



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

*UNIVERSITY COMMITTEE ON  
COURSES AND CURRICULA*

**A MEMORANDUM**

DATE: April 17, 2017  
TO: UCCC Members  
FROM: Dr. Dana Pomykal Franz, Chair  
SUBJECT: April 27, 2017 Meeting

Enclosed are the minutes from the meeting on March 24, 2017 and the agenda and proposals for the meeting on Thursday, **April 27, 2017 beginning at 9:00 a.m.** The meeting will be held in the conference room called the Forum on the fourth floor of Griffis Hall (Room 401). Please contact the UCCC office if you are unable to attend.

Thank you.

Enclosures: March 24, 2017 Meeting Minutes  
Course/Curriculum Proposals

**AGENDA**  
**UNIVERSITY COMMITTEE ON COURSES AND CURRICULA**  
**April 27, 2017**

1. Welcome
2. Approval of minutes
3. Course proposals by college/school:

**ACADEMIC AFFAIRS**

Addition	<a href="#">FYE 1101</a>	Freshman Success Strategies I
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**AGRICULTURE AND LIFE SCIENCES**

Addition	<a href="#">ADS 3014</a>	Anatomy and Physiology (Cross listed with VS 3014)
+Distance	<a href="#">FDM 3553</a>	Fashion Retailing
Addition +Distance	<a href="#">HDFS 3123</a>	Global Child Advocacy Issues

**ARTS AND SCIENCES**

Addition	<a href="#">AN 3143</a>	Anthropology of the Middle East
Addition	<a href="#">CO 4494</a>	Bulldog Online Newsroom
Addition	<a href="#">FLS 4843/6843</a>	Literary Masterpieces by an Emblematic Hispanic Author
+Distance	<a href="#">GG 4523/6523</a>	Coastal Environments
Addition	<a href="#">GG 4633/6633</a>	Introduction to Geochemistry
Modification	<a href="#">PH 4433/6433</a>	Computational Physics
Modification	<a href="#">PS 4403/6403</a>	Ancient Medieval Political Theory

**BUSINESS**

Addition	<a href="#">ACC 3002</a>	Running the Numbers: Fundamentals of Financial and Managerial Accounting
Addition	<a href="#">BL 3001</a>	Innovation Law: You don't look good in Stripes
Addition	<a href="#">BQA 2001</a>	Business Informatics
Addition	<a href="#">MGT 1001</a>	Ideation
Addition	<a href="#">MGT 1021</a>	Strategic Thinking
Addition	<a href="#">MGT 4001</a>	Leadership: Building a C-Suite
Addition	<a href="#">MKT 2001</a>	Tactical and Strategic Customer Analysis

**EDUCATION**

Modification	<a href="#">CCL 8123</a>	Community College Finance
Modification	<a href="#">CCL 8233</a>	Community College Legal Issues
Modification	<a href="#">CCL 8333</a>	Community College Administration
Addition +Distance	<a href="#">EDE 2521</a>	Introduction to Elementary Education
Addition +Maymester	<a href="#">EDE 4333</a>	International Exploration in Education
Addition +Maymester	<a href="#">EDS 4333</a>	International Exploration in Education

Addition +Maymester	<a href="#">EDX 4333</a>	International Exploration in Education
Addition	<a href="#">LSK 1112</a>	Academic Learning Strategies for English
Addition +Gen Ed	<a href="#">MU 1163</a>	Introduction to Music in Film
Modification +Gen Ed	<a href="#">MU 3013</a>	Survey of Western Music History I
Modification Removal of Gen Ed	<a href="#">MU 3023</a>	Survey of Western Music History II
Addition	<a href="#">MU 8013</a>	Seminar in Music History Research
Addition	<a href="#">MU 8023</a>	Seminar in Music Theory
Addition	<a href="#">MU 8402</a>	Advanced Instrumental Arranging
Addition	<a href="#">MU 8412</a>	World Drumming
Addition	<a href="#">MU 8422</a>	Keyboard Skills for Music Educators
Addition	<a href="#">MU 8482</a>	Wind Band Literature
Addition	<a href="#">MUA 8440</a>	Individual Studio Instruction
Addition	<a href="#">MUA 8450</a>	Applied Composition
Addition	<a href="#">MUA 8460</a>	Applied Conducting
Addition	<a href="#">MUE 8033</a>	Current Topics in Music Education
Addition	<a href="#">MUE 8102</a>	Advanced Vocal Pedagogy
Addition	<a href="#">MUE 8112</a>	Seminar in Choral Literature
Addition	<a href="#">MUE 8122</a>	Techniques of Choral Conducting
Addition	<a href="#">MUE 8132</a>	Choral Program Development and Curricular Structure
Addition	<a href="#">MUE 8202</a>	The Child Voice
Addition	<a href="#">MUE 8212</a>	Elementary Music Pedagogy
Addition	<a href="#">MUE 8222</a>	Media, Materials and Resources for the Elementary Music Specialist
Addition	<a href="#">MUE 8232</a>	Instructional Design for Elementary Music Program
Addition	<a href="#">MUE 8302</a>	Advanced Woodwind Pedagogy
Addition	<a href="#">MUE 8312</a>	Seminar in Brass and Percussion Pedagogy
Addition	<a href="#">MUE 8322</a>	Wind Band Conducting and Rehearsal Techniques
Addition	<a href="#">MUE 8332</a>	Instructional Design for the Instrumental Music Program
Addition	<a href="#">MUE 8363</a>	Research in Music Education
Addition	<a href="#">MUE 8432</a>	Guitar in the Classroom
Addition	<a href="#">MUE 8472</a>	Jazz Techniques for the Music Educator
Addition	<a href="#">MUE 9012</a>	Final Project in Music Education
Modification +Distance	<a href="#">TKI 1203</a>	Industrial Communications
+Distance	<a href="#">TKI 1814</a>	Basic Industrial Electricity and Electronics
+Distance	<a href="#">TKI 2113</a>	Introduction to PLC Programming
+Distance	<a href="#">TKI 2123</a>	Introduction to CNC Programming
Modification +Distance	<a href="#">TKI 2323</a>	Welding Technology
Modification	<a href="#">TKI 3044</a>	Industrial Safety
Modification	<a href="#">TKI 3063</a>	Industrial Human Relations
+Distance	<a href="#">TKI 3104</a>	Advanced Industrial Electricity and Electronics

Modification +Distance	<a href="#">TKI 3223</a>	Industrial Materials
Modification +Distance	<a href="#">TKI 3243</a>	Industrial Metrology
Modification +Distance	<a href="#">TKI 3343</a>	CAD/CAM
Modification +Distance	<a href="#">TKI 3363</a>	Motion and Time Study
Modification +Distance	<a href="#">TKI 3373</a>	Forecasting and Cost Modeling
Modification +Distance	<a href="#">TKI 3683</a>	CNC Machining Processes
Addition +Distance	<a href="#">TKI 3813</a>	Writing for Industry
Modification +Distance	<a href="#">TKI 4103</a>	Industrial Control Systems
Modification +Distance	<a href="#">TKI 4113</a>	Industrial Fluid Power
+Distance	<a href="#">TKI 4203/6203</a>	Automated Systems
Modification +Distance	<a href="#">TKI 4213</a>	Survey of Energy Sources and Power Technology
Modification	<a href="#">TKI 4224/6224</a>	Quality Assurance
Modification +Distance	<a href="#">TKI 4233/6233</a>	Maintenance Management
Modification	<a href="#">TKI 4263/6263</a>	Manufacturing Technology and Processing
Modification +Distance	<a href="#">TKI 4303/6303</a>	Industrial Robotics
Addition +Distance	<a href="#">TKI 4343</a>	CAD/CAM II
Addition +Distance	<a href="#">TKI 4373</a>	Lean Six Sigma
Addition +Distance	<a href="#">TKI 4403</a>	Automated Systems II
Deletion	<a href="#">TKI 4413/6413</a>	Evolution of Technology
Addition +Distance	<a href="#">TKI 4463</a>	Manufacturing Technology Processes II
Addition +Distance	<a href="#">TKI 4801</a>	Senior Seminar
Modification +Maymester Deletion of Distance	<a href="#">TKT 3463</a>	Computer Repair and Maintenance
Modification	<a href="#">TKT 8763</a>	Strategic Technology Planning for Teachers and Administrators
Modification +Distance	<a href="#">TKT 8833</a>	Design and Implementation of Data Networks.
Addition +Distance	<a href="#">TKT 8863</a>	Grant Writing Essentials
Addition +Distance	<a href="#">TKT 8873</a>	Communication Tools in Technology for Teacher Administrators
Addition	<a href="#">TKT 9913</a>	Dissertation Seminar

+Distance		
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## ENGINEERING

Addition +Distance	<a href="#">CE 4483/6483</a>	Geosynthetics
Modification	<a href="#">ECE 3413</a>	Introduction to Electronic Circuits
Modification	<a href="#">ECE 3424</a>	Intermediate Electronic Circuits

## FOREST RESOURCES

Addition	<a href="#">CFR 1001</a>	Amb. Leadership Development
+Maymester	<a href="#">WFA 4223/6223</a>	Wildlife Plant Identification

## VETERINARY SCIENCE

Addition	<a href="#">CVM 4905/6905</a>	Pre-Uganda Study Abroad
Addition	<a href="#">CVM 4906/6906</a>	Tropical Veterinary Medicine and One Health
Modification	<a href="#">VS 3014</a>	Anatomy and Physiology (Cross listed with ADS 3014)

## 4. Degree proposals by college/school

### AGRICULTURE & LIFE SCIENCES

Modification	BS	Human Development and Family Science: Child Development, Child Life, Youth Development, Family Science, FCS Teacher Education
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### EDUCATION

Modification	BS	Elementary Education: Early Childhood; Middle School
+Distance	MS	Educational Leadership: School Administration
Modification	MS	Secondary Education
Modification	MS	Technology: Endorsements; Technology Facilitator /Administrator; Improving Technology Using Technology
+Distance	MS	Technology: Endorsements; Technology Facilitator/Administrator; Improving Technology Using Technology
Modification	BS	Industrial Technology: Industrial Automation; Industrial Distribution; Manufacturing & Maintenance Management
+Distance	BS	Industrial Technology: Industrial Automation; Manufacturing & Maintenance Management
Modification	BME	Music Education: Guitar, Instrumental, Keyboard, Vocal
Addition	MMED	Music Education: Instrumental Music, Choral Music

**University Committee on Courses and Curricula**  
**Mississippi State University**  
**March 24, 2017**

- Present: Amy Adkerson, Shrinidhi Ambinakudige, Tracey Baham, Randy Campbell, Russell Carr, Mike Cox, Amy Crumpton, Dana Franz, Seamus Freyne, Trey Howell, Brenda Kirkland, Qingmin Meng, Lynda Moore, Rob Moore, Kelly Moser, Erika Niemann, Greg Olson, Emily Owen, Charles Provine, John Rigsby, Barry Stewart, Pam Sullivan, Jenny Turner, Robert Wolverton, Chien Yu
- Proxies: Bob Wolverton for Pat Mattes
- Excused: Charles Freeman, Robert Harland, Kevin Hunt, Erin McDevitt, Tommy Parker, Andy Perkins, Susan Seale
- Absent: Tommy Phillips
- Guests: Kevin Armstrong, Martha Barton, Linda Cornelious, Dave Dampier, Andrew Jarosz, Weichieh Yu

Franz called the meeting to order at 1:35 p.m. on Friday, March 24, 2017 in room 324 of the Student Union. Franz announced the committee appointed by the Provost to review the procedures of the UCCC met March 6, 2017 and hopes to meet again before the end of the semester. Franz introduced Charles Provine who is one of the new Student Government representatives.

Carr moved to approve the February 17, 2017 minutes. Crumpton seconded the motion. The minutes were approved unanimously.

Moser moved to approve the addition of BIO 2513 Animal Diversity. Howell seconded the motion. Dr. Martha Barton appeared in support of the motion. Committee members discussed how many contact hours are required for the course since it is a two hours lecture/three hours laboratory and the history of offering a general zoology course. The motion to approve the addition of BIO 2513 was approved unanimously.

Kirkland moved to approve the addition of GG 8743 Basin Analysis. Crumpton seconded the motion. The motion to approve the addition of GG 8743 was approved unanimously.

Moser moved to approve the addition of PSY 8813 Psychological Sciences Teaching Practicum. Carr seconded the motion. The motion to approve the addition of PSY 8813 was approved unanimously.

Carr moved to approve the modification of SO 4403/6403 Sociology of Gender and Sexuality. Moser seconded the motion. Committee members pointed out the prerequisite in the proposal and the course syllabus are not the same. Carr moved to pass the proposal contingent upon the above concern being addressed. Kirkland seconded the motion. The motion to pass the modification of SO 4403/6403 contingent was unanimously approved.

Carr moved to approve the modification of the Ph.D. in Applied Psychology. Moser seconded the motion. The subcommittee that reviewed the proposal recommended passage. The motion to approve the modification of the Ph.D. in Applied Psychology was approved unanimously.

Moser moved to approve the modifications of the MS in Sociology and the Ph.D. in Sociology. Crumpton seconded the motion. The subcommittee that reviewed the proposals recommended passage. The motion to approve the modifications of the MS in Sociology and the Ph.D. in Sociology was approved unanimously.

Carr moved to approve the addition of distance delivery to ACC 2013 Principles of Financial Accounting. Committee members pointed out there is a mistake in the D section of the grading scale. Moser moved to pass the proposal contingent upon the above concern being addressed. R. Moore seconded the motion. The motion to pass the addition of distance delivery to ACC 2013 was approved unanimously.

Carr moved to approve the addition of EC 8323 Economic Analysis of Developing Nations. Moser seconded the motion. The motion to approve the addition of EC 8323 was approved unanimously.

Crumpton moved to approve the addition of EC 8473 Public Choice. Ambinakudige seconded the motion. The motion to approve the addition of EC 8473 was approved unanimously.

R. Moore moved to approve the addition of distance delivery to MGT 3114 Principles of Management and Production. Crumpton seconded the motion. The motion to approve the addition of distance delivery to MGT 3114 was approved unanimously.

Moser moved to approve the modification of EPY 8293 Cognitive and Affective Development. Crumpton seconded the motion. The motion to approve the modification of EPY 8293 was approved unanimously.

Yu moved to approve the addition and distance delivery of TKB 4573/6573 Data Networks II. Moser seconded the motion. The motion to approve the addition and distance delivery of TKB 4573/6573 was approved unanimously.

Yu moved to approve the modification of the BS in Information Technology Services. Carr seconded the motion. The motion to approve the modification of the BS in Information Technology Services was approved unanimously.

Carr moved to approve the addition of the BS in Cyber Security and Operations, and the additions of CSE 4253/6253 Secure Software Engineering, CSE 4753/6753 Introduction to Cyber Operations, and CSE 4763/6763 Cyber Law. Moser seconded the motion. Dr. Dave Dampier appeared in support of the proposals. The committee discussed the cost of the program and the number of students estimated to enroll in the program. The subcommittee that reviewed the proposals reported that each of the courses have overlapping in their grading scales. Crumpton moved to pass the BS in Cyber Security and Operations and the additions of CSE 4253/6253, CSE 4753/6753, and CSE 4763/6763 contingent upon the grading scale issue being corrected. R. Moore seconded the motion. The motion to pass contingent was approved unanimously.

Carr moved to approve the modifications of the MS and Ph.D. in Veterinary Medical Science. Howell seconded the motion. The subcommittee that reviewed the proposals made the following report for the MS: (1) for the existing PMNT concentration, the line for CVM 8011 has an Excel table line dividing the “or” option, and the line should be removed; (2) for the new description for the PMNT non-thesis concentration, it mentions “Students must present an open seminar of the thesis research . . .” but since this is a non-thesis concentration, this sentence is confusing; (3) for the existing VCBS concentration, the line for BCH 8653 has an Excel table line dividing the “or” option, and the line should be removed; also under the existing VCBS concentration, the credit hours under graduate level work are confusing because while specifying 12 hours, less than 12 are allocated; (4) under the existing TOXI concentration, the line for CVM 8543 has an Excel table line dividing the “or” option, and the line should be removed; (5) under the proposed POPM concentration, the credit hours under the graduate level work are confusing because while specifying 12 hours, less than 12 are allocated. The subcommittee made the following report for the Ph.D.: (1) There are changes in the VIDC concentration, but no changes are listed in the summary of proposed changes; (2) in each of the tables for the existing concentrations, “for students with a bachelor but no master’s degree” and “for students with a master’s degree” the line for the BCH course has an Excel table line dividing the “or” option, and the line should be removed; (3) for the existing concentrations, “for students with a bachelor but no master’s degree” the credit hours under graduate level work are confusing because while specifying 12 hours less are allocated; (4) for the existing VIDS concentration “ for students with a bachelor but no master’s degree” the hours add to 87 instead of 90; (5) on pages 14 & 15 containing Ph.D. VMS & VCBC, in the table it provides that additional Graduate level coursework and/or CVM 9000 credits – 46 hours, but in footnote 3, it provides that students must have 24 hours of graduate coursework to graduate which is confusing; (6) VMS-VIDC has the same issue with the table providing that 46 hours are required, but has a footnote indicating otherwise. Crumpton moved to pass the modifications of the MS and Ph.D. in Veterinary Medical Science contingent upon the above concerns being addressed. Moore seconded the motion. The motion to pass the modifications of the MS and Ph.D. in Veterinary Medical Science contingent was approved unanimously.

Carr moved to adjourn. Crumpton seconded the motion. The motion to adjourn was approved unanimously. The meeting was adjourned at 2:55 p.m.





## 1. CATALOG DESCRIPTION

### CURRENT DESCRIPTION

This program offers an interdisciplinary lifespan approach to the study of children, youth, and families. It encompasses specialty areas in preschool teaching, childcare, youth development, family science, child life, and family and consumer sciences teacher education. Students develop an awareness of trends, issues and public policy affecting families and analyze factors that influence cognitive, emotional, social and physical development in the contexts of culture and family. Graduates enter diverse public and private sectors that focus on enabling children, youth, and families to function effectively in today's complex society.

Specific course work is required to specialize in each area or meet Class A teacher licensure requirements for family and consumer sciences in the state of Mississippi. Specific course work is also required to specialize in child life, preschool education, youth development, or family science. A grade of "C" or better is required for all major courses (Human Development and Family Science courses).

### PROPOSED DESCRIPTION

This program offers an interdisciplinary lifespan approach to the study of children, youth, and families. It encompasses specialty areas in preschool teaching, childcare, youth development, family science, child life, and family and consumer sciences teacher education. Students develop an awareness of trends, issues and public policy affecting families and analyze factors that influence cognitive, emotional, social and physical development in the contexts of culture and family. Graduates enter diverse public and private sectors that focus on enabling children, youth, and families to function effectively in today's complex society.

Specific course work is required to specialize in each area or meet Class A teacher licensure requirements for family and consumer sciences in the state of Mississippi. Specific course work is also required to specialize in child life, preschool education, youth development, or family science. A grade of "C" or better is required for all major courses (Human Development and Family Science courses). **A student will not be allowed to register for HDFS classes after the initial semester until he or she has submitted an application for a federal background check. If the background check comes back unapproved, the student will not be allowed to continue in the program until the problem is resolved. Students are responsible for paying the fees for the background check.**

## 2. CURRICULUM OUTLINE

### DEGREE MODIFICATION OUTLINE FORM

Use the chart below to make modifications to an existing undergraduate 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 in both columns. Expand this table as needed.

