 39762-9546

ilhoward@cee.msstate.edu Tel: (662) 325-7193

MISSISSIPPI STATE UNIVERSITY

Civil and Environmental Engineering

Subject: CE 8333 Advanced Pavement Materials

Date: September 30, 2010

From: Chairman, Curriculum Committee Department of Civil and Environmental Engineering

To: Department Head, Department of Civil and Environmental Engineering

The subject course proposal has been reviewed by the faculty members of the Department of Civil and Environmental Engineering and the Department's Curriculum Committee. It is forwarded with our approval and a recommendation for endorsement for both Campus One and Campus Five programs.

Benjamin S. Magbanua, Jr., Ph.D., P.E.
Associate Professor of Civil and Environmental Engineering
Chairman, Curriculum Committee Department of Civil and Environmental Engineering

Thomas D. White, Ph.D., P.E.
Construction and Materials Industries Chair and Professor of Civil and Environmental Engineering
Member, Curriculum Committee Department of Civil and Environmental Engineering

Dennis D. Truax, Ph.D., P.E., BCEE, F.ASCE
James T. White Chair and Professor of Civil and Environmental Engineering
Member, Curriculum Committee Department of Civil and Environmental Engineering

JAMES WORTH BAGLEY COLLEGE OF ENGINEERING
MISSISSIPPI STATE UNIVERSITY

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