CURRENT Degree Description	PROPOSED Degree Description
Degree: Human Development and Family Science Major: Human Development and Family Science Concentration: Child Development	Degree: Human Development and Family Science Major: Human Development and Family Science Concentration: Child Development
This program offers an interdisciplinary lifespan approach to the study of children, youth, and families. It encompasses specialty areas in preschool teaching, childcare, youth development, family science, child life, and family and consumer sciences teacher education. Students develop an awareness of trends, issues and public policy affecting families and analyze factors that influence cognitive, emotional, social and physical development in the contexts of culture and family. Graduates enter diverse public and private sectors that focus on enabling children, youth, and families to function effectively in today's complex	This program offers an interdisciplinary lifespan approach to the study of children, youth, and families. It encompasses specialty areas in preschool teaching, childcare, youth development, family science, child life, and family and consumer sciences teacher education. Students develop an awareness of trends, issues and public policy affecting families and analyze factors that influence cognitive, emotional, social and physical development in the contexts of culture and family. Graduates enter diverse public and private sectors that focus on enabling children, youth, and families to function effectively in today's complex society.

<p>society. Specific course work is required to specialize in each area or meet Class A teacher licensure requirements for family and consumer sciences in the state of Mississippi. Specific course work is also required to specialize in child life, preschool education, youth development, or family science. A grade of "C" or better is required for all major courses (Human Development and Family Science courses).</p>		<p>Specific course work is required to specialize in each area or meet Class A teacher licensure requirements for family and consumer sciences in the state of Mississippi. Specific course work is also required to specialize in child life, preschool education, youth development, or family science. A grade of "C" or better is required for all major courses (Human Development and Family Science courses). <b>A student will not be allowed to register for HDFS classes after the initial semester until he or she has submitted an application for a federal background check. If the background check comes back unapproved, the student will not be allowed to continue in the program until the problem is resolved. Paperwork will be available from the School of Human Sciences. Students are responsible for paying the fees for the background check.</b></p>	
<p>The child development concentration explores the growth and development of children (conception until adolescence) within the family system and sociocultural milieu. This coursework prepares students to become competent early care and education professionals, parent educators, child advocates, and early interventionists within the public, private, and non-profit sectors. Students learn real-world application through lab experiences at the Child Development and Family Studies Center and internships in settings that align with the students' career goals. PreK-K teaching candidates must complete a PreK-K Teacher Candidacy Internship under the supervision of a licensed teacher. To be eligible for PreK-K teaching licensure in Mississippi, students must pass the Praxis Core or have a cumulative ACT score of at least 21; have a GPA of at least 2.75; and pass the Praxis II Early Childhood Principles of Teaching and Learning (5621) and the Praxis II Child Development (5024).</p>		<p>The child development concentration explores the growth and development of children (conception until adolescence) within the family system and sociocultural milieu. This coursework prepares students to become competent early care and education professionals, parent educators, child advocates, and early interventionists within the public, private, and non-profit sectors. Students learn real-world application through lab experiences at the Child Development and Family Studies Center and internships in settings that align with the students' career goals. PreK-K teaching candidates must complete a PreK-K Teacher Candidacy Internship under the supervision of a licensed teacher. To be eligible for PreK-K teaching licensure in Mississippi, students must pass the Praxis Core or have a cumulative ACT score of at least 21; have a GPA of at least 2.75; and pass the Praxis II Early Childhood Principles of Teaching and Learning (5621) and the Praxis II Child Development (5024).</p>	
CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
EN 1103 English Comp I En 1113 English Comp II	6	EN 1103 English Comp I EN 1113 English Comp II	6
Fine Arts (General Education):	3	Fine Arts (General Education):	3
Natural Sciences (2 labs required from Gen Ed) BIO 1004 Anatomy & Physiology (with lab) required for Child Life Concentration	9-11	Natural Sciences (2 labs required from Gen Ed) BIO 1004 Anatomy & Physiology (with lab) required for Child Life Concentration	9
Extra Science (if appropriate) HS 2293 Individual and Family Nutrition required for FCS Education Select from Gen Ed courses for Child Development, Child Life, Youth Development, and Family Science		Extra Science (if appropriate) HS 2293 Individual and Family Nutrition required for FCS Education Select from Gen Ed courses for Child Development, Child Life, Youth Development, and Family Science	

Math (General Education):	6	Math (General Education):	6
Humanities (General Education):	6	Humanities (General Education):	6
Social/Behavioral Sciences (Gen Ed): HDFS 1813 required for all HDFS students EPY 3543 required for FCS Education	6	Social/Behavioral Sciences (Gen Ed): HDFS 1813 required for all HDFS students EPY 3543 required for FCS Education	6
General Education Hours	36	General Education Hours	36
Major Core Courses  HS 1701 Survey of Human Sciences HDFS 3303 Consumer Economics HDFS 4333 Families, Legislation, & Public Policy HDFS 4424 Teaching Methods in Ag & HS HS 4701 Internship Placement Seminar HS 4702 Human Sciences Senior Seminar HDFS 4803 Parenting HDFS 4853 The Family: An Ecological Perspective HDFS 4883 Risk, Resilience, & Preventive Interventions  Writing Competency met by: AELC 3203 Intro to Tech Writing OR EDF 3413 Writing for Thinking OR EPY 3513 Writing for Behavioral Sciences OR MGT 3213 Organizational Communication		Major Core Courses  HS 1701 Survey of Human Sciences HDFS 3303 Consumer Economics HDFS 4333 Families, Legislation, & Public Policy HDFS 4424 Teaching Methods in Ag & HS HS 4701 Internship Placement Seminar HS 4702 Human Sciences Senior Seminar HDFS 4803 Parenting HDFS 4853 The Family: An Ecological Perspective HDFS 4883 Risk, Resilience, & Preventive Interventions  Writing Competency met by: AELC 3203 Intro to Tech Writing OR EDF 3413 Writing for Thinking OR EPY 3513 Writing for Behavioral Sciences OR MGT 3213 Organizational Communication	
Major Core Hours	22	Major Core Hours	26
Child Development Concentration  HDFS 2803 Prenatal & Infant Development HDFS 2813 Child Development HDFS 3803 Creat & Play in Yng Child HDFS 3813 Lifespan Theory HDFS 3823 Methods & Materials ECEP HDFS 3843 Guiding Child Behavior HDFS 4760 Child Development Internship or HDFS 4740 PreK-K Teacher Candidacy Internship (12 hours) HDFS 4823 Dev & Admin of Child Ser Prog HS 2283 Child Health & Nutrition		Child Development Concentration  HDFS 2803 Prenatal & Infant Development HDFS 2813 Child Development HDFS 3803 Creat & Play in Yng Child HDFS 3813 Lifespan Theory HDFS 3823 Methods & Materials ECEP HDFS 3843 Guiding Child Behavior HDFS 4760 Child Development Internship or HDFS 4740 PreK-K Teacher Candidacy Internship (12 hours) HDFS 4823 Dev & Admin of Child Ser Prog HS 2283 Child Health & Nutrition  EDE 3233 Teaching Children's Literature	

EDE 3233 Teaching Children's Literature EDX 3213 Psy & Ed of Exc Child & Youth		EDX 3213 Psy & Ed of Exc Child & Youth  CO 1003 Fundamentals of Public Speaking OR CO 1013 Introduction to Communication	
CO 1003 Fundamentals of Public Speaking OR CO 1013 Introduction to Communication		Computer Literacy (3 hours) satisfied by TKT 1273 Computer Applications OR BIS 1012	
Computer Literacy (3 hours) satisfied by TKT 1273 Computer Applications OR BIS 1012		COE 4013 Facilitative Skills Dev	
COE 4013 Facilitative Skills Dev		<u>8 hours electives</u>	
<u>8 hours electives</u>			
Concentration Hours	66	Concentration Hours	62
Total Hours	124	Total Hours	124

CURRENT Degree Description	PROPOSED Degree Description
Degree: Human Development and Family Science Major: Human Development and Family Science Concentration: Child Life	Degree: Human Development and Family Science Major: Human Development and Family Science Concentration: Child Life
<p>This program offers an interdisciplinary lifespan approach to the study of children, youth, and families. It encompasses specialty areas in preschool teaching, childcare, youth development, family science, child life, and family and consumer sciences teacher education. Students develop an awareness of trends, issues and public policy affecting families and analyze factors that influence cognitive, emotional, social, and physical development in the contexts of culture and family. Graduates enter diverse public, non-profit, and private sectors that focus on enabling children, youth, and families to function effectively in today's complex society.</p> <p>Specific course work is required to specialize in each area or meet Class A teacher licensure requirements for family and consumer sciences in the state of Mississippi. Specific course work is also required to specialize in child life, preschool education, youth development, or family science. A grade of "C" or better is required for all major courses (Human Development and Family Science courses).</p>	<p>This program offers an interdisciplinary lifespan approach to the study of children, youth, and families. It encompasses specialty areas in preschool teaching, childcare, youth development, family science, child life, and family and consumer sciences teacher education. Students develop an awareness of trends, issues and public policy affecting families and analyze factors that influence cognitive, emotional, social, and physical development in the contexts of culture and family. Graduates enter diverse public, non-profit, and private sectors that focus on enabling children, youth, and families to function effectively in today's complex society.</p> <p>Specific course work is required to specialize in each area or meet Class A teacher licensure requirements for family and consumer sciences in the state of Mississippi. Specific course work is also required to specialize in child life, preschool education, youth development, or family science. A grade of "C" or better is required for all major courses (Human Development and Family Science courses). <b>A student will not be allowed to register for HDFS classes after the initial semester until he or she has submitted an application for a federal background check. If the background check comes back unapproved, the student will not be allowed to continue in the program until the problem is resolved. Paperwork will be available from the School of Human Sciences. Students are responsible for paying the fees for the background check.</b></p>
A concentration in child life provides the student with an overview of the role of the child life specialist	A concentration in child life provides the student with an overview of the role of the child life specialist working

working with children and their families in a health care setting. The primary emphases of the child life concentration are on student demonstration of knowledge, skills, and abilities required to assume the responsibilities of a child life professional. This includes involvement in the assessment of clients; planning and delivering child life services to patients including medical play, pre-procedural teaching, use of distractions, etc.; and evaluating the effectiveness of the interventions and plan.		with children and their families in a health care setting. The primary emphases of the child life concentration are on student demonstration of knowledge, skills, and abilities required to assume the responsibilities of a child life professional. This includes involvement in the assessment of clients; planning and delivering child life services to patients including medical play, pre-procedural teaching, use of distractions, etc.; and evaluating the effectiveness of the interventions and plan.	
<b>CURRENT CURRICULUM OUTLINE</b>	<b>Required Hours</b>	<b>PROPOSED CURRICULUM OUTLINE</b>	<b>Required Hours</b>
EN 1103 English Comp I En 1113 English Comp II	6	EN 1103 English Comp I EN 1113 English Comp II	6
Fine Arts (General Education):	3	Fine Arts (General Education):	3
Natural Sciences (2 labs required from Gen Ed) BIO 1004 Anatomy & Physiology (with lab) required for Child Life Concentration	9-11	Natural Sciences (2 labs required from Gen Ed) BIO 1004 Anatomy & Physiology (with lab) required for Child Life Concentration	9
Extra Science (if appropriate) HS 2293 Individual and Family Nutrition required for FCS Education Select from Gen Ed courses for Child Development, Child Life, Youth Development, and Family Science		Extra Science (if appropriate) HS 2293 Individual and Family Nutrition required for FCS Education Select from Gen Ed courses for Child Development, Child Life, Youth Development, and Family Science	
Math (General Education):	6	Math (General Education):	6
Humanities (General Education):	6	Humanities (General Education):	6
Social/Behavioral Sciences (Gen Ed): HDFS 1813 required for FCS Education	6	Social/Behavioral Sciences (Gen Ed): HDFS 1813 required for FCS Education	6
<b>General Education Hours</b>	<b>36</b>	<b>General Education Hours</b>	<b>36</b>
<b>Major Core Courses</b>  HS 1701 Survey of Human Sciences HDFS 3303 Consumer Economics HDFS 4333 Families, Legislation, & Public Policy HDFS 4424 Teaching Methods in Ag & HS HS 4701 Internship Placement Seminar HS 4702 Human Sciences Senior Seminar HDFS 4803 Parenting HDFS 4853 The Family: An Ecological Perspective HDFS 4883 Risk, Resilience, & Preventive Interventions		<b>Major Core Courses</b>  HS 1701 Survey of Human Sciences HDFS 3303 Consumer Economics HDFS 4333 Families, Legislation, & Public Policy HDFS 4424 Teaching Methods in Ag & HS HS 4701 Internship Placement Seminar HS 4702 Human Sciences Senior Seminar HDFS 4803 Parenting HDFS 4853 The Family: An Ecological Perspective HDFS 4883 Risk, Resilience, & Preventive Interventions	

Writing Competency met by: AELC 3203 Intro to Tech Writing OR EDF 3413 Writing for Thinking OR EPY 3513 Writing for Behavioral Sciences OR MGT 3213 Organizational Communication		Writing Competency met by: AELC 3203 Intro to Tech Writing OR EDF 3413 Writing for Thinking OR EPY 3513 Writing for Behavioral Sciences OR MGT 3213 Organizational Communication	
Major Core Hours	22	Major Core Hours	26
Concentration Courses  HDFS 2283 Child Health & Nutrition HDFS 2803 Prenatal & Infant Development HDFS 2813 Child Development HDFS 3803 Creat & Play in Yng Child HDFS 3813 Lifespan Theory HDFS 3823 Methods & Materials ECEP HDFS 3843 Guiding Child Behavior HDFS 4770 Child Life Internship OR HDFS 4760 Child Development Internship OR HDFS 4740 PreK-K Teacher Candidacy Internship (12 hours) HDFS 4823 Dev & Admin of Child Ser Prog HDFS 4832 Child Life Clinical HDFS 4833 The Hospitalized Child  EDE 3233 Teaching Children's Literature EDX 3213 Psy & Ed of Exc Child & Youth COE 4013 Facilitative Skills Dev  CO 1003 Fundamentals of Public Speaking OR CO 1013 Introduction to Communication  Computer Literacy (3 hours) satisfied by TKT 1273 Computer Applications OR BIS 1012 Introduction to Business Computer Systems  6 hours electives		Concentration Courses  HDFS 2283 Child Health & Nutrition HDFS 2803 Prenatal & Infant Development HDFS 2813 Child Development HDFS 3803 Creat & Play in Yng Child HDFS 3813 Lifespan Theory HDFS 3823 Methods & Materials ECEP HDFS 3843 Guiding Child Behavior HDFS 4770 Child Life Internship OR HDFS 4760 Child Development Internship OR HDFS 4740 PreK-K Teacher Candidacy Internship (12 hours) HDFS 4823 Dev & Admin of Child Ser Prog HDFS 4832 Child Life Clinical HDFS 4833 The Hospitalized Child  EDE 3233 Teaching Children's Literature EDX 3213 Psy & Ed of Exc Child & Youth COE 4013 Facilitative Skills Dev  CO 1003 Fundamentals of Public Speaking OR CO 1013 Introduction to Communication  Computer Literacy (3 hours) satisfied by TKT 1273 Computer Applications OR BIS 1012 Introduction to Business Computer Systems  6 hours electives	
Concentration Hours	66	Concentration Hours	62
Total Hours	124	Total Hours	124

CURRENT Degree Description	PROPOSED Degree Description
Degree: Human Development and Family Science	Degree: Human Development and Family Science

<p>Major: Human Development and Family Science Concentration: Youth Development</p> <p>This program offers an interdisciplinary lifespan approach to the study of children, youth, and families. It encompasses specialty areas in preschool teaching, childcare, youth development, family science, child life, and family and consumer sciences teacher education. Students develop an awareness of trends, issues and public policy affecting families and analyze factors that influence cognitive, emotional, social, and physical development in the contexts of culture and family. Graduates enter diverse public, non-profit, and private sectors that focus on enabling children, youth, and families to function effectively in today's complex society.</p> <p>Specific course work is required to specialize in each area or meet Class A teacher licensure requirements for family and consumer sciences in the state of Mississippi. Specific course work is also required to specialize in child life, preschool education, youth development, or family science. A grade of "C" or better is required for all major courses (Human Development and Family Science courses).</p>		<p>Major: Human Development and Family Science Concentration: Youth Development</p> <p>This program offers an interdisciplinary lifespan approach to the study of children, youth, and families. It encompasses specialty areas in preschool teaching, childcare, youth development, family science, child life, and family and consumer sciences teacher education. Students develop an awareness of trends, issues and public policy affecting families and analyze factors that influence cognitive, emotional, social, and physical development in the contexts of culture and family. Graduates enter diverse public, non-profit, and private sectors that focus on enabling children, youth, and families to function effectively in today's complex society.</p> <p>Specific course work is required to specialize in each area or meet Class A teacher licensure requirements for family and consumer sciences in the state of Mississippi. Specific course work is also required to specialize in child life, preschool education, youth development, or family science. A grade of "C" or better is required for all major courses (Human Development and Family Science courses). <b>A student will not be allowed to register for HDFS classes after the initial semester until he or she has submitted an application for a federal background check. If the background check comes back unapproved, the student will not be allowed to continue in the program until the problem is resolved. Paperwork will be available from the School of Human Sciences. Students are responsible for paying the fees for the background check.</b></p>	
<p>The Youth Development curriculum prepares students to understand and work effectively with children and adolescents, ages 10-18, in a variety of settings. The program provides students with a comprehensive view of the needs and developmental characteristics of youths, as well as the challenges facing today's youths. Emphasis is placed on understanding how youth development does not occur in isolation but is situated in, and affected by, contexts such as relationships, family, neighborhood/community, school, culture, the economy, and society. Youth Development students gain valuable real-world experience through a required field experience course and an internship. Students are also able to develop specific areas of specialization to fit their career interests by choosing from a generous variety of focus area courses.</p>		<p>The Youth Development curriculum prepares students to understand and work effectively with children and adolescents, ages 10-18, in a variety of settings. The program provides students with a comprehensive view of the needs and developmental characteristics of youths, as well as the challenges facing today's youths. Emphasis is placed on understanding how youth development does not occur in isolation but is situated in, and affected by, contexts such as relationships, family, neighborhood/community, school, culture, the economy, and society. Youth Development students gain valuable real-world experience through a required field experience course and an internship. Students are also able to develop specific areas of specialization to fit their career interests by choosing from a generous variety of focus area courses.</p>	
<b>CURRENT CURRICULUM OUTLINE</b>	<b>Required Hours</b>	<b>PROPOSED CURRICULUM OUTLINE</b>	<b>Required Hours</b>
EN 1103 English Comp I En 1113 English Comp II	6	EN 1103 English Comp I EN 1113 English Comp II	6
Fine Arts (General Education):	3	Fine Arts (General Education):	3



Natural Sciences (2 labs required from Gen Ed) BIO 1004 Anatomy & Physiology (with lab) required for Child Life Concentration	9-11	Natural Sciences (2 labs required from Gen Ed) BIO 1004 Anatomy & Physiology (with lab) required for Child Life Concentration	9
Extra Science (if appropriate) HS 2293 Individual and Family Nutrition required for FCS Education Select from Gen Ed courses for Child Development, Child Life, Youth Development, and Family Science		Extra Science (if appropriate) HS 2293 Individual and Family Nutrition required for FCS Education Select from Gen Ed courses for Child Development, Child Life, Youth Development, and Family Science	
Math (General Education):	6	Math (General Education):	6
Humanities (General Education):	6	Humanities (General Education):	6
Social/Behavioral Sciences (Gen Ed): HDFS 1813 required for FCS Education	6	Social/Behavioral Sciences (Gen Ed): HDFS 1813 required for FCS Education	6
General Education Hours	36	General Education Hours	36
Major Core Courses  HS 1701 Survey of Human Sciences HDFS 3303 Consumer Economics HDFS 4333 Families, Legislation, & Public Policy HDFS 4424 Teaching Methods in Ag & HS HS 4701 Internship Placement Seminar HS 4702 Human Sciences Senior Seminar HDFS 4803 Parenting HDFS 4853 The Family: An Ecological Perspective HDFS 4883 Risk, Resilience, & Preventive Interventions  Writing Competency met by: AELC 3203 Intro to Tech Writing OR EDF 3413 Writing for Thinking OR EPY 3513 Writing for Behavioral Sciences OR MGT 3213 Organizational Communication		Major Core Courses  HS 1701 Survey of Human Sciences HDFS 3303 Consumer Economics HDFS 4333 Families, Legislation, & Public Policy HDFS 4424 Teaching Methods in Ag & HS HS 4701 Internship Placement Seminar HS 4702 Human Sciences Senior Seminar HDFS 4803 Parenting HDFS 4853 The Family: An Ecological Perspective HDFS 4883 Risk, Resilience, & Preventive Interventions  Writing Competency met by: AELC 3203 Intro to Tech Writing OR EDF 3413 Writing for Thinking OR EPY 3513 Writing for Behavioral Sciences OR MGT 3213 Organizational Communication	
Major Core Hours	22	Major Core Hours	26
Concentration Courses  Concentration Courses  HDFS 3000 Field Experience (3 hours) HDFS 3813 Lifespan Theory HDFS 4780 Youth Development Internship (12 hours) HDFS 4873 Positive Youth Development HDFS 4883 Risk, Resilience, & Preventive		Concentration Courses  HDFS 3000 Field Experience (3 hours) HDFS 3813 Lifespan Theory HDFS 4780 Youth Development Internship (12 hours) HDFS 4873 Positive Youth Development HDFS 4883 Risk, Resilience, & Preventive Interventions PSY 4223 Drug Use and Abuse OR SW	

<p>Interventions  PSY 4223 Drug Use and Abuse OR SW  4533 Substance Abuse and Addictions in  Social Work Services</p> <p>CO 1003 Fundamentals of Public Speaking  OR CO 1013 Introduction to  Communication</p> <p>Computer Literacy (3 hours) satisfied by  TKT 1273 Computer Applications  OR BIS 1012</p> <p>Choose three of the following (9 hours):  AELC 4403 Development of Youth  Programs  PSY 3413 Human Sexual Behavior  EDX 3213 Psy &amp; Ed of Exc Child &amp;  Youth  COE 4013 Facilitative Skills Dev  EPY 3543 Psychology of Adolescence</p> <p>Choose 15 hours from the following:  HDFS 2813 Child Development  HDFS 3833 Human Dev. in the Context of  Leisure &amp; Rec.  HDFS 3673 Environments for Special  Needs  EDX 4423 Teaching the Disadvantaged  Child  EPY 3503 Principles of Educational  Psychology,  EPY 3553 Giftedness/Creativity  EPY 4053 Psych &amp; Education of Ment  Retarded  SO 4233 Juvenile Delinquency  SO 3313 Deviant Behavior  SO 3503 Violence in the U.S.  SO 3603 Criminology  SO 4333 Sociology of Sport  SO 3213 Intro to Social Research  SO 2203 Cultural and Racial Minorities  PE 3033 Basketball/Football Officiating  PE 3133 Adaptive Physical Education  PE 3183 Psychology of Sport &amp; Exercise  KI 2213 Emergency Healthcare  PE 3422 Coaching Football  PE 3432 Coaching Basketball  PE 3452 Coaching Softball and Baseball  PE 3433 General Safety Methods  MGT 3213 Organizational  Communications  MGT 3114 Prin of Mgt &amp; Prod  MGT 3513 Intro to Human Res Mgt  MGT 3813 Organizational Behavior  MGT 4563 Staffing in Organizations</p>		<p>4533 Substance Abuse and Addictions in  Social Work Services</p> <p>CO 1003 Fundamentals of Public Speaking  OR CO 1013 Introduction to  Communication</p> <p>Computer Literacy (3 hours) satisfied by  TKT 1273 Computer Applications  OR BIS 1012</p> <p>Choose three of the following (9 hours):  AELC 4403 Development of Youth  Programs  PSY 3413 Human Sexual Behavior  EDX 3213 Psy &amp; Ed of Exc Child &amp; Youth  COE 4013 Facilitative Skills Dev  EPY 3543 Psychology of Adolescence</p> <p>Choose 15 hours from the following:  HDFS 2813 Child Development  HDFS 3833 Human Dev. in the Context of  Leisure &amp; Rec.  HDFS 3673 Environments for Special  Needs  EDX 4423 Teaching the Disadvantaged  Child  EPY 3503 Principles of Educational  Psychology,  EPY 3553 Giftedness/Creativity  EPY 4053 Psych &amp; Education of Ment  Retarded  SO 4233 Juvenile Delinquency  SO 3313 Deviant Behavior  SO 3503 Violence in the U.S.  SO 3603 Criminology  SO 4333 Sociology of Sport  SO 3213 Intro to Social Research  SO 2203 Cultural and Racial Minorities  PE 3033 Basketball/Football Officiating  PE 3133 Adaptive Physical Education  PE 3183 Psychology of Sport &amp; Exercise  KI 2213 Emergency Healthcare  PE 3422 Coaching Football  PE 3432 Coaching Basketball  PE 3452 Coaching Softball and Baseball  PE 3433 General Safety Methods  MGT 3213 Organizational Communications  MGT 3114 Prin of Mgt &amp; Prod  MGT 3513 Intro to Human Res Mgt  MGT 3813 Organizational Behavior  MGT 4563 Staffing in Organizations  MKT 3013 Principles in Marketing  MKT 3213 Retailing  MKT 4113 Personal Selling  MKT 4123 Advertising</p>	
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MKT 3013 Principles in Marketing MKT 3213 Retailing MKT 4113 Personal Selling MKT 4123 Advertising  5 hours electives		5 hours electives	
Concentration Hours	66	Concentration Hours	62
Total Hours	124	Total Hours	124

CURRENT Degree Description	PROPOSED Degree Description
Degree: Human Development and Family Science Major: Human Development and Family Science Concentration: Family Science	Degree: Human Development and Family Science Major: Human Development and Family Science Concentration: Family Science
<p>This program offers an interdisciplinary lifespan approach to the study of children, youth, and families. It encompasses specialty areas in preschool teaching, childcare, youth development, family science, child life, and family and consumer sciences teacher education. Students develop an awareness of trends, issues and public policy affecting families and analyze factors that influence cognitive, emotional, social, and physical development in the contexts of culture and family. Graduates enter diverse public, non-profit, and private sectors that focus on enabling children, youth, and families to function effectively in today's complex society.</p> <p>Specific course work is required to specialize in each area or meet Class A teacher licensure requirements for family and consumer sciences in the state of Mississippi. Specific course work is also required to specialize in child life, preschool education, youth development, or family science. A grade of "C" or better is required for all major courses (Human Development and Family Science courses).</p>	<p>This program offers an interdisciplinary lifespan approach to the study of children, youth, and families. It encompasses specialty areas in preschool teaching, childcare, youth development, family science, child life, and family and consumer sciences teacher education. Students develop an awareness of trends, issues and public policy affecting families and analyze factors that influence cognitive, emotional, social, and physical development in the contexts of culture and family. Graduates enter diverse public, non-profit, and private sectors that focus on enabling children, youth, and families to function effectively in today's complex society.</p> <p>Specific course work is required to specialize in each area or meet Class A teacher licensure requirements for family and consumer sciences in the state of Mississippi. Specific course work is also required to specialize in child life, preschool education, youth development, or family science. A grade of "C" or better is required for all major courses (Human Development and Family Science courses). <b>A student will not be allowed to register for HDFS classes after the initial semester until he or she has submitted an application for a federal background check. If the background check comes back unapproved, the student will not be allowed to continue in the program until the problem is resolved. Paperwork will be available from the School of Human Sciences. Students are responsible for paying the fees for the background check.</b></p>
The Family Science program helps students discover, verify, and apply knowledge about the family. Family Science students gain valuable real-world experience through a required field experience course and an internship, and graduates are able to receive provisional certification through the National Council on Family Relations as Certified Family Life	The Family Science program helps students discover, verify, and apply knowledge about the family. Family Science students gain valuable real-world experience through a required field experience course and an internship, and graduates are able to receive provisional certification through the National Council on Family Relations as Certified Family Life Educators, recognizing

Educators, recognizing their competence in a broad range of ten family-related content areas. They are prepared to address societal issues including economics, education, work-family issues, parenting, sexuality, gender, substance abuse, domestic violence, unemployment, debt, and child abuse within the context of the family. Graduates can work in a variety of governmental, non-profit, religious, and private agencies.		their competence in a broad range of ten family-related content areas. They are prepared to address societal issues including economics, education, work-family issues, parenting, sexuality, gender, substance abuse, domestic violence, unemployment, debt, and child abuse within the context of the family. Graduates can work in a variety of governmental, non-profit, religious, and private agencies.	
<b>CURRENT CURRICULUM OUTLINE</b>	<b>Required Hours</b>	<b>PROPOSED CURRICULUM OUTLINE</b>	<b>Required Hours</b>
EN 1103 English Comp I En 1113 English Comp II	6	EN 1103 English Comp I EN 1113 English Comp II	6
Fine Arts (General Education):	3	Fine Arts (General Education):	3
Natural Sciences (2 labs required from Gen Ed) BIO 1004 Anatomy & Physiology (with lab) required for Child Life Concentration	9-11	Natural Sciences (2 labs required from Gen Ed) BIO 1004 Anatomy & Physiology (with lab) required for Child Life Concentration	9
Extra Science (if appropriate) HS 2293 Individual and Family Nutrition required for FCS Education Select from Gen Ed courses for Child Development, Child Life, Youth Development, and Family Science		Extra Science (if appropriate) HS 2293 Individual and Family Nutrition required for FCS Education Select from Gen Ed courses for Child Development, Child Life, Youth Development, and Family Science	
Math (General Education):	6	Math (General Education):	6
Humanities (General Education):	6	Humanities (General Education):	6
Social/Behavioral Sciences (Gen Ed): HDFS 1813 required for FCS Education	6	Social/Behavioral Sciences (Gen Ed): HDFS 1813 required for FCS Education	6
General Education Hours	36	General Education Hours	36
Major Core Courses  HS 1701 Survey of Human Sciences HDFS 3303 Consumer Economics HDFS 4333 Families, Legislation, & Public Policy HDFS 4424 Teaching Methods in Ag & HS HS 4701 Internship Placement Seminar HS 4702 Human Sciences Senior Seminar HDFS 4803 Parenting HDFS 4853 The Family: An Ecological Perspective HDFS 4883 Risk, Resilience, & Preventive Interventions		Major Core Courses  HS 1701 Survey of Human Sciences HDFS 3303 Consumer Economics HDFS 4333 Families, Legislation, & Public Policy HDFS 4424 Teaching Methods in Ag & HS HS 4701 Internship Placement Seminar HS 4702 Human Sciences Senior Seminar HDFS 4803 Parenting HDFS 4853 The Family: An Ecological Perspective HDFS 4883 Risk, Resilience, & Preventive Interventions  Writing Competency met by:	

Writing Competency met by: AELC 3203 Intro to Tech Writing OR EDF 3413 Writing for Thinking OR EPY 3513 Writing for Behavioral Sciences OR MGT 3213 Organizational Communication		AELC 3203 Intro to Tech Writing OR EDF 3413 Writing for Thinking OR EPY 3513 Writing for Behavioral Sciences OR MGT 3213 Organizational Communication	
Major Core Hours	22	Major Core Courses	26
Concentration Courses  HDFS 2813 Child Development HDFS 3000 Field Experience (3 hours) HDFS 3813 Lifespan Theory HDFS 4313 Family Resource Management HDFS 4403 Intro to Gerontology HDFS 4790 Family Science Internship (12 hours) HDFS 4813 Adult Development: The Middle Years HDFS 4843 Family Interaction HDFS 4873 Positive Youth Development HDFS 4883 Risk, Resilience, & Preventive Interventions HS 3673 Environments for Special Needs COE 4013 Facilitative Skills Dev PSY 3413 Human Sexual Behavior PSY 4223 Drug Use and Abuse OR SW 4533 Substance Abuse and Addictions in Social Work Services  CO 1003 Fundamentals of Public Speaking OR CO 1013 Introduction to Communication  Computer Literacy (3 hours) satisfied by TKT 1273 Computer Applications OR BIS 1012  5 hours electives		Concentration Courses  HDFS 2813 Child Development HDFS 3000 Field Experience (3 hours) HDFS 3813 Lifespan Theory HDFS 4313 Family Resource Management HDFS 4403 Intro to Gerontology HDFS 4790 Family Science Internship (12 hours) HDFS 4813 Adult Development: The Middle Years HDFS 4843 Family Interaction HDFS 4873 Positive Youth Development HDFS 4883 Risk, Resilience, & Preventive Interventions HS 3673 Environments for Special Needs COE 4013 Facilitative Skills Dev PSY 3413 Human Sexual Behavior PSY 4223 Drug Use and Abuse OR SW 4533 Substance Abuse and Addictions in Social Work Services  CO 1003 Fundamentals of Public Speaking OR CO 1013 Introduction to Communication  Computer Literacy (3 hours) satisfied by TKT 1273 Computer Applications OR BIS 1012  5 hours electives	
Concentration Hours	66	Concentration Hours	62
Total Hours	124	Total Hours	124

CURRENT Degree Description	PROPOSED Degree Description
Degree: Human Development and Family Science Major: Human Development and Family Science Concentration: Family and Consumer Sciences Teacher	Degree: Human Development and Family Science Major: Human Development and Family Science Concentration: Family and Consumer Sciences Teacher

<p><b>Education</b></p> <p>This program offers an interdisciplinary lifespan approach to the study of children, youth, and families. It encompasses specialty areas in preschool teaching, childcare, youth development, family science, child life, and family and consumer sciences teacher education. Students develop an awareness of trends, issues and public policy affecting families and analyze factors that influence cognitive, emotional, social, and physical development in the contexts of culture and family. Graduates enter diverse public, non-profit, and private sectors that focus on enabling children, youth, and families to function effectively in today's complex society.</p> <p>Specific course work is required to specialize in each area or meet Class A teacher licensure requirements for family and consumer sciences in the state of Mississippi. Specific course work is also required to specialize in child life, preschool education, youth development, or Family Science. A grade of "C" or better is required for all major courses (Human Development and Family Science courses).</p>		<p><b>Education</b></p> <p>This program offers an interdisciplinary lifespan approach to the study of children, youth, and families. It encompasses specialty areas in preschool teaching, childcare, youth development, family science, child life, and family and consumer sciences teacher education. Students develop an awareness of trends, issues and public policy affecting families and analyze factors that influence cognitive, emotional, social, and physical development in the contexts of culture and family. Graduates enter diverse public, non-profit, and private sectors that focus on enabling children, youth, and families to function effectively in today's complex society.</p> <p>Specific course work is required to specialize in each area or meet Class A teacher licensure requirements for family and consumer sciences in the state of Mississippi. Specific course work is also required to specialize in child life, preschool education, youth development, or Family Science. A grade of "C" or better is required for all major courses (Human Development and Family Science courses). <b>A student will not be allowed to register for HDFS classes after the initial semester until he or she has submitted an application for a federal background check. If the background check comes back unapproved, the student will not be allowed to continue in the program until the problem is resolved. Paperwork will be available from the School of Human Sciences. Students are responsible for paying the fees for the background check.</b></p>	
<p>The Family and Consumer Sciences teacher education program at Mississippi State University is NCATE accredited. Students must conform to the policies on teacher education, as explained under "Teacher Licensure" elsewhere in this catalog. Following is a list of courses taught in selected Mississippi high schools and vo-tech centers: family dynamics, resource management, nutrition and wellness, family and individual health, personal development, and child development. Family and Consumer Sciences teachers can also teach in high school Occupational Programs (such as food production, childcare, and clothing production). Some additional on-the-job training is required to teach these courses. Completion of a Bachelor of Science in Human Development and Family Science (Family and Consumer Sciences Education emphasis) degree from the School of Human Sciences at Mississippi State University leads to licensure to teach these courses.</p>		<p>The Family and Consumer Sciences teacher education program at Mississippi State University is NCATE accredited. Students must conform to the policies on teacher education, as explained under "Teacher Licensure" elsewhere in this catalog. Following is a list of courses taught in selected Mississippi high schools and vo-tech centers: family dynamics, resource management, nutrition and wellness, family and individual health, personal development, and child development. Family and Consumer Sciences teachers can also teach in high school Occupational Programs (such as food production, childcare, and clothing production). Some additional on-the-job training is required to teach these courses. Completion of a Bachelor of Science in Human Development and Family Science (Family and Consumer Sciences Education emphasis) degree from the School of Human Sciences at Mississippi State University leads to licensure to teach these courses.</p>	
<p><b>CURRENT CURRICULUM OUTLINE</b></p>		<p><b>PROPOSED CURRICULUM OUTLINE</b></p>	
<p>EN 1103 English Comp I En 1113 English Comp II</p>		<p>Required Hours</p> <p>6</p>	<p>Required Hours</p> <p>6</p>
		<p>EN 1103 English Comp I EN 1113 English Comp II</p>	

Fine Arts (General Education):	3	Fine Arts (General Education):	3
Natural Sciences (2 labs required from Gen Ed) BIO 1004 Anatomy & Physiology (with lab) required for Child Life Concentration	9-11	Natural Sciences (2 labs required from Gen Ed) BIO 1004 Anatomy & Physiology (with lab) required for Child Life Concentration	9
Extra Science (if appropriate) HS 2293 Individual and Family Nutrition required for FCS Education Select from Gen Ed courses for Child Development, Child Life, Youth Development, and Family Science		Extra Science (if appropriate) HS 2293 Individual and Family Nutrition required for FCS Education Select from Gen Ed courses for Child Development, Child Life, Youth Development, and Family Science	
Math (General Education):	6	Math (General Education):	6
Humanities (General Education):	6	Humanities (General Education):	6
Social/Behavioral Sciences (Gen Ed): HDFS 1813 Indiv and Family Dev through the Lifespan and PSY 3543 Psychology of Adolescence required for FCS Education	6	Social/Behavioral Sciences (Gen Ed): HDFS 1813 Indiv and Family Dev through the Lifespan and PSY 3543 Psychology of Adolescence required for FCS Education	6
General Education Hours	36	General Education Hours	36
Major Core Courses  HS 1701 Survey of Human Sciences HDFS 3303 Consumer Economics HDFS 4333 Families, Legislation, & Public Policy HDFS 4424 Teaching Methods in Ag & HS HS 4701 Internship Placement Seminar HS 4702 Human Sciences Senior Seminar HDFS 4803 Parenting HDFS 4853 The Family: An Ecological Perspective HDFS 4883 Risk, Resilience, & Preventive Interventions  Writing Competency met by: AELC 3203 Intro to Tech Writing OR EDF 3413 Writing for Thinking OR EPY 3513 Writing for Behavioral Sciences OR MGT 3213 Organizational Communication		Major Core Courses  HS 1701 Survey of Human Sciences HDFS 3303 Consumer Economics HDFS 4333 Families, Legislation, & Public Policy HDFS 4424 Teaching Methods in Ag & HS HS 4701 Internship Placement Seminar HS 4702 Human Sciences Senior Seminar HDFS 4803 Parenting HDFS 4853 The Family: An Ecological Perspective HDFS 4883 Risk, Resilience, & Preventive Interventions  Writing Competency met by: AELC 3203 Intro to Tech Writing OR EDF 3413 Writing for Thinking OR EPY 3513 Writing for Behavioral Sciences OR MGT 3213 Organizational Communication	
Major Core Hours	22	Major Core Hours	26

<p>Concentration Courses</p> <p>EDF 3333 Social Foundations of Education  EDF 4243 Planning for Diversity of Learners  EDS 3411 Practicum in Secondary Ed  EDS 4873 Seminar in Managing Secondary Class  EDX 3213 Psych &amp; Ed of Excep Child &amp; Youth  EPY 3143 Human Dev &amp; Learning Strategies in Ed  EPY 3253 Evaluating Learning  FDM 1533 Apparel Design I  HDFS 2803 Prenatal and Infant Development (new)  HDFS 2813 Child Development  HDFS 3000 Field Experience (1 hour)  HDFS 4313 Family Resource Management  HDFS 4462 Curriculum in Human Sciences  HDFS 4886 Teaching Internship in Vocat. Human Sci.  HDFS 4896 Teaching Internship in Vocat. Human Sci</p> <p>HS 2203 Science of Food Preparation  HS 2283 Child Health and Nutrition  HS 2603 Interior Design Fundamentals  KI 1803 Health Trends and Topics  PSY 3413 Human Sexual Behavior</p> <p>Computer Literacy (3 hours)  Satisfied by successful completion of HS 3303</p> <p>1 hour elective</p>		<p>Concentration Courses</p> <p>EDF 3333 Social Foundations of Education  EDF 4243 Planning for Diversity of Learners  EDS 3411 Practicum in Secondary Ed  EDS 4873 Seminar in Managing Secondary Class  EDX 3213 Psych &amp; Ed of Excep Child &amp; Youth  EPY 3143 Human Dev &amp; Learning Strategies in Ed  EPY 3253 Evaluating Learning  FDM 1533 Apparel Design I  HDFS 2803 Prenatal and Infant Development (new)  HDFS 2813 Child Development  HDFS 3000 Field Experience (1 hour)  HDFS 4313 Family Resource Management  HDFS 4462 Curriculum in Human Sciences  HDFS 4886 Teaching Internship in Vocat. Human Sci.  HDFS 4896 Teaching Internship in Vocat. Human Sci</p> <p>HS 2203 Science of Food Preparation  HS 2283 Child Health and Nutrition  HS 2603 Interior Design Fundamentals  KI 1803 Health Trends and Topics  PSY 3413 Human Sexual Behavior</p> <p>Computer Literacy (3 hours)  Satisfied by successful completion of HS 3303</p> <p>1 hour elective</p>	
Concentration Hours	66	Concentration Hours	62
Total Hours	124	Total Hours	124

### 3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

All students in the HDFS program are required to work with vulnerable populations, particularly children, and background checks will be necessary at some point to complete their course of study and begin their careers. Currently, students are required to get a background check as a requirement for individual courses. Waiting to apply for the background check after the course has started puts students at a disadvantage when there are any delays in the process. Requiring all students to complete background checks at the beginning of their entry into the HDFS program will simplify the process and avoid some of the challenges associated with waiting until the check is required for individual checks.



4. SUPPORT

A letter of support from the School of Human Sciences Curriculum Committee is attached.

5. PROPOSED 4-LETTER ABBREVIATION

The HDFS abbreviation will not change.

6. EFFECTIVE DATE

Fall 2017



**MISSISSIPPI STATE**  
UNIVERSITY™

*School of Human Sciences*

*Agricultural Information Science and Education • Human Development and Family Studies  
Extension Program and Staff Development • Fashion, Design, and Merchandising*

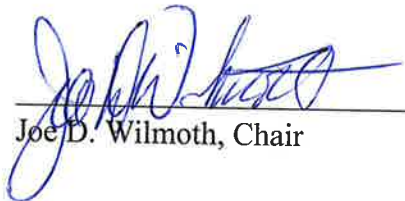
March 6, 2017

Ms. Jessica Graves  
Chair, CALS Curriculum Committee  
Box 9815  
Mississippi State, MS 39762

Ms. Graves:

The School of Human Sciences Curriculum Committee has reviewed the degree modification proposal for Human Development and Family Science, and we support its approval. Students in the program are preparing for careers where they will work with families and children, and the program requires lab hours working with children as part of their plan of study. It is necessary for these students to have a background check before working with children.

Sincerely,



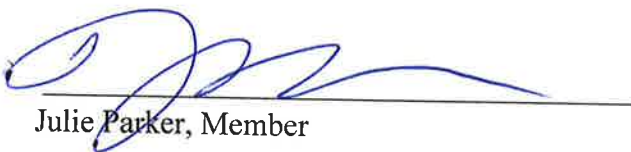
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Joe D. Wilmoth, Chair



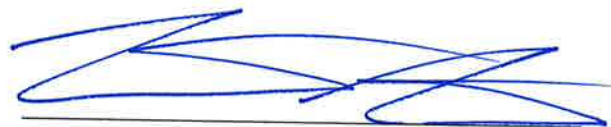
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Alisha Hardman, Member



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Julie Parker, Member



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Quisto Settle, Member



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Brandan Wheeler, Member

# 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, Garner Hall, Room 279, Mail Stop 9702.

College: Education

Department: Curriculum, Instruction, and Special

Contact Person: Nicole Miller

Mail Stop: 9705

E-mail: ncm39@colled.msstate.edu

Nature of Change: Addition of course

Date Initiated: October 3, 2016

Effective Date: Upon approval

Degree to be offered at: Mississippi State University (Campus 1, 2, and 5)

Current Degree Program Name: Bachelor of Science in Elementary Education

Major: Elementary Education  
Middle School

Concentration: Early Childhood;

New Degree Program Name: no change

Major: no change


Concentration: no change

**Summary of Proposed Changes:**

We propose to add one one-hour course to the degree program: **EDE 2521 – Introduction to Elementary Education**. This would increase the total number of hours in the degree to 124 hours.

Approved:

Date:

  
Department Head

1-26-17



3-27-17

Chair, College or School Curriculum Committee



3/27/17

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

SACS Letter Sent

CURRICULUM | INSTRUCTION | SPECIAL EDUCATION

Elementary Education • Secondary Education • Special Education

9/26/16

To: Barry F. Box Council, College of Education and University Committee on Courses and Curriculum, Dr. Dana Franz, Chair

From: Dr. -Nicole C. Miller, Elementary Education Assistant Professor


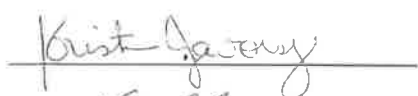
Re: Support for Elementary Education Undergraduate Degree Modification and Course Addition

The Elementary Education program area undergraduate faculty completed a collaborative self-study of the undergraduate degree in Elementary Education and are in support of modifying the degree program as described in the degree program modification for the reasons outlined in the justification section of the degree program modification. The Elementary Education program area graduate faculty are also in support of adding the following course on all campuses:

EDE 2521, Introduction to Elementary Education

Based on these modifications, there are no anticipated changes that will require additional staff, personnel or materials.

The Elementary Education program area faculty voted unanimously in favor of the proposal degree program modifications and the proposed course as indicated by their signatures below.

	Signature	Date
Kathleen Alley	<u></u>	<u>9/13/16</u>
Kenneth Anthony	<u></u>	<u>9/13/16</u>
Stephanie Bennett	<u></u>	<u>9/13/16</u>
Kristin Javorsky	<u></u>	<u>9/13/16</u>
Nicole Miller	<u></u>	<u>9/13/16</u>
Rebecca Robichaux-Davis	<u></u>	<u>9/13/16</u>

MISSISSIPPI STATE UNIVERSITY

	Signature	Date
Gail Lindsey	<u>Gail Lindsey</u>	<u>9/26/16</u>
Sandy Devlin	<u>Sandy Devlin</u>	<u>9/27/16</u>
Kent Coffey	<u>Kent Coffey</u>	<u>9/27/16</u>
Bethany McKissick	<u>B. McKissick</u>	<u>9-27-16</u>
Paul Binford	<u>Paul Binford</u>	<u>9/27/16</u>
Dana Franz	<u>Dana Franz</u>	<u>9/27/16</u>
Missy Hopper	<u>Missy Hopper</u>	<u>9-27-16</u>
Jessica Ivy	<u>Jessica Ivy</u>	<u>9/27/16</u>
Kelly Moser	<u>Kelly Moser</u>	<u>9-27-16</u>
Ryan Walker	<u>Ryan Walker</u>	<u>9/27/16</u>

**DEGREE MODIFICATION PROPOSAL****1. CATLOG DESCRIPTION**

All elementary education majors receive certification to teach at the elementary preK-3 or preK-6) grade levels and additional endorsement in either early childhood or middle school content areas. The first two years of the degree program focus on developing subject matter knowledge in mathematics, English language arts, science, and social sciences. The junior year includes two mini-blocks of courses: one that emphasizes teaching at the early childhood levels (pre-K-3<sup>rd</sup> grade), and one that emphasizes teaching at the middle school levels (4<sup>th</sup>-8<sup>th</sup> grades). The senior year includes the senior methods block – four co-requisite courses with extensive field experiences that prepare graduates for the teaching of subject matter. The Elementary Education curriculum culminates in the teaching internship, a semester-long field experience in public schools. Students choose either a middle school concentration or an early childhood concentration. The middle school concentration leads to preK-6 general certification with 4<sup>th</sup>-8<sup>th</sup> grade subject area certification. The early childhood concentration leads to preK-3 general certification with N-1 (nursery-1<sup>st</sup> grade) early childhood special education certification. Some students may wish to enroll in additional coursework to obtain licensure in elementary special education, reading, or other areas. See an advisor for more information.

**2. CURRICULUM OUTLINE TABLE**

CURRENT Degree Description		PROPOSED Degree Description	
Degree: Bachelor of Science Major: Elementary Education Concentration: Middle School		Degree: Bachelor of Science Major: Elementary Education Concentration: Middle School	
All elementary education majors receive certification to teach at the elementary preK-3 or preK-6) grade levels and additional endorsement in either early childhood or middle school content areas. The first two years of the degree program focus on developing subject matter knowledge in mathematics, English language arts, science, and social sciences. The junior year includes two mini-blocks of courses: one that emphasizes teaching at the early childhood levels (pre-K-3 <sup>rd</sup> grade), and one that emphasizes teaching at the middle school levels (4 <sup>th</sup> -8 <sup>th</sup> grades). The senior year includes the senior methods block – four co-requisite courses with extensive field experiences that prepare graduates for the teaching of subject matter. The Elementary Education curriculum culminates in the teaching internship, a semester-long field experience in public schools. Students choose either a middle school concentration or an early childhood concentration. The middle school concentration leads to preK-6 general certification with 4 <sup>th</sup> -8 <sup>th</sup> grade subject area certification. The early childhood concentration leads to preK-3 general certification with N-1 (nursery-1 <sup>st</sup> grade) early childhood special education certification. Some students may wish to enroll in additional coursework to obtain licensure in elementary special education, reading, or other areas. See an advisor for more information.		All elementary education majors receive certification to teach at the elementary preK-3 or preK-6) grade levels and additional endorsement in either early childhood or middle school content areas. The first two years of the degree program focus on developing subject matter knowledge in mathematics, English language arts, science, and social sciences. The junior year includes two mini-blocks of courses: one that emphasizes teaching at the early childhood levels (pre-K-3 <sup>rd</sup> grade), and one that emphasizes teaching at the middle school levels (4 <sup>th</sup> -8 <sup>th</sup> grades). The senior year includes the senior methods block – four co-requisite courses with extensive field experiences that prepare graduates for the teaching of subject matter. The Elementary Education curriculum culminates in the teaching internship, a semester-long field experience in public schools. Students choose either a middle school concentration or an early childhood concentration. The middle school concentration leads to preK-6 general certification with 4 <sup>th</sup> -8 <sup>th</sup> grade subject area certification. The early childhood concentration leads to preK-3 general certification with N-1 (nursery-1 <sup>st</sup> grade) early childhood special education certification. Some students may wish to enroll in additional coursework to obtain licensure in elementary special education, reading, or other areas. See an advisor for more information.	
Leads to K-6 general certification with 4 <sup>th</sup> -8 <sup>th</sup> grade subject area certification.		Leads to K-6 general certification with 4 <sup>th</sup> -8 <sup>th</sup> grade subject area certification.	
CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
General Education Courses English Composition EN 1103 English Composition I Or EN 1163 Accelerated Composition I	3	English Composition EN 1103 English Composition I Or EN 1163 Accelerated Composition I	3
EN 1113 English Composition II Or EN 1173 Accelerated Composition II	3	EN 1113 English Composition II Or EN 1173 Accelerated Composition II	3
		Mathematics	

Mathematics		MA 1313 College Algebra	3
MA 1313 College Algebra	3	MA 1413 Structure of the Real Number System	3
MA 1413 Structure of the Real Number System	3	MA 1423 Problem Solving with Real numbers	3
MA 1423 Problem Solving with Real numbers	3	MA 1433 Informal Geometry and Measurement	3
MA 1433 Informal Geometry and Measurement	3		
Science		Science	
See General Education courses (must be lab-based courses)	6	See General Education courses (must be lab-based courses)	6
Humanities		Humanities	
Choose one of the following:	3	Choose one of the following:	3
HI 1063 Early U.S. History		HI 1063 Early U.S. History	
HI 1163 World History Before 1500		HI 1163 World History Before 1500	
HI 1213 Early Western World		HI 1213 Early Western World	
Choose one of the following:	3	Choose one of the following:	3
HI 1073 Modern U.S. History		HI 1073 Modern U.S. History	
HI 1173 World History Since 1500		HI 1173 World History Since 1500	
HI 1223 Modern Western World		HI 1223 Modern Western World	
Fine Arts		Fine Arts	
See General Education courses	3	See General Education courses	3
Social/Behavioral Sciences		Social/Behavioral Sciences	
GR 1123 Introduction to World Geography	3	GR 1123 Introduction to World Geography	3
PS 1113 American Government	3	PS 1113 American Government	3
Or SO 1003 Introduction to Sociology		Or SO 1003 Introduction to Sociology	
Or SO 1203 Marriage and Family		Or SO 1203 Marriage and Family	
Additional Core		Additional Core	
Natural Science courses	6	Natural Science courses	6
English Literature Elective (see General Education courses)	3	English Literature Elective (see General Education courses)	3
English Grammar Elective OR English course above EN 1113	3	English Grammar Elective OR English course above EN 1113	3
Major Core Courses	57 total	<b>Major Core Courses</b>	<b>58 total</b>
RDG 3113 Early Literacy Instruction I	3	<b>EDE 2521 – Introduction to Elementary Education</b>	<b>1</b>
RDG 3123 Early Literacy Instruction II	3	Major Core Courses	
EDE 3123 Early Childhood Education	3	RDG 3113 Early Literacy Instruction I	3
EDX 3213 Individualizing Instruction for Exceptional Children	3	RDG 3123 Early Literacy Instruction II	3
RDG 3413 Middle Level Literacy I	3	EDE 3123 Early Childhood Education	3
RDG 3423 Middle Level Literacy II	3	EDX 3213 Individualizing Instruction for Exceptional Children	3
EDF 3333 Social Foundations of Education	3	RDG 3413 Middle Level Literacy I	3
EDF 3423 Exploring Diversity Through Writing	3	RDG 3423 Middle Level Literacy II	3
EDE 3443 Creative Arts for Elementary and Middle Levels	3	EDF 3333 Social Foundations of Education	3
EDE 3523 Foundations of Elementary & Middle Level Mathematics Education	3	EDF 3423 Exploring Diversity Through Writing	3
EDE 4113 Teaching Elementary and Middle Level Science	3	EDE 3443 Creative Arts for Elementary and Middle Levels	3
EDE 4123 Teaching Elementary and Middle Level Mathematics	3	EDE 3523 Foundations of Elementary & Middle Level Mathematics Education	3
RDG 4133 Integrating Language Arts in the Content Areas	3	EDE 4113 Teaching Elementary and Middle Level Science	3
EDE 4143 Teaching Elementary and	3	EDE 4123 Teaching Elementary and Middle Level Mathematics	3
		RDG 4133 Integrating Language Arts in the	3

Middle Level Social Studies EDE 4883 Managing the Elementary and Middle Level Classroom	3	Content Areas EDE 4143 Teaching Elementary and Middle Level Social Studies	3
EDE 4886 Elementary and Middle Level Teaching Internship	6	EDE 4883 Managing the Elementary and Middle Level Classroom	3
EDE 4896 Elementary and Middle Level Teaching Internship	6	EDE 4886 Elementary and Middle Level Teaching Internship	6
EDE 4896 Elementary and Middle Level Teaching Internship	6	EDE 4896 Elementary and Middle Level Teaching Internship	6
Concentration Courses EDE 3223 Middle Grades Education Twelve hours certification endorsement area electives. Two 21-hour endorsement areas required. See Advisor.	3	Concentration Courses EDE 3223 Middle Grades Education Twelve hours certification endorsement area electives. Two 21-hour endorsement areas required. See Advisor.	3
<b>Total Hours</b>	<b>123</b>	<b>Total Hours</b>	<b>124</b>

CURRENT Degree Description		PROPOSED Degree Description	
Degree: Bachelor of Science Major: Elementary Education Concentration: Early Childhood		Degree: Bachelor of Science Major: Elementary Education Concentration: Early Childhood	
All elementary education majors receive certification to teach at the elementary preK-3 or preK-6) grade levels and additional endorsement in either early childhood or middle school content areas. The first two years of the degree program focus on developing subject matter knowledge in mathematics, English language arts, science, and social sciences. The junior year includes two mini-blocks of courses: one that emphasizes teaching at the early childhood levels (pre-K-3 <sup>rd</sup> grade), and one that emphasizes teaching at the middle school levels (4 <sup>th</sup> -8 <sup>th</sup> grades). The senior year includes the senior methods block – four co-requisite courses with extensive field experiences that prepare graduates for the teaching of subject matter. The Elementary Education curriculum culminates in the teaching internship, a semester-long field experience in public schools. Students choose either a middle school concentration or an early childhood concentration. The middle school concentration leads to preK-6 general certification with 4 <sup>th</sup> -8 <sup>th</sup> grade subject area certification. The early childhood concentration leads to preK-3 general certification with N-1 (nursery-1 <sup>st</sup> grade) early childhood special education certification. Some students may wish to enroll in additional coursework to obtain licensure in elementary special education, reading, or other areas. See an advisor for more information.		All elementary education majors receive certification to teach at the elementary preK-3 or preK-6) grade levels and additional endorsement in either early childhood or middle school content areas. The first two years of the degree program focus on developing subject matter knowledge in mathematics, English language arts, science, and social sciences. The junior year includes two mini-blocks of courses: one that emphasizes teaching at the early childhood levels (pre-K-3 <sup>rd</sup> grade), and one that emphasizes teaching at the middle school levels (4 <sup>th</sup> -8 <sup>th</sup> grades). The senior year includes the senior methods block – four co-requisite courses with extensive field experiences that prepare graduates for the teaching of subject matter. The Elementary Education curriculum culminates in the teaching internship, a semester-long field experience in public schools. Students choose either a middle school concentration or an early childhood concentration. The middle school concentration leads to preK-6 general certification with 4 <sup>th</sup> -8 <sup>th</sup> grade subject area certification. The early childhood concentration leads to preK-3 general certification with N-1 (nursery-1 <sup>st</sup> grade) early childhood special education certification. Some students may wish to enroll in additional coursework to obtain licensure in elementary special education, reading, or other areas. See an advisor for more information.	
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CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
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Mathematics		Mathematics	
MA 1313 College Algebra	3	MA 1313 College Algebra	3
MA 1413 Structure of the Real Number System	3	MA 1413 Structure of the Real Number System	3
MA 1423 Problem Solving with Real numbers	3	MA 1423 Problem Solving with Real numbers	3
MA 1433 Informal Geometry and Measurement	3	MA 1433 Informal Geometry and Measurement	3
Science		Science	
See General Education courses (must be lab-based courses)	6	See General Education courses (must be lab-based courses)	6
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Choose one of the following:	3	Choose one of the following:	3
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HI 1223 Modern Western World		HI 1223 Modern Western World	
Fine Arts		Fine Arts	
See General Education courses	3	See General Education courses	3
Social/Behavioral Sciences		Social/Behavioral Sciences	
GR 1123 Introduction to World Geography	3	GR 1123 Introduction to World Geography	3
PS 1113 American Government Or SO 1003 Introduction to Sociology Or SO 1203 Marriage and Family	3	PS 1113 American Government Or SO 1003 Introduction to Sociology Or SO 1203 Marriage and Family	3
Additional Core		Additional Core	
Natural Science courses	6	Natural Science courses	6
English Literature Elective (see General Education courses)	3	English Literature Elective (see General Education courses)	3
English Grammar Elective OR English course above EN 1113	3	English Grammar Elective OR English course above EN 1113	3
Major Core Courses		<b>Major Core Courses</b>	
RDG 3113 Early Literacy Instruction I	3	<b>EDE 2521 – Introduction to Elementary Education</b>	<b>1</b>
RDG 3123 Early Literacy Instruction II	3	Major Core Courses	
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RDG 3413 Middle Level Literacy I	3	EDE 3123 Early Childhood Education	3
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EDF 3423 Exploring Diversity Through Writing	3	RDG 3423 Middle Level Literacy II	3
EDE 3443 Creative Arts for Elementary and Middle Levels	3	EDF 3333 Social Foundations of Education	3
EDE 3523 Foundations of Elementary & Middle Level Mathematics Education	3	EDF 3423 Exploring Diversity Through Writing	3
EDE 4113 Teaching Elementary and Middle Level Science	3	EDE 3443 Creative Arts for Elementary and Middle Levels	3
EDE 4123 Teaching Elementary and	3	EDE 3523 Foundations of Elementary & Middle Level Mathematics Education	3
		EDE 4113 Teaching Elementary and Middle	3

Middle Level Mathematics		Level Science	
RDG 4133 Integrating Language Arts in the Content Areas	3	EDE 4123 Teaching Elementary and Middle Level Mathematics	3
EDE 4143 Teaching Elementary and Middle Level Social Studies	3	RDG 4133 Integrating Language Arts in the Content Areas	3
EDE 4883 Managing the Elementary and Middle Level Classroom	3	EDE 4143 Teaching Elementary and Middle Level Social Studies	3
EDE 4886 Elementary and Middle Level Teaching Internship	6	EDE 4883 Managing the Elementary and Middle Level Classroom	3
EDE 4896 Elementary and Middle Level Teaching Internship	6	EDE 4886 Elementary and Middle Level Teaching Internship	6
		EDE 4896 Elementary and Middle Level Teaching Internship	6
Concentration Courses		Concentration Courses	
HS 2813 Child Development	3	HS 2813 Child Development	3
HS 2803 Prenatal and Infant Development	3	HS 2803 Prenatal and Infant Development	3
HS 3803 Creativity & Play in Young Children	3	HS 3803 Creativity & Play in Young Children	3
EDX 4113 Methods and Materials for Early Childhood Students with Disabilities	3	EDX 4113 Methods and Materials for Early Childhood Students with Disabilities	3
EDX 4413 Working with Families of Students with Disabilities Or HS 4803 Parenting	3	EDX 4413 Working with Families of Students with Disabilities Or HS 4803 Parenting	3
<b>Total Hours</b>	<b>123</b>	<b>Total Hours</b>	<b>124</b>

### 3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

This modification is being made in order to add a one-hour required course – EDE 2521 – Introduction to Elementary Education to the Elementary Education degree program. This will add one hour to the overall program of study for a total of 124.

The addition of this course will support the Elementary Education degree program outcomes for students. This course will provide students with an educational foundation that the other courses can then expand upon to better prepare the teacher candidates for their future role as elementary or middle level educators. This course will help provide a common understanding among program participants and allow for instructors of other courses to build upon this foundation focused on planning, assessment, instruction, management, and the role of the teacher. Impetus for the addition of this course came from extensive meetings among program faculty, as well as from feedback from the survey data of program graduates, as well as reviewing mandated exams for teacher licensure (PRAXIS). In addition, the Mississippi Department of Education has mandated an additional test for licensure focused on the ability of candidates to teach reading. By providing this foundational course, the literacy courses can provide additional support to students to prepare them to meet the new demands of this exam and the required content knowledge necessary to support the teaching of reading in elementary and middle schools.

The program modification does not impact the audience for distance education courses. Students must be sophomores and elementary education majors.

1. This program change will not alter how we meet local, state, regional, and national educational and cultural needs.
2. This program change will not result in duplication in the System.
3. This program change will not advance student diversity within the discipline.
4. This program change will not result in an increase in the potential placement of graduates.
5. The program change will not result in an increase in the potential salaries of graduates.

### 4. SUPPORT

Accompanying this degree program modification is a letter of support signed by all tenure track faculty in the department including the Elementary Education Undergraduate Coordinator, Dr. Kenneth V. Anthony. The department faculty unanimously voted to support the degree modification order to add a one-hour required course – EDE 2521 – Introduction to Elementary Education to the Elementary Education degree program.

### 5. PROPOSED 4- LETTER ABBREVIATION ELED

6. EFFECTIVE DATE  
Fall 2017



CURRICULUM | INSTRUCTION | SPECIAL EDUCATION

Elementary Education • Secondary Education • Special Education

9/26/16

To: Barry F. Box Council, College of Education and University Committee on Courses and Curriculum, Dr. Dana Franz, Chair

From: Dr. -Nicole C. Miller, Elementary Education Assistant Professor

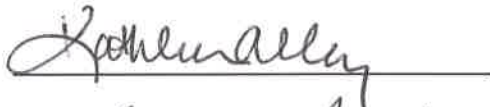
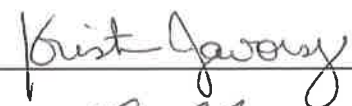
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EDE 2521, Introduction to Elementary Education

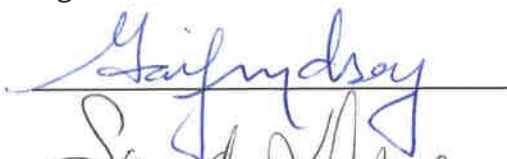

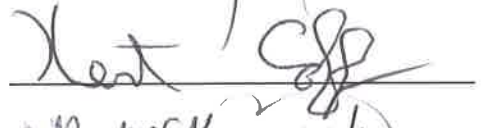
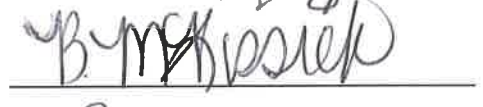

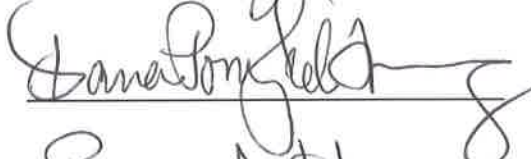
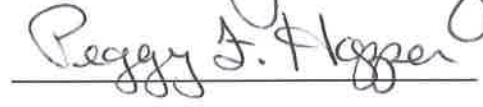
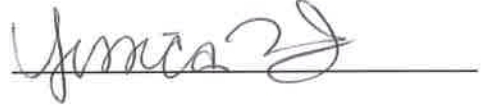

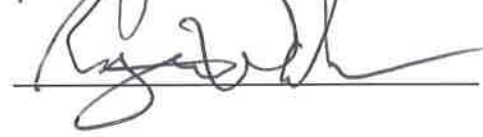
Based on these modifications, there are no anticipated changes that will require additional staff, personnel or materials.

The Elementary Education program area faculty voted unanimously in favor of the proposal degree program modifications and the proposed course as indicated by their signatures below.

	Signature	Date
Kathleen Alley	<u></u>	<u>9/13/16</u>
Kenneth Anthony	<u></u>	<u>9/13/16</u>
Stephanie Bennett	<u></u>	<u>9/13/16</u>
Kristin Javorsky	<u></u>	<u>9/13/16</u>
Nicole Miller	<u></u>	<u>9/13/16</u>
Rebecca Robichaux-Davis	<u></u>	<u>9/13/16</u>

**MISSISSIPPI STATE**  
UNIVERSITY™

Box 9705 • 310 Allen Hall • Mississippi State, MS 39762  
662-325-3747 • <http://cise.msstate.edu> • fax: 662-325-7857

	Signature	Date
Gail Lindsey		9/26/16
Sandy Devlin		9/27/16
Kent Coffey		9/27/16
Bethany McKissick		9-27-16
Paul Binford		9/27/16
Dana Franz		9/27/16
Missy Hopper		9-27-16
Jessica Ivy		9/27/16
Kelly Moser		9-27-16
Ryan Walker		9/27/16



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CURRICULUM | INSTRUCTION | SPECIAL EDUCATION

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Elementary Education • Secondary Education • Special Education

To: Barry F. Box Council, College of Education and University Committee on Courses and Curriculum, Dr. Kirk Swortzel, Chair

From: Dr. -Nicole C. Miller, Elementary Education Assistant Professor

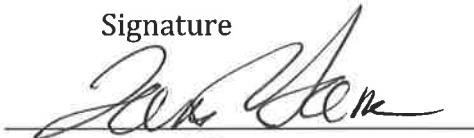



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The Elementary Education program area faculty voted unanimously in favor of the proposal degree program modifications and the proposed course as indicated by their signatures below.

	Signature	Date
Tania Hanna		
Ksenia Zhbanova		

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

Box 9705 • 310 Allen Hall • Mississippi State, MS 39762  
662-325-3747 • <http://cise.msstate.edu> • fax: 662-325-7857

# 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, Garner Hall, Room 279, Mail Stop 9702.

College: Education Department: Educational Leadership  
Contact Person: Dr. Leigh Ann Haley Mail Stop: 9698 E-mail: lhaley@colled.msstate.edu  
Nature of Change: Online Designation Date Initiated: 2/27/2017 Effective Date: upon approval  
Degree to be offered at: Campus 5 Mississippi State University, Starkville Campus

Current Degree Program Name: Master of Science

Major: Educational Leadership Concentration: School Administration

New Degree Program Name: Master of Science

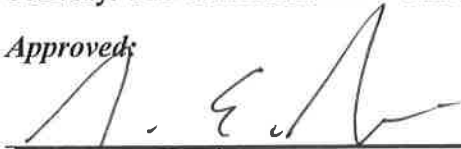
Major: Educational Leadership Concentration: School Administration

### Summary of Proposed Changes:

This proposal requests approval for Campus 5 delivery of the School Administration concentration of the MS degree in Educational Leadership. All coursework has been previously approved for Campus 5 delivery. The concentration is currently approved for delivery on Campuses 1 and 2.

Approved:

Date:



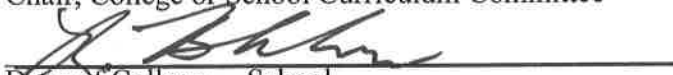
Department Head

3/8/17



Chair, College or School Curriculum Committee

3/27/17



Dean of College or School

3/27/17

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

IHL Action Required

SACS Letter Sent

## GRADUATE DEGREE MODIFICATION OUTLINE FORM

Use the chart below to make modifications to an existing Graduate Degree. All deleted courses and information should be shown in *italics* and all new courses and information in **bold**. Please include the course prefix, number, and title in both columns. Expand rows as needed.

CURRENT Degree Description		PROPOSED Degree Description	
Degree: Master of Science Major: Educational Leadership Concentration: School Administration		Degree: Master of Science Major: Educational Leadership Concentration: School Administration	
<p>The program for the Master of Science (M.S.) degree in Educational Leadership prepares students for positions of leadership and administration in educational organizations spanning P-12 and higher education environments.</p> <p>Program candidates in the School Administration concentration learn to analyze data, evaluate instruction, improve student achievement, make strategic decisions, creatively solve problems, involve families in their children's education, empower others, supervise staff, promote change, establish positive school culture, understand budgets, and manage resources. The program is nationally accredited by the Educational Leadership Constituent Council (ELCC) and approved for administrative licensure by the Mississippi Department of Education. Graduates are prepared for a wide range of professional positions in education, including principal, assistant principal, coordinator, and director.</p> <p>No Additional Fees Required</p>		<p>The program for the Master of Science (M.S.) degree in Educational Leadership prepares students for positions of leadership and administration in educational organizations spanning P-12 and higher education environments.</p> <p>Program candidates in the School Administration concentration learn to analyze data, evaluate instruction, improve student achievement, make strategic decisions, creatively solve problems, involve families in their children's education, empower others, supervise staff, promote change, establish positive school culture, understand budgets, and manage resources. The program is nationally accredited by the Educational Leadership Constituent Council (ELCC) and approved for administrative licensure by the Mississippi Department of Education. Graduates are prepared for a wide range of professional positions in education, including principal, assistant principal, coordinator, and director.</p> <p>Additional Standard Distance Fees Required</p>	
CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
MS in Educational Leadership Concentration 1: School Administration		MS in Educational Leadership Concentration 1: School Administration	
EDL 8413 School Legal and Ethical Perspectives	3	EDL 8413 School Legal and Ethical Perspectives	3
EDL 8423 School Leadership	3	EDL 8423 School Leadership	3
EDL 8433 Using Data for School Improvement	3	EDL 8433 Using Data for School Improvement	3
EDF 8443 Evaluation of School Programs	3	EDF 8443 Evaluation of School Programs	3
EDL 8523 Educating Diverse Learners	3	EDL 8523 Educating Diverse Learners	3
EDL 8623 Leading Curriculum, Instruction and Assessment	3	EDL 8623 Leading Curriculum, Instruction and Assessment	3
EDL 8633 Human Resources Leadership for Schools	3	EDL 8633 Human Resources Leadership for Schools	3
EDL 8713 School Business and Facilities	3	EDL 8713 School Business and Facilities	3
EDL 8723 Leadership for Positive School Culture	3	EDL 8723 Leadership for Positive School Culture	3
EDL 8513 School Leadership Internship I	3	EDL 8513 School Leadership Internship I	3
EDL 8613 School Leadership Internship II	3	EDL 8613 School Leadership Internship II	3



A culminating assessment is also held during the second summer term		A culminating assessment is also held during the second summer term	
		All of Curriculum will be offered through Distance Education (Online)	
Total Hours	33	Total Hours	33

### 3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

The School Administration concentration of the MS in Educational Leadership serves full-time professionals in P-12 schools and is currently offered on both Campuses 1 and 2.

Modifying the program to additionally be offered on Campus 5 will strengthen opportunities to recruit, retain, serve, and support the success of students who are place-bound by full-time jobs and who have limited time outside of their professional responsibilities to pursue advanced graduate degrees.

The proposed program modification does not change the existing program of study and continues to adhere to accreditation standards for administrative licensure with the Mississippi Department of Education. In addition, the program will continue national accreditation through the Educational Leadership Constituent Council (ELCC). The program modification will not result in duplication in the system. All coursework will be delivered through an online delivery method. The online MS in Workforce Education Leadership is provided for aspiring practitioners at the two-year college level and/or who presently work in community college settings. The Student Affairs concentration of the MS in Educational Leadership (currently offered on Campus 1) is provided for aspiring practitioners in higher education.

The results of assessing similar programs at regional and aspirational schools show that offering online programs in K-12 administration is necessary to remain competitive and viable in the field.

#### Target Audience:

Offering the School Administration concentration on Campus 5 will not only enhance the program's ability to recruit diverse students (P-12 educators), but will also improve career mobility for teacher-administrators in Mississippi and throughout the region. Graduates from the program will be able to earn competitive salaries as a result. Only Campus 5 students will be allowed to enroll in the online degree program.

#### Student Learning Outcomes: (no change from current program)

1. Students will demonstrate content knowledge and skill in leading and managing in educational environments at the P-12 School building/Higher Education departmental level. (Leading and Managing at the Building Level)
2. Students will demonstrate professional knowledge and best practices in educational leadership at the P-12 school building /Higher Education departmental level. (Practices in Educational Leadership)
3. Students will demonstrate professional knowledge and skill in educational research (Educational Research)

### 4. SUPPORT

A letter of support is provided by the faculty in the Department of Educational Leadership. Our Department has the resources needed to implement this program without additional support.

5. PROPOSED 4-LETTER ABBREVIATION  
EDLS

6. EFFECTIVE DATE  
Upon Approval

Contact Person: Dr. James Davis – 325-0969

## Appendix 10: Report of Intent to Offer an Existing Degree Program by Distance Learning

<b>Institution: Mississippi State University</b>			
<b>Date of Initial Program Approval:</b>		<b>Date of Implementation:</b>	
8/17/2017		8/17/2017	
<b>Cost of Implementation:</b>			
0			
<b>Program Title as Appears on Academic Program Inventory, Diploma, and Transcript:</b>			<b>Six Digit CIP Code:</b>
Educational Leadership with a concentration in School Administration			13.0401
<b>Degree(s) to be Awarded:</b>		<b>Credit Hour Requirements:</b>	
MS		33	
<b>Percentage of Program Completed by Distance Learning:</b>		<b>Percentage of Program Requiring Campus Visit:</b>	
100		0	
<b>Will students be allowed to mix on-campus and distance learning courses within this program?</b>			No
<b>Will this program require separate admission from those offered on-campus?</b>			Yes
<b>Will this program have different fees or tuition rates from those offered on-campus?</b>			Yes
<b>Responsible Academic Unit(s):</b>		<b>Institutional Contact:</b>	
Department of Educational Leadership		Dr. James Davis, Interim Department Head	
<b>Number of Students Expected to Enroll in First Six Years:</b>		<b>Number of Graduates Expected in First Six Years:</b>	
Year One	10	Year One	10
Year Two	10	Year Two	10
Year Three	10	Year Three	10
Year Four	10	Year Four	10
Year Five	10	Year Five	10
Year Six	10	Year Six	10
<b>Total</b>	<b>60</b>	<b>Total</b>	<b>60</b>
<b>Program Summary:</b>			
<p>The program for the Master of Science (M.S.) degree in Educational Leadership prepares students for positions of leadership and administration in educational organizations spanning P-12 and higher education environments.</p> <p>Program candidates in the School Administration concentration learn to analyze data, evaluate instruction, improve student achievement, make strategic decisions, creatively solve problems, involve families in their children's education, empower others, supervise staff, promote change, establish positive school culture, understand budgets, and manage resources. The program is nationally accredited by the Educational Leadership Constituent Council (ELCC) and approved for administrative licensure by the Mississippi Department of Education. Graduates are prepared for a wide range of professional positions in education, including principal, assistant principal, coordinator, and director.</p>			
<b>Institutional Executive Officer Signature</b>			<b>Date</b>



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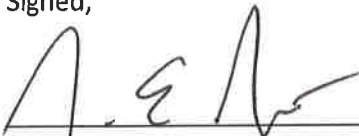
**COLLEGE OF EDUCATION**  
Department of Educational Leadership  
P.O. Box 6037  
245 Allen Hall  
175 President's Circle  
Mississippi State, MS 39762  
P. 662.325.0969  
F. 662.325.0975  
educ.msstate.edu

February 27, 2017

To: The Box Council and the University Committee on Courses and Curricula

We the undersigned faculty members in the Department of Educational Leadership have reviewed and approve the proposal to offer the School Administration concentration under the MS degree in Educational Leadership via Campus 5 (in addition to offering the concentration through Campuses 1 and 2).

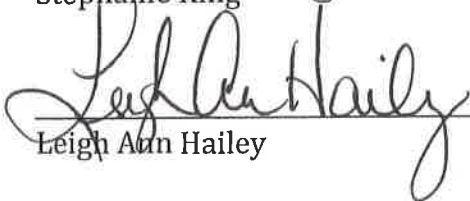
Signed,

  
James E. Davis, Interim Department Head

  
Linda Coats

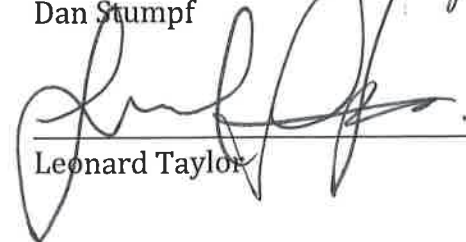
  
Angela Farmer

  
Stephanie King

  
Leigh Ann Hailey

  
Danielle Molina

  
Dan Stumpf

  
Leonard Taylor

# 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, Garner Hall, Room 279, Mail Stop 9702.

**College:** Education

**Department:** Curriculum, Instruction & Spec. Ed

**Contact Person:** Dana Franz

**Mail Stop:** 9705

**E-mail:** df76@colled.msstate.edu

**Nature of Change:** Modification

**Date:** 4/5/2017

**Program will be offered at:** Starkville (Campus 1)

**Current Degree Program Name:** Master of Science

**Effective Date:** upon approval

**Major:** Secondary Education

**Concentration:**

**New Degree Program Name:** Select One

**Major:**

**Concentration:**

**Summary of Proposed Changes:**

Two changes are proposed:

1. Remove the requirement of EDS 8243: Advanced Planning and Managing Learning
2. Remove the specification that one elective must be education. Students will be allowed to choose 9 hours of electives to be chosen from education or content courses.

Linda Gorned  
Department Head

4/10/2017

Rebecca Robinson Davis  
Chair, College or School Curriculum Committee

4/10/2017

Teresa Jayroe  
Dean of College or School

4/10/2017

\_\_\_\_\_  
Chair, University Committee on Courses and Curricula

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

\_\_\_\_\_  
Chair, Deans Council

**SACS Letter Sent**

## Degree Program Modification Master of Science-Secondary Education

### 1. Catalog Description

**Current Description:** This program requires a minimum of 33 semester hours of coursework beyond the bachelor's degree and a written comprehensive exam. The focus of the program is on secondary education with supporting coursework from related fields and the teaching discipline. The written comprehensive examinations for the Master of Science degree are scheduled three times a year. The dates are the fourth Thursday of June, October, and February. Students can take the comprehensive examination when they are within 6 hours of completing their degree or are in their terminal semester, have an overall graduate GPA of 3.00, and have completed the courses that will be covered on the comprehensive examination.

**Proposed Description:** The Master of Science in Secondary Education requires 33 semester hours of graduate coursework beyond the bachelor's degree and successful completion of a comprehensive written examination. This master's degree offers education professionals the opportunity to expand their knowledge and vision of education in terms of theory, research, and practice.

### 2. Curriculum Table

#### GRADUATE DEGREE MODIFICATION OUTLINE FORM

CURRENT Degree Description		PROPOSED Degree Description	
Degree: Master of Science Major: Secondary Education Concentrations:		Degree: Master of Science Major: Secondary Education Concentrations:	
This program requires a minimum of 33 semester hours of coursework beyond the bachelor's degree and a written comprehensive exam. The focus of the program is on secondary education with supporting coursework from related fields and the teaching discipline. The written comprehensive examinations for the Master of Science degree are scheduled three times a year. The dates are the fourth Thursday of June, October, and February. Students can take the comprehensive examination when they are within 6 hours of completing their degree or are in their terminal semester, have an overall graduate GPA of 3.00, and have completed the courses that will be covered on the comprehensive examination.		The Master of Science in Secondary Education requires 33 semester hours of graduate coursework beyond the bachelor's degree and successful completion of a comprehensive written examination. This master's degree offers education professionals the opportunity to expand their knowledge and vision of education in terms of theory, research, and practice.	
CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
College Required Courses		College Required Courses	
Major Required Courses		Major Required Courses	
EDF 8363 Function and Methods of Research in Education	3	EDF 8363 Function and Methods of Research in Education	3
EDS 8683 Dispositions and Reflective Practice in Teaching	3	EDS 8683 Dispositions and Reflective Practice in Teaching	3
<i>EDS 8243 Advanced Planning and Managing Learning</i>	3	EDS 8613 Middle and Secondary School Curriculum	3
EDS 8613 Middle and Secondary School Curriculum	3	EDS 8653 Issues of Accountability	3
		EDS 8663 Improving Instruction	3

EDS 8653 Issues of Accountability	3		
EDS 8663 Improving Instruction	3		
One RDG 8000-level elective	3	RDG 8000-level elective	3
<i>One Education elective approved by advisor</i>	3	Two content courses (mathematics, science, English, foreign language, social studies, reading, etc. as approved by advisor)	6
Two content courses (mathematics, science, English, social studies, reading, etc. as approved by advisor)	6	<b>3 electives chosen from either education or content area as approved by advisor</b>	<b>9</b>
<i>One elective from education or content area approved by advisor</i>	3		
Total Hours	33		33

### 3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

1. The Master of Science degree in Secondary Education is designed for students who are teaching at the secondary level or hold a position in curriculum development relevant to teaching. Most of the students maintain their education job while completing this degree, so our program is designed to complement their professional work while studying advanced theory in education. To better meet the needs of our diverse population of students, the secondary graduate faculty has proposed to provide students with more flexibility in selecting their electives.

Students in our program come from a variety of academic content areas. A master of science in curriculum and instruction at the secondary level allows them to assume a variety of roles within the educational setting. Therefore, the secondary faculty believe that providing maximum flexibility in the program will allow students to design a Plan of Study that most meets their career goals.

2. The faculty voted to make one course change. First, EDS 8243 Advanced Planning and Managing will be removed from the required core. This course is designed to meet the needs of our MAT-S students who have no teaching experience. Students in the MS in Secondary Education have already had a similar course as an undergraduate no matter where they receive their undergraduate degree in secondary education. They are better served by taking a different education or content course.
3. The faculty voted to make a change to the requirements for electives. Students will be given the choice of choosing 9 hours of either education and/or content courses as electives. This allows the student and advisor to have ultimate flexibility in planning the best program for the student.

It is the belief of the secondary faculty that if approved, this program modification will better meet the local, state, regional, and national educational needs of educators by offering a more individualized approach to program planning and a more balanced approach to programmatic requirements. It is, therefore, likely that these changes will result in an increased and more diverse enrollment in the program thereby providing more educators with more opportunities for professional growth and accomplishment.

The graduate of the advanced program will demonstrate continuous improvement in the ability to deliver the educational services through the enhancement and refinement of the following:

1. Professionalism: The knowledge, skills, and dispositions needed to become a professional and help all students learn; demonstration of responsible, ethical behavior, and good judgment.
2. Diversity: Commitment to diversity and the ability to work with diverse groups.
3. Knowledge: Pursuit and demonstration of in-depth knowledge in the discipline.
4. Competency in curriculum/training evaluation and assessment in the discipline.

5. **Communication Skills:** Ability to use appropriate language, speak and write with clarity, and use standard English in writing and speaking; demonstration of good listening and interpersonal skills.
6. **Social/Cultural Skills:** Belief that all students can learn and the relevant social and cultural skills for a diverse educational environment; tolerant, fair, and culturally appropriate behavior.
7. **Technology:** The ability to infuse appropriate technology into professional practice.
8. **Reflection:** Use of self-reflection for improvement of student learning and personal and professional growth.
9. **Collaboration:** Genuine collaboration with all stakeholders (recipients) in the world of practice.
10. **Inquiry and Problem-solving:** Ability to demonstrate problem-solving skills in professional practice.
11. **Pedagogy:** Demonstration of competency in instruction/training in the discipline.
12. **Curriculum Development:** Demonstration of competency in curriculum/training development in the discipline.
13. **Research:** Ability to use research findings to enhance instruction/training and advance knowledge in the discipline.
14. **Issues/Trends:** Awareness of issues, problems, and trends in the area of professional practice.

**4. SUPPORT**

No additional support is needed. All faculty in secondary are qualified to teach courses in the Master's degree.

**5. PROPOSED 4-LETTER ABBREVIATION**

MSSE-Masters of Science Secondary Education

- 6. Effective Date:**  
Upon Approval



APPROVAL FORM FOR

# DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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**College:** Education Development

**Department:** Instructional Systems & Workforce

**Contact Person:** Dr. Linda Cornelious  
lcornelious@colled.msstate.edu

**Mail Stop:** 9730 **E-mail:**

**Nature of Change:** Modification **Date Initiated:** 3/20/2017 **Effective Date:** Fall 2017

**Degree to be offered at:** Starkville (Campus 1)

**Current Degree Program Name:** Master of Science

**Major:** Technology

**Concentration:** None

**New Degree Program Name:** Master of Science

**Major:** Technology

**Concentration:** (a) Endorsements,  
(b) Technology Facilitator/Administrator, and  
(c) Improving Technology Using Technology

**Summary of Proposed Changes:**

- 1) Remove 1 core course (EDF 8353) from the current degree program.
- 2) Add 2 new courses (TKT 8863 Grant Writing Essentials, TKT 8873 Communication Tools in Technology for Teachers and Administrators)
- 3) Add 3 new concentrations to the MST degree: a) Endorsements, b) Technology Facilitator/Administrator, and c) Improving Instruction Using Technology with 9 hour requirement for each concentration.

**Approved:**

**Date:**

*Connie M. Farris*  
\_\_\_\_\_  
Department Head

3-10-2017  
\_\_\_\_\_

*Rebecca Robichaux-Davis*  
\_\_\_\_\_  
Chair, College or School Curriculum Committee

3-27-2017  
\_\_\_\_\_

*J. B. [Signature]*  
\_\_\_\_\_  
Dean of College or School

3/27/17  
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\_\_\_\_\_  
Chair, University Committee on Courses and Curricula

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Chair, Graduate Council (if applicable)

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\_\_\_\_\_  
Chair, Deans Council

\_\_\_\_\_

SACS Letter Sent

## 1. CATALOG DESCRIPTION

The Master of Science in Technology (MST) degree requires 30 credit hours of coursework above the baccalaureate degree. The student is required to select one concentration area from: a) Endorsements, b) Technology Facilitator/Administrator, and c) Improving Instruction Using Technology. For the non-thesis option, passing of a written comprehensive examination is required. Students who choose to complete a thesis must take a minimum of 6 hours for TKT 8000 thesis research and pass an oral examination in defense of the thesis.

## 2. CURRICULUM OUTLINE

### GRADUATE DEGREE MODIFICATION OUTLINE FORM

<b>CURRENT Degree Description</b>		<b>PROPOSED Degree Description</b>	
Degree: Master of Science (MST) Major: Technology Concentrations: None		Degree: Master of Science (MST) Major: Technology Concentrations: a) Endorsements; b) Technology Facilitator/Administrator; c) Improving Instruction Using Technology	
The master's degree requires the following credit hours of coursework above the baccalaureate degree for the non-thesis option: Master of Science in Technology, 30 hours. At least 15 hours must be from 8000-level courses or above, and a minimum of 15 credit hours must be department courses. A written comprehensive examination is required. Students who elect the thesis option must also complete an oral comprehensive examination in defense of the thesis.		The Master of Science in Technology degree requires 30 credit hours of coursework above the baccalaureate degree for the non-thesis option and thesis option. At least 15 hours must be from 8000-level courses or above, and a minimum of 15 credit hours must be department courses. A written comprehensive examination is required. Students who elect the thesis option must also complete an oral comprehensive examination in defense of the thesis.	
None		a) Endorsements (9 hours) b) Technology Facilitator/Administrator (9 hours) c) Improving Instruction Using Technology (9 hours)	
<b>CURRENT CURRICULUM OUTLINE</b>	<b>Required Hours</b>	<b>PROPOSED CURRICULUM OUTLINE</b>	<b>Required Hours</b>
College Required Courses N/A	0 Hour	College Required Courses N/A	0 Hours
Major Required Courses		Major Required Courses	
<ul style="list-style-type: none"> <li>• EDF 8353 <i>Principles of Curriculum Development</i></li> <li>• EDF 8363 Functions and Methods of Research in Education</li> <li>• TKT 8263 Philosophy &amp; Administration of Career &amp; Technology Education</li> <li>• TKT 8213 Content &amp; Methods of</li> </ul>	<i>12 Hours</i>	<ul style="list-style-type: none"> <li>• <b>TKT 8863 Grant Writing Essentials</b></li> <li>• TKT 8213 Content &amp; Methods of Teaching Career and Technology Education</li> <li>• TKT 8263 Philosophy &amp; Administration of Career &amp; Technology Education</li> <li>• <b>TKT 8273 Contemporary Issues Cur</b></li> </ul>	<b>15 Hours</b>

Teaching Career and Technology Education		<p><b>Plan ISWE</b></p> <ul style="list-style-type: none"> <li>• EDF 8363 Functions and Methods of Research in Education</li> </ul>	
Electives	<i>12 hours</i>	<p><b>Concentration (choose one concentration and select 9 hours)</b></p> <p>Concentration 1. Courses: <b>Endorsements</b></p> <ul style="list-style-type: none"> <li>• <b>TKT 6473 Methods of Teaching Online</b></li> <li>• <b>TKT 6463 Methods of Teaching Tech Middle School</b></li> <li>• <b>TKT 6483 Methods of Teaching STEM</b></li> <li>• <b>TKT 6493 Methods of Teaching Career Pathway Experience</b></li> </ul> <p>Concentration 2. Courses: <b>Technology Facilitator/Administrator</b></p> <ul style="list-style-type: none"> <li>• <b>TKT 8533 Evaluation &amp; Assessment in Instructional Systems and Technology</b></li> <li>• <b>TKT 8873 Communication Tools in Technology for Teachers and Administrators</b></li> <li>• <b>TKT Strategic Technology Planning for Teachers and Administrators</b></li> <li>• <b>TKT 8753 Technology Issues for School Administrators</b></li> <li>• <b>TKT 8833 Design and Implementation of Data Networks</b></li> </ul> <p>Concentration 3. Courses: <b>Improving Instruction Using Technology</b></p>	<b>9 hours</b>

		<ul style="list-style-type: none"> <li>• <b>TKT 8873 Communication Tools in Technology for Teachers and Administrators</b></li> <li>• <b>TKT 6735 Managing the Multimedia Environment</b></li> <li>• <b>TKT 8833 Design and Implementation of Data Networks</b></li> <li>• <b>TKT 6803 Integrating Technology for Meaningful Learning</b></li> <li>• <b>TKT 6763 Digital Tools for 21<sup>st</sup> Century Teaching and Learning</b></li> </ul>	
Non-Thesis Option Electives	6 Hours	Non-Thesis Option Electives	6 hours
Thesis Option TKT 8000 Thesis Research/Thesis in Technology Teacher Education	6 Hours	Thesis Option TKT 8000 Thesis Research/Thesis in Technology Teacher Education	6 hours
Total Hours	30 Hours	Total Hours	30 Hours

### 3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

*Justification:*

Due to the nature of shifts and changes in technology, the rationale behind the proposed degree modification is to: a) bring the degree in line with the contemporary, theoretical foundations and practices of educational technology for both teachers and administrators, to help educators incorporate technology and media into best practice, and b) to update the program with emphases in the concentration areas of: a) endorsements, b) technology facilitator/administrator, and c) improving instruction using technology. Students will also be able to refine their knowledge, skills, and competencies, as well as career goals in the field of technology teacher education.

For the complete course work, the proposed degree modification will keep a total of 30 credit hours as the current degree program. In addition to the 5 core courses (total: 15 hours), students will be required to select one concentration area from 3 options: a) endorsements; b) technology facilitation/administration, and c) improving instruction using technology (total: 9 hours of concentration courses). For the last six hours, the students may choose non-thesis electives for the thesis option and complete TKT 8000 Thesis Research/Thesis in Technology Teacher Education.

For the proposed degree modification, students will become familiar with foundations, philosophy, curriculum, grant writing, and principles of educational technology and how to employ the content from technology courses in the motivation of learners in the classroom and schools. Students will also gain a better understanding of theories and applications in engaging students, completing research, and integrating technology in their teaching and/or administration careers. In addition, students will become aware of the trends and issues in educational technology on both local and global levels, as well as across all levels of education. Many

schools and school districts do not have the financial resources to purchase and implement the latest technology to be used by teachers, staff, and administrators. The cost of technology can be expensive. Thus, the financial side of planning for technology, with emphasis on researching resource opportunities, seeking funds to support the acquisition of technology, particularly in K-12 education is well known. The actual expenditures for instructional technology in the nation's schools is growing. The estimates are in the billions of dollars, although schools have often been accused of not investing enough funds into technology programs at a time when newer technology is warranted. Specifically, the need to add a grant writing course for teachers and other educators into a Master of Science Degree program is essential. Many educators have found that external funding, in the form of technology grants, allows them an opportunity to provide their schools with the educational experiences in learning and using technology that they might not otherwise have had. A grant-writing course for teachers will provide them with the tools that they need as first-time grant writers to secure a significant source of funds each year for improvements in their classrooms, schools, and school districts.

The faculty are confident that these changes will greatly enhance the MST program and will allow graduating students to achieve their career goals with a solid foundation of educational technology and with enhanced knowledge and directed career path of a specific concentration area. Students will also have a directed career path based on a specific concentration area. These modifications have been approved and supported by the ISWD faculty.

*Student Learning Outcomes:*

- Students will demonstrate a high level of competency in the technology core content areas.
- Students will demonstrate a high level of competency in one concentration area (technology, endorsements, technology facilitator/administrator, or improving instruction using technology)
- Students will acquire the knowledge, skills, and ability to apply best practices in a field-based work setting.
- Graduates will be prepared for gainful employment in their specialized field or they will pursue an advanced degree to help prepare them for future careers.

**4. SUPPORT**

Attached please find:

Letter of support from the ISWD graduate faculty

**5. PROPOSED 4-LETTER ABBREVIATION**

No Change

**6. EFFECTIVE DATE**

The effective date for these changes is Fall 2017.

APPROVAL FORM FOR

# DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

**NOTE:** This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Garner Hall, Room 279, Mail Stop 9702.

**College:** Education      **Department:** Instructional Systems & Workforce Development

**Contact Person:** Dr. Linda Cornelious **Mail Stop:** 9730 **E-mail:** lcornelious@colled.msstate.edu

**Nature of Change:** Addition of Distance Program to Existing Program **Date Initiated:** 3/10/2017  
**Effective Date:** Fall 2017

**Degree to be offered at:** Campus 5

**Current Degree Program Name:** Master of Science

**Major:** Technology      **Concentration:** None

**New Degree Program Name:** Master of Science

**Major:** Technology      **Concentration:** (a) Endorsements,  
(b) Technology Facilitator/Administrator, and  
(c) Improving Technology Using Technology

**Summary of Proposed Changes:**

*Approved:*

*Date:*

Connie M. Forde  
Department Head

3-10-2017

Rebecca Robert Davis  
Chair, College or School Curriculum Committee

3-27-2017

A. Blum  
Dean of College or School

3/27/17

\_\_\_\_\_  
Chair, University Committee on Courses and Curricula

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

\_\_\_\_\_  
Chair, Deans Council

IHL Action Required

SACS Letter Sent

## Appendix 10: Report of Intent to Offer an Existing Degree Program by Distance Learning

<b>Institution:</b>			
<b>Date of Initial Program Approval:</b>	<b>Date of Implementation:</b> Upon Approval	<b>Cost of Implementation:</b> Minimal	
<b>Program Title as Appears on Academic Program Inventory, Diploma, and Transcript:</b> Master of Science in Technology			<b>Six Digit CIP Code:</b> 13.1309
<b>Degree(s) to be Awarded:</b> Master of Science in Technology		<b>Credit Hour Requirements:</b> 30 Hours	
<b>Percentage of Program Completed by Distance Learning:</b> 100%		<b>Percentage of Program Requiring Campus Visit:</b> 0%	
<b>Will students be allowed to mix on-campus and distance learning courses within this program?</b>			No
<b>Will this program require separate admission from those offered on-campus?</b>			Yes
<b>Will this program have different fees or tuition rates from those offered on-campus?</b>			Yes
<b>Responsible Academic Unit(s):</b> Instructional Systems & Workforce Development		<b>Institutional Contact:</b> Dr. Linda Cornelious	
<b>Number of Students Expected to Enroll in First Six Years:</b>		<b>Number of Graduates Expected in First Six Years:</b>	
Year One	5	Year One	0
Year Two	8	Year Two	0
Year Three	10	Year Three	5
Year Four	12	Year Four	8
Year Five	14	Year Five	10
Year Six	16	Year Six	12
Total	65	Total	35
<b>Program Summary:</b> The master's degrees require the following credit hours of coursework above the baccalaureate degree for the non-thesis option: Master of Science in Technology, 30 hours. At least 15 hours must be from 8000-level courses or above, and a minimum of 15 credit hours must be department courses. A written comprehensive examination is required. Students who elect the thesis option must also complete an oral comprehensive examination in defense of the thesis.			
_____ Chief Academic Officer Signature		_____ Date	
_____ Institutional Executive Officer Signature		_____ Date	

**Proposal to Add Master of Science in Technology (MST), an Existing Program,  
as a Distance Learning Program  
in the Department of Instructional Systems and Workforce Development**

**1. CATALOG DESCRIPTION**

The Master of Science in Technology (MST) degree requires 30 credit hours of coursework above the baccalaureate degree. The student is required to select one concentration area from: a) Endorsements, b) Technology Facilitator/Administrator, and c) Improving Instruction Using Technology. For the non-thesis option, passing of a written comprehensive examination is required. Students who choose to complete a thesis must take a minimum of 6 hours for TKT 8000 thesis research and pass an oral examination in defense of the thesis.

**2. CURRICULUM OUTLINE**

<b>Current Master of Science in Technology Degree</b>		<b>PROPOSED Degree Description</b>	
Degree: Master of Science (MST) Major: Technology Concentrations: a) Endorsements; b) Technology Facilitator/Administrator; c) Improving Instruction Using Technology		Degree: Master of Science (MST) Major: Technology Concentrations: a) Endorsements; b) Technology Facilitator/Administrator; c) Improving Instruction Using Technology	
The Master of Science in Technology degree requires 30 credit hours of coursework above the baccalaureate degree for the non-thesis option and thesis option. At least 15 hours must be from 8000-level courses or above, and a minimum of 15 credit hours must be department courses. A written comprehensive examination is required. Students who elect the thesis option must also complete an oral comprehensive examination in defense of the thesis.		The Master of Science in Technology degree requires 30 credit hours of coursework above the baccalaureate degree for the non-thesis option and thesis option. At least 15 hours must be from 8000-level courses or above, and a minimum of 15 credit hours must be department courses. A written comprehensive examination is required. Students who elect the thesis option must also complete an oral comprehensive examination in defense of the thesis.	
a) Endorsements (9 hours) b) Technology Facilitator/Administrator (9 hours) Improving Instruction Using Technology (9 hours)		c) Endorsements (9 hours) d) Technology Facilitator/Administrator (9 hours) e) Improving Instruction Using Technology (9 hours)	
<b>CURRENT CURRICULUM OUTLINE</b>	<b>Required Hours</b>	<b>PROPOSED CURRICULUM OUTLINE</b>	<b>Required Hours</b>
College Required Courses N/A	0 Hours	College Required Courses N/A	0 Hours
Major Required Courses  • TKT 8863 Grant Writing Essentials  • TKT 8213 Content & Methods of Teaching Career and Technology Education	15 Hours	Major Required Courses  • TKT 8863 Grant Writing Essentials  • TKT 8213 Content & Methods of Teaching Career and Technology Education	15 Hours



<ul style="list-style-type: none"> <li>• TKT 8263 Philosophy &amp; Administration of Career &amp; Technology Education</li> <li>• TKT 8273 Contemporary Issues Cur Plan ISWD</li> <li>• EDF 8363 Functions and Methods of Research in Education</li> </ul>		<ul style="list-style-type: none"> <li>• TKT 8263 Philosophy &amp; Administration of Career &amp; Technology Education</li> <li>• TKT 8273 Contemporary Issues Cur Plan ISWE</li> <li>• EDF 8363 Functions and Methods of Research in Education</li> </ul>	
<p>Concentration (choose one concentration and select 9 hours)</p> <p>Concentration 1. Courses: Endorsements</p> <ul style="list-style-type: none"> <li>• TKT 6463 Methods of Teaching Tech Middle School</li> <li>• TKT 6473 Methods of Teaching Online</li> <li>• TKT 6483 Methods of Teaching STEM</li> <li>• TKT 6493 Methods of Teaching Career Pathway Experience</li> </ul> <p>Concentration 2. Courses: Technology Facilitator/Administrator</p> <ul style="list-style-type: none"> <li>• TKT 8533 Evaluation &amp; Assessment in Instructional Systems and Technology</li> <li>• TKT 8753 Technology Issues for School Administrators</li> <li>• TKT 8763 Strategic Technology Planning for Teachers and Administrators</li> <li>• TKT 8833 Design and Implementation of Data Networks</li> <li>• TKT 8873 Communication Tools in Technology for Teachers and Administrators</li> </ul>	<p>9 hours</p>	<p>Concentration (choose one concentration and select 9 hours)</p> <p>Concentration 1. Courses: Endorsements</p> <ul style="list-style-type: none"> <li>• TKT 6463 Methods of Teaching Tech Middle School</li> <li>• TKT 6473 Methods of Teaching Online</li> <li>• TKT 6483 Methods of Teaching STEM</li> <li>• TKT 6493 Methods of Teaching Career Pathway Experience</li> </ul> <p>Concentration 2. Courses: Technology Facilitator/Administrator</p> <ul style="list-style-type: none"> <li>• TKT 8533 Evaluation &amp; Assessment in Instructional Systems and Technology</li> <li>• TKT 8753 Technology Issues for School Administrators</li> <li>• TKT 8763 Strategic Technology Planning for Teachers and Administrators</li> <li>• TKT 8833 Design and Implementation of Data Networks</li> <li>• TKT 8873 Communication Tools in Technology for Teachers and Administrators</li> </ul>	<p>9 hours</p>

Concentration 3. Courses: Improving Instruction Using Technology		Concentration 3. Courses: Improving Instruction Using Technology	
<ul style="list-style-type: none"> <li>• TKT 6733 Managing the Multimedia Environment</li> <li>• TKT 6763 Digital Tools for 21<sup>st</sup> Century Teaching and Learning</li> <li>• TKT 6803 Integrating Technology for Meaningful Learning</li> <li>• TKT 8873 Communication Tools in Technology for Teachers and Administrators</li> <li>• TKT 8833 Design and Implementation of Data Networks</li> </ul>		<ul style="list-style-type: none"> <li>• TKT 6733 Managing the Multimedia Environment</li> <li>• TKT 6763 Digital Tools for 21<sup>st</sup> Century Teaching and Learning</li> <li>• TKT 6803 Integrating Technology for Meaningful Learning</li> <li>• TKT 8873 Communication Tools in Technology for Teachers and Administrators</li> <li>• TKT 8833 Design and Implementation of Data Networks</li> </ul>	
Non-Thesis Option Electives	6 Hours	Non-Thesis Option Electives	6 hours
Thesis Option TKT 8000 Thesis Research/Thesis in Technology Teacher Education	6 Hours	Thesis Option TKT 8000 Thesis Research/Thesis in Technology Teacher Education	6 hours
Total Hours	30 Hours	Total Hours	30 Hours

## 2. JUSTIFICATION FOR DISTANCE LEARNING OFFERING

This course will be available to graduate students who are interested in the topic. By offering this class online, potential students who live too far to commute to MSU will be able to enroll and complete the course in their own homes and communities. The extra value of being able to complete this class online will fulfill the need of students who are working part time/full time and who live too far from campus to complete the class on campus. It also has the potential of increasing enrollment in the programs.

### ACADEMIC MISCONDUCT

Academic misconduct will be monitored by (1) having students sign and fax a form indicating they have read and understand the terms of the course syllabus and MSU Honor code, (2) using time sensitive test and exams with randomly ordered questions, and (3) requiring students and faculty to use SafeAssign, plagiarism detection software.

### TARGET AUDIENCE

The target audience will be teachers and school personnel in school districts in our state and throughout the country who desire to acquire advanced technology knowledge and skills to enhance learning. The degree is designed for students who cannot attend face-to-face classes. Through our active recruiting of graduate students, we have found that teachers and school personnel are primarily selecting online degrees. Teachers and school personnel in rural areas not in driving distance to a college campus will find this degree attractive.

### **3. STUDENT LEARNING OUTCOMES:**

- Students will demonstrate a high level of competency in the technology core content areas.
- Students will demonstrate a high level of competency in one concentration area (technology, endorsements, technology facilitator/administrator, or thesis/research in technology teacher education).
- Students will acquire the knowledge, skills, and ability to apply best practices in a field-based work setting.
- Graduates will be prepared for gainful employment in their specialized field or they will pursue an advanced degree to help prepare them for future careers.

### **4. EFFECTIVE DATE**

The effective date for these changes is Fall 2017.

### **5. CONTACT PERSON:**

Dr. Linda Cornelious

662.325.8944

Email: [lcornelious@colled.msstate.edu](mailto:lcornelious@colled.msstate.edu)

### **6. SUPPORT**

Attached please find attached a letter of support from the ISWD graduate faculty



**MISSISSIPPI STATE**  
UNIVERSITY™

**COLLEGE OF EDUCATION**  
Department of Instructional Systems  
and Workforce Development  
P.O. Box 9730  
108 Herbert Street  
100 Industrial Education Building  
Mississippi State, MS 39762  
P. 662.325.2281  
F. 662.325.7599  
[iswd.msstate.edu](http://iswd.msstate.edu)

## LETTER OF SUPPORT

**DATE:** March 7, 2017

**TO:** Box Council and UCCC

**FROM:** Dr. Linda Cornelious, Program Coordinator  
Master of Science in Technology

**SUBJECT:** Support of Intent to Offer an Existing Degree Program by Distance Learning.

This letter of support is offered by the graduate faculty for the proposed degree modification of the Master of Science in Technology degree. The following changes are being proposed:

### **Course Addition**

TKT 8863 Grant Writing Essentials

TKT 8873 Communication Tools in Technology for Teachers and Administrators

### **Course Modifications**

TKT 8763 Strategic Technology Planning for Teachers and Administrators

TKT 8833 Design and Implementation of Data Networks

### **Course Concentration Additions**

Endorsements

Technology Facilitator/Administrator

Improving Instruction Using Technology

 3/8/2017  
Dr. James Adams Date

 3/10/17  
Dr. Joanne Beriswill Date

Dr. Pamela Scott-Bracey Date


 3/10/2017  
Dr. Linda Cornelious Date

 3/8/17  
Dr. Kun Huang Date

 3/8/2017  
Dr. Sang Joon Lee Date

 3/8/2017  
Dr. Mabel Okojie Date

 3/10/2017  
Dr. John Wyatt Date

 3/10/2017  
Dr. Chien Yu Date

Dr. Wei-Chieh Yu Date

APPROVAL FORM FOR

# DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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**College:** Education

**Department:** ISWD

**Contact Person:** Dr. John Wyatt **Mail Stop:** 9730 **E-mail:** wyatt@colled.msstate.edu

**Nature of Change:** Modification **Date Initiated:** 03/01/2017 **Effective Date:** Fall 2017

**Degree to be offered at:** Campus 1

**Current Degree Program Name:** BS Industrial Technology

**Major:** Industrial Technology **Concentration:** Industrial Automation, Industrial Distribution, Manufacturing & Maintenance Management

**New Degree Program Name:**

**Major:**

**Concentration:**

**Summary of Proposed Changes:** Please see attached sheet

*Approved:*

*Date:*

Cornie M. Ferde  
Department Head

3-10-2017

Rebecca Rebecca Davis  
Chair, College or School Curriculum Committee

3-29-2017

Teresa Jayroe  
Dean of College or School

3-29-2017

\_\_\_\_\_  
Chair, University Committee on Courses and Curricula

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

\_\_\_\_\_  
Chair, Deans Council

IHL Action Required

SACS Letter Sent

**A summary of the proposed changes for the Industrial Technology degree are as follows:**

**General Education:**

Addition of CH 1051 Experimental Chemistry

Removal of PH 1113 General Physics (w/lab)

Addition of PH 1023 Physical Science Survey II

Removal of MA 1313 College Algebra

Addition of optional Calculus

MA 1613 Calculus for Business and Life Sciences or MA 1713 Calculus I

Addition of Optional Statistics

BQA 2113 Business Statistical Methods I\* or MA 2113 Introduction to Statistics or ST 2113 Introduction to Statistics

**Industrial Technology Core:**

Modification – name change – to TKI 2323 Forging, Welding, and Foundry to TKI 2323

Welding Technology

Modification in credit hours of TKI 3224 Industrial Materials Technology to TKI 3223 Industrial Materials Technology

Modification of course number of TKI 3353 Forecasting and Cost Modeling to TKI 3373

Forecasting and Cost Modeling

Modification of course name and number of TKI 3183 Machine Metal Processing to TKI 3683 CNC Machining Processes

Removal of the writing requirement section

Addition of TKI 3813 Writing for Industry

Addition of TKI 4801 Senior Seminar

**Industrial Distribution Concentration:**

Addition of approved TKI and MKT electives

**Industrial Automation Concentration:**

Addition of options Accounting

ACC 2013 Principles of Financial Accounting or ACC 2203 Survey of Accounting

Addition of TKI 4403 Automated Systems II

Removal of TKI/MGT Elective

Addition of Approved Electives

**Manufacturing and Maintenance Management Concentration:**

Addition of options Accounting

ACC 2013 Principles of Financial Accounting or ACC 2203 Survey of Accounting

Removal of MGT 3114 Principles of Management and Production

Addition of TKI 4373 Lean Six Sigma

Addition of TKI 4463 Manufacturing Technology and Processing II

Addition of Approved Electives

**Catalog Description (Old):**

*This curriculum* is designed for students who want to prepare for employment leading to supervisory and management positions in the production, automation, maintenance or logistics areas of industry. The role of the Industrial Technology graduate is that of a facilitator of ideas from senior management to the production floor. Successful completion of the four-year curriculum would provide an excellent background in science, mathematics, design and human relations. This is coupled with the practical use of both manual and automated machinery and the associated tools, as well as knowledge of industrial manufacturing processes, materials and logistics.

To this extent the curriculum is divided into three concentrations:

- Industrial Automation
- Industrial Distribution
- Manufacturing & Maintenance Management

These concentrations are designed to give students a specialization that they can take into the workforce and build upon throughout their industrial career. Graduates should quickly become proficient in both the supervisory and administrative roles of dealing with personnel, and depending upon the concentration selected, the graduate should become adept in the various aspects of the manufacture, distribution and automation of industrial products and processes. Employment opportunities are excellent for this degree.

The MSU Bulletin is not the final source of information. Departmental advisement is critically important for the course sequence and selection. Students should always get advisement and approval from their MSU advisor for course scheduling.

Upper division courses (3000 level and up) must be taken at a senior college or university. See a faculty advisor for prerequisites and proper course sequence.

NOTE: This curriculum lends itself well to a minor in Business Administration or Marketing.

**Catalog Description (New):**

The industrial technology curriculum is designed for students who want to prepare for employment leading to supervisory and management positions in the production, automation, maintenance or logistics areas of industry. The role of the Industrial Technology graduate is that of a facilitator of ideas from senior management to the production floor. Successful completion of the four-year curriculum would provide an excellent background in science, mathematics, design, and human relations. This is coupled with the practical use of both manual and automated machinery and the associated tools, as well as knowledge of industrial manufacturing processes, materials and logistics.

To this extent the curriculum is divided into three concentrations:

- Industrial Automation
- Industrial Distribution
- Manufacturing & Maintenance Management

These concentrations are designed to give students a specialization that they can take into the



workforce and build upon throughout their industrial career. Graduates should quickly become proficient in both the supervisory and administrative roles of dealing with personnel, and depending upon the concentration selected, the graduate should become adept in the various aspects of the manufacture, distribution and automation of industrial products and processes. Employment opportunities are excellent for this degree.

The MSU Bulletin is not the final source of information. Departmental advisement is critically important for the course sequence and selection. Students should always get advisement and approval from their MSU advisor for course scheduling.

Upper division courses (3000 level and up) must be taken at a senior college or university. See a faculty advisor for prerequisites and proper course sequence.

NOTE: This curriculum lends itself well to a minor in Business Administration or Marketing.

### Curriculum Outline Table:

CURRENT Degree Description	PROPOSED Degree Description
Degree: Bachelor of Science Major: Industrial Technology Concentration: Industrial Distribution	Degree: Bachelor of Science Major: Industrial Technology Concentration: Industrial Distribution
<p><i>This curriculum</i> is designed for students who want to prepare for employment leading to supervisory and management positions in the production, automation, maintenance or logistics areas of industry. The role of the Industrial Technology graduate is that of a facilitator of ideas from senior management to the production floor. Successful completion of the four-year curriculum would provide an excellent background in science, mathematics, design and human relations. This is coupled with the practical use of both manual and automated machinery and the associated tools, as well as knowledge of industrial manufacturing processes, materials and logistics.</p> <p>To this extent the curriculum is divided into three concentrations:</p> <ul style="list-style-type: none"> <li>• Industrial Automation</li> <li>• Industrial Distribution</li> <li>• Manufacturing &amp; Maintenance Management</li> </ul> <p>These concentrations are designed to give students a specialization that they can take into the workforce and build upon throughout their industrial career. Graduates should quickly become proficient in both the supervisory and administrative roles of dealing with personnel, and depending upon the concentration selected, the graduate should become adept in the various aspects of the manufacture, distribution and automation of industrial products and processes.</p>	<p><b>The industrial technology</b> curriculum is designed for students who want to prepare for employment leading to supervisory and management positions in the production, automation, maintenance or logistics areas of industry. The role of the Industrial Technology graduate is that of a facilitator of ideas from senior management to the production floor. Successful completion of the four-year curriculum would provide an excellent background in science, mathematics, design and human relations. This is coupled with the practical use of both manual and automated machinery and the associated tools, as well as knowledge of industrial manufacturing processes, materials and logistics.</p> <p>To this extent the curriculum is divided into three concentrations:</p> <ul style="list-style-type: none"> <li>• Industrial Automation</li> <li>• Industrial Distribution</li> <li>• Manufacturing &amp; Maintenance Management</li> </ul> <p>These concentrations are designed to give students a specialization that they can take into the workforce and build upon throughout their industrial career. Graduates should quickly become proficient in both the supervisory and administrative roles of dealing with personnel, and depending upon the concentration selected, the graduate should become adept in the various aspects of the manufacture, distribution and automation of industrial products and processes. Employment opportunities are</p>

<p>Employment opportunities are excellent for this degree.</p> <p>The MSU Bulletin is not the final source of information. Departmental advisement is critically important for the course sequence and selection. Students should always get advisement and approval from their MSU advisor for course scheduling.</p> <p>Upper division courses (3000 level and up) must be taken at a senior college or university. See a faculty advisor for prerequisites and proper course sequence.</p> <p>NOTE: This curriculum lends itself well to a minor in Business Administration or Marketing.</p>		<p>excellent for this degree.</p> <p>The MSU Bulletin is not the final source of information. Departmental advisement is critically important for the course sequence and selection. Students should always get advisement and approval from their MSU advisor for course scheduling.</p> <p>Upper division courses (3000 level and up) must be taken at a senior college or university. See a faculty advisor for prerequisites and proper course sequence.</p> <p>NOTE: This curriculum lends itself well to a minor in Business Administration or Marketing.</p>	
<p>"[Click here and type old concentration description]"</p>		<p><b>The industrial distribution concentration is designed for students who wish to pursue a career in the transportation of goods both nationally and internationally. This concentration is concerned with a logistical approach to the movement of products. The industrial distribution concentration lends itself to gaining a marketing minor.</b></p>	
<b>CURRENT CURRICULUM OUTLINE</b>	<b>Required Hours</b>	<b>PROPOSED CURRICULUM OUTLINE</b>	<b>Required Hours</b>
<p>English: EN 1103 English Composition I or EN 1163 Accelerated Composition I EN 1113 English Composition II or EN 1173 Accelerated Composition II</p>	6	<p>English: EN 1103 English Composition I or EN 1163 Accelerated Composition I EN 1113 English Composition II or EN 1173 Accelerated Composition II</p>	6
<p>Fine Arts: See general Education Courses</p>	3	<p>Fine Arts: See general Education Courses</p>	3
<p>Natural Sciences: CH 1043 Survey of Chemistry I PH 1013 Physical Science Survey I (w/ lab (PH 1011)) <i>PH 1113 General Physics I (w/lab)</i></p>	9	<p>Natural Sciences: CH 1043 Survey of Chemistry I <b>CH 1051 Experimental Chemistry</b> PH 1013 Physical Science Survey I PH 1011 Physical Science Survey I Lab <b>PH 1023 Physical Science Survey II</b></p>	<b>11</b>
<p>Extra Science (if appropriate)</p>		<p>Extra Science (if appropriate)</p>	
<p>Math: <i>MA 1313 College Algebra</i> MA 1323 Trigonometry MA 1613 Calculus for Business and Life Sciences I</p>	9	<p>Math: MA 1323 Trigonometry MA 1613 Calculus for Business and Life Sciences I or <b>MA 1713 Calculus I</b> BQA 2113 Business Statistical Methods I* or <b>MA 2113 Introduction to Statistics</b> or <b>ST 2113 Introduction to Statistics</b></p>	9
<p>Humanities: See General Education Courses</p>	6	<p>Humanities: See General Education Courses</p>	6
<p>Social/Behavioral Sciences: See General Education Courses<sup>1</sup></p>	6	<p>Social/Behavioral Sciences: See General Education Courses<sup>1</sup></p>	6
<p>Major Core Courses: BQA 2113 Business Statistical Methods TKI 1203 Industrial Communications TKI 1814 Basic Industrial Electricity and</p>	63 Hours 4 3 4	<p>Major Core Courses: TKI 1203 Industrial Communications TKI 1814 Basic Industrial Electricity and Electronics</p>	<b>59 Hours</b> 3 4

<p>Electronics</p> <p>TKI 2113 Introduction to PLC Programming</p> <p>TKI 2123 Introduction to CNC Programming</p> <p><i>TKI 2323 Forging, Welding and Foundry</i></p> <p>TKI 3044 Industrial Safety</p> <p>TKI 3063 Industrial Human Relations</p> <p>TKI 3104 Advanced Industrial Electricity and Electronics</p> <p><i>TKI 3183 Machine Metal Processing</i></p> <p><i>TKI 3224 Industrial Materials Technology</i></p> <p>TKI 3243 Industrial Metrology</p> <p>TKI 3343 CAD/CAM</p> <p><i>TKI 3353 Forecasting and Cost Modeling</i></p> <p>TKI 3363 Motion and Time Study</p> <p>TKI 4113 Industrial Fluid Power</p> <p>TKI 4213 Survey of Energy Sources and Power Technology</p> <p>TKI 4224 Quality Assurance</p> <p><i>Writing Requirement:</i>  <i>Choose one of the following:</i>  <i>AIS 3203 Professional Writing in Agriculture, Natural Resources, and Human Sciences (recommended)</i>  <i>EN 3313 Writing for the Workplace</i>  <i>MGT 3213 Organizational Communications</i></p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>4</p> <p>3</p> <p>4</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>4</p> <p>3</p>	<p>TKI 2113 Introduction to PLC Programming</p> <p>TKI 2123 Introduction to CNC Programming</p> <p><b>TKI 2323 Welding Technology</b></p> <p>TKI 3044 Industrial Safety</p> <p>TKI 3063 Industrial Human Relations</p> <p>TKI 3104 Advanced Industrial Electricity and Electronics</p> <p><b>TKI 3223 Industrial Materials Technology</b></p> <p>TKI 3243 Industrial Metrology</p> <p>TKI 3343 CAD/CAM</p> <p>TKI 3363 Motion and Time Study</p> <p><b>TKI 3373 Forecasting and Cost Modeling</b></p> <p><b>TKI 3683 CNC Machining Processes</b></p> <p><b>TKI 3813 Writing for Industry</b></p> <p>TKI 4113 Industrial Fluid Power</p> <p>TKI 4213 Survey of Energy Sources and Power Technology</p> <p>TKI 4224 Quality Assurance</p> <p><b>TKI 4801 Senior Seminar</b></p>	<p>3</p> <p>3</p> <p><b>3</b></p> <p>4</p> <p>3</p> <p>4</p> <p><b>3</b></p> <p>3</p> <p>3</p> <p>3</p> <p><b>3</b></p> <p><b>3</b></p> <p>3</p> <p>3</p> <p>4</p> <p><b>1</b></p>
<p>Industrial Distribution Concentration Courses:</p> <p>MKT 3013 Principles of Marketing</p> <p>MKT 4113 Personal Selling</p> <p>MKT 4123 Advertising</p> <p>Marketing (MKT) electives - See advisor</p> <p>TKI Electives - See advisor</p>	<p>21 Hours</p> <p>3</p> <p>3</p> <p>3</p> <p>6</p> <p>6</p>	<p>Industrial Distribution Concentration Courses:</p> <p>MKT 3013 Principles of Marketing</p> <p>MKT 4113 Personal Selling</p> <p>MKT 4123 Advertising</p> <p><b>MKT Electives:</b></p> <p><b>TKI Electives:</b></p> <p><b>Approved MKT Electives:</b>  <b>MKT 3323 International Logistics</b>  <b>MKT 4033 International Transportation</b>  <b>MKT 4313 Physical Distribution Management</b>  <b>MKT 4333 International Supply Chain Management</b></p> <p><b>Approved TKI Electives:</b>  <b>TKI 4103 Industrial Control Systems</b>  <b>TKI 4203 Automated Systems</b>  <b>TKI 4233 Maintenance Management</b>  <b>TKI 4263 Manufacturing Technology and Processing</b>  <b>TKI 4303 Industrial Robotics</b>  <b>TKI 4343 CAD/CAM II</b>  <b>TKI 4373 Lean Six Sigma</b>  <b>TKI 4403 Automated Systems II</b>  <b>TKI 4463 Manufacturing Technology</b></p>	<p><b>24 Hours</b></p> <p>3</p> <p>3</p> <p>3</p> <p>6</p> <p>9</p>

		<b>and Processing II</b>	
Total Hours	123	Total Hours	124
Footnotes <sup>1</sup> EC 2113 and EC 2123 recommended for business minors		Footnotes <sup>1</sup> EC 2113 and EC 2123 recommended for business minor <b>* Required for general business administration minor</b>	

CURRENT Degree Description	PROPOSED Degree Description
Degree: Bachelor of Science Major: Industrial Technology Concentration: Industrial Automation	Degree: Bachelor of Science Major: Industrial Technology Concentration: Industrial Automation
<p><i>This curriculum</i> is designed for students who want to prepare for employment leading to supervisory and management positions in the production, automation, maintenance or logistics areas of industry. The role of the Industrial Technology graduate is that of a facilitator of ideas from senior management to the production floor. Successful completion of the four-year curriculum would provide an excellent background in science, mathematics, design and human relations. This is coupled with the practical use of both manual and automated machinery and the associated tools, as well as knowledge of industrial manufacturing processes, materials and logistics.</p> <p>To this extent the curriculum is divided into three concentrations:</p> <ul style="list-style-type: none"> <li>• Industrial Automation</li> <li>• Industrial Distribution</li> <li>• Manufacturing &amp; Maintenance Management</li> </ul> <p>These concentrations are designed to give students a specialization that they can take into the workforce and build upon throughout their industrial career. Graduates should quickly become proficient in both the supervisory and administrative roles of dealing with personnel, and depending upon the concentration selected, the graduate should become adept in the various aspects of the manufacture, distribution and automation of industrial products and processes. Employment opportunities are excellent for this degree.</p> <p>The MSU Bulletin is not the final source of information. Departmental advisement is critically important for the course sequence and selection. Students should always get advisement and approval from their MSU advisor for course scheduling.</p> <p>Upper division courses (3000 level and up) must</p>	<p><b>The industrial technology</b> is designed for students who want to prepare for employment leading to supervisory and management positions in the production, automation, maintenance or logistics areas of industry. The role of the Industrial Technology graduate is that of a facilitator of ideas from senior management to the production floor. Successful completion of the four-year curriculum would provide an excellent background in science, mathematics, design and human relations. This is coupled with the practical use of both manual and automated machinery and the associated tools, as well as knowledge of industrial manufacturing processes, materials and logistics.</p> <p>To this extent the curriculum is divided into three concentrations:</p> <ul style="list-style-type: none"> <li>• Industrial Automation</li> <li>• Industrial Distribution</li> <li>• Manufacturing &amp; Maintenance Management</li> </ul> <p>These concentrations are designed to give students a specialization that they can take into the workforce and build upon throughout their industrial career. Graduates should quickly become proficient in both the supervisory and administrative roles of dealing with personnel, and depending upon the concentration selected, the graduate should become adept in the various aspects of the manufacture, distribution and automation of industrial products and processes. Employment opportunities are excellent for this degree.</p> <p>The MSU Bulletin is not the final source of information. Departmental advisement is critically important for the course sequence and selection. Students should always get advisement and approval from their MSU advisor for course scheduling.</p> <p>Upper division courses (3000 level and up) must be taken at a senior college or university. See a faculty advisor for prerequisites and proper course sequence.</p> <p>NOTE: This curriculum lends itself well to a minor</p>

<p>be taken at a senior college or university. See a faculty advisor for prerequisites and proper course sequence.</p> <p>NOTE: This curriculum lends itself well to a minor in Business Administration or Marketing.</p>		<p>in Business Administration or Marketing.</p>	
<p>"[Click here and type old concentration description]"</p>		<p><b>The industrial automation concentration is designed for students who wish to enter a career in the automation of manufacturing processes. This concentration is concerned with fixed automation, robotics, and the troubleshooting of automated systems and their role in the manufacturing environment. This concentration lends itself to a general business administration minor.</b></p>	
<b>CURRENT CURRICULUM OUTLINE</b>	<b>Required Hours</b>	<b>PROPOSED CURRICULUM OUTLINE</b>	<b>Required Hours</b>
<p>English: EN 1103 English Composition I or EN 1163 Accelerated Composition I EN 1113 English Composition II or EN 1173 Accelerated Composition II</p>	6	<p>English: EN 1103 English Composition I or EN 1163 Accelerated Composition I EN 1113 English Composition II or EN 1173 Accelerated Composition II</p>	6
<p>Fine Arts: See general Education Courses</p>	3	<p>Fine Arts: See general Education Courses</p>	3
<p>Natural Sciences: CH 1043 Survey of Chemistry I PH 1013 Physical Science Survey I (w/ lab (PH 1011)) <i>PH 1113 General Physics I (w/lab)</i></p>	9	<p>Natural Sciences: CH 1043 Survey of Chemistry I <b>CH 1051 Experimental Chemistry</b> PH 1013 Physical Science Survey I PH 1011 Physical Science Survey I Lab <b>PH 1023 Physical Science Survey II</b></p>	<b>11</b>
<p>Extra Science (if appropriate)</p>		<p>Extra Science (if appropriate)</p>	
<p>Math: <i>MA 1313 College Algebra</i> MA 1323 Trigonometry MA 1613 Calculus for Business and Life Sciences I</p>	9	<p>Math: MA 1323 Trigonometry MA 1613 Calculus for Business and Life Sciences I <b>or MA 1713 Calculus I</b> BQA 2113 Business Statistical Methods I* <b>or MA 2113 Introduction to Statistics or ST 2113 Introduction to Statistics</b></p>	9
<p>Humanities: See general Education Courses</p>	6	<p>Humanities: See general Education Courses</p>	6
<p>Social/Behavioral Sciences: See general Education Courses<sup>1</sup></p>	6	<p>Social/Behavioral Sciences: See general Education Courses<sup>1</sup></p>	6
<p>Major Core Courses: BQA 2113 Business Statistical Methods 4 TKI 1203 Industrial Communications 3 TKI 1814 Basic Industrial Electricity and Electronics 4 TKI 2113 Introduction to PLC Programming 3 TKI 2123 Introduction to CNC Programming 3</p>	<b>63 Hours</b>	<p>Major Core Courses: TKI 1203 Industrial Communications 3 TKI 1814 Basic Industrial Electricity and Electronics 4 TKI 2113 Introduction to PLC Programming 3 TKI 2123 Introduction to CNC Programming 3 <b>TKI 2323 Welding Technology 3</b></p>	<b>59 Hours</b>

TKI 2323 Forging, Welding and Foundry	3	TKI 3044 Industrial Safety	4
TKI 3044 Industrial Safety	4	TKI 3063 Industrial Human Relations	3
TKI 3063 Industrial Human Relations	3	TKI 3104 Advanced Industrial Electricity and Electronics	4
TKI 3104 Advanced Industrial Electricity and Electronics	4	<b>TKI 3223 Industrial Materials Technology</b>	<b>3</b>
TKI 3183 Machine Metal Processing	3	TKI 3243 Industrial Metrology	3
TKI 3224 Industrial Materials Technology	4	TKI 3343 CAD/CAM	3
TKI 3243 Industrial Metrology	3	TKI 3363 Motion and Time Study	3
TKI 3343 CAD/CAM	3	<b>TKI 3373 Forecasting and Cost Modeling</b>	<b>3</b>
TKI 3353 Forecasting and Cost Modeling	3	<b>TKI 3683 CNC Machining Processes</b>	<b>3</b>
TKI 3363 Motion and Time Study	3	<b>TKI 3813 Writing for Industry</b>	<b>3</b>
TKI 4113 Industrial Fluid Power	3	TKI 4113 Industrial Fluid Power	3
TKI 4213 Survey of Energy Sources and Power Technology	3	TKI 4213 Survey of Energy Sources and Power Technology	3
TKI 4224 Quality Assurance	4	TKI 4224 Quality Assurance	4
<i>Writing Requirement:</i>	3	<b>TKI 4801 Senior Seminar</b>	<b>1</b>
<i>Choose one of the following:</i>			
<i>AIS 3203 Professional Writing in Agriculture, Natural Resources, and Human Sciences (recommended)</i>			
<i>EN 3313 Writing for the Workplace</i>			
<i>MGT 3213 Organizational Communications</i>			
Industrial Automation Concentration Courses:	22 Hours	Industrial Automation Concentration Courses:	<b>24 Hours</b>
ACC 2013 Principles of Financial Accounting	3	ACC 2013 Principles of Financial Accounting* or <b>ACC 2203 Survey of Accounting</b>	3
BL 2413 The Legal Environment of Business	3	BL 2413 The Legal Environment of Business	3
TKI 4103 Industrial Control Systems	3	TKI 4103 Industrial Control Systems	3
TKI 4203 Automated Systems	3	TKI 4203 Automated Systems	3
TKI 4233 Maintenance Management	3	TKI 4233 Maintenance Management	3
TKI 4303 Industrial Robotics	3	TKI 4303 Industrial Robotics	<b>3</b>
TKI or MGT Electives - See advisor	3-4	<b>TKI 4403 Automated Systems II</b>	3
		TKI Elective:	3
		<b>Approved Electives:</b>	
		<b>TKI 4343 CAD/CAM II</b>	
		<b>TKI 4373 Lean Six Sigma</b>	
		<b>TKI 4263 Manufacturing Technology and Processing</b>	
<b>Total Hours</b>	<b>124</b>	<b>Total Hours</b>	<b>124</b>
Footnotes <sup>1</sup> EC 2113 and EC 2123 recommended for business minors		Footnotes <sup>1</sup> EC 2113 and EC 2123 recommended for business minors	
		<b>* Required for general business administration minor</b>	

CURRENT Degree Description	PROPOSED Degree Description
Degree: Bachelor of Science Major: Industrial Technology Concentration: Manufacturing and Maintenance Management	Degree: Bachelor of Science Major: Industrial Technology Concentration: Manufacturing and Maintenance Management
<p><i>This curriculum</i> is designed for students who want to prepare for employment leading to supervisory and management positions in the production, automation, maintenance or logistics areas of industry. The role of the Industrial Technology graduate is that of a facilitator of ideas from senior management to the production floor. Successful completion of the four-year curriculum would provide an excellent background in science, mathematics, design and human relations. This is coupled with the practical use of both manual and automated machinery and the associated tools, as well as knowledge of industrial manufacturing processes, materials and logistics.</p> <p>To this extent the curriculum is divided into three concentrations:</p> <ul style="list-style-type: none"> <li>• Industrial Automation</li> <li>• Industrial Distribution</li> <li>• Manufacturing &amp; Maintenance Management</li> </ul> <p>These concentrations are designed to give students a specialization that they can take into the workforce and build upon throughout their industrial career. Graduates should quickly become proficient in both the supervisory and administrative roles of dealing with personnel, and depending upon the concentration selected, the graduate should become adept in the various aspects of the manufacture, distribution and automation of industrial products and processes. Employment opportunities are excellent for this degree.</p> <p>The MSU Bulletin is not the final source of information. Departmental advisement is critically important for the course sequence and selection. Students should always get advisement and approval from their MSU advisor for course scheduling.</p> <p>Upper division courses (3000 level and up) must be taken at a senior college or university. See a faculty advisor for prerequisites and proper course sequence.</p> <p>NOTE: This curriculum lends itself well to a minor in Business Administration or Marketing.</p>	<p><b>The industrial technology</b> is designed for students who want to prepare for employment leading to supervisory and management positions in the production, automation, maintenance or logistics areas of industry. The role of the Industrial Technology graduate is that of a facilitator of ideas from senior management to the production floor. Successful completion of the four-year curriculum would provide an excellent background in science, mathematics, design and human relations. This is coupled with the practical use of both manual and automated machinery and the associated tools, as well as knowledge of industrial manufacturing processes, materials and logistics.</p> <p>To this extent the curriculum is divided into three concentrations:</p> <ul style="list-style-type: none"> <li>• Industrial Automation</li> <li>• Industrial Distribution</li> <li>• Manufacturing &amp; Maintenance Management</li> </ul> <p>These concentrations are designed to give students a specialization that they can take into the workforce and build upon throughout their industrial career. Graduates should quickly become proficient in both the supervisory and administrative roles of dealing with personnel, and depending upon the concentration selected, the graduate should become adept in the various aspects of the manufacture, distribution and automation of industrial products and processes. Employment opportunities are excellent for this degree.</p> <p>The MSU Bulletin is not the final source of information. Departmental advisement is critically important for the course sequence and selection. Students should always get advisement and approval from their MSU advisor for course scheduling.</p> <p>Upper division courses (3000 level and up) must be taken at a senior college or university. See a faculty advisor for prerequisites and proper course sequence.</p> <p>NOTE: This curriculum lends itself well to a minor in Business Administration or Marketing.</p>
<p>"[Click here and type old concentration description]"</p>	<p><b>The manufacturing and maintenance management concentration is designed for students who want to enter a career in the manufacturing sector. This concentration is concerned with the management,</b></p>





TKI 4213 Survey of Energy Sources and Power Technology TKI 4224 Quality Assurance  <i>Writing Requirement: Choose one of the following: AIS 3203 Professional Writing in Agriculture, Natural Resources, and Human Sciences (recommended) EN 3313 Writing for the Workplace MGT 3213 Organizational Communications</i>	3 4 3	TKI 4113 Industrial Fluid Power TKI 4213 Survey of Energy Sources and Power Technology TKI 4224 Quality Assurance <b>TKI 4801 Senior Seminar</b>	3 3 4 <b>1</b>
Manufacturing & Maintenance Management Concentration Courses: ACC 2013 Principles of Financial Accounting BL 2413 The Legal Environment of Business <i>MGT 3114 Principles of Management and Production</i> TKI 4103 Industrial Control Systems TKI 4233 Maintenance Management TKI 4263 Manufacturing Technology and Processing TKI Electives - See advisor	22 Hours 3 3 4 3 3 3 3	Manufacturing & Maintenance Management Concentration Courses: ACC 2013 Principles of Financial Accounting* or ACC 2203 Survey of Accounting BL 2413 The Legal Environment of Business TKI 4103 Industrial Control Systems TKI 4233 Maintenance Management TKI 4263 Manufacturing Technology and Processing <b>TKI 4373 Lean Six Sigma</b> <b>TKI 4463 Manufacturing Technology and Processing II</b> TKI Elective <b>Approved Electives:</b> <b>TKI 4203 Automated Systems</b> <b>TKI 4303 Industrial Robotics</b> <b>TKI 4343 CAD/CAM II</b>	<b>24 Hours</b> 3 3 3 3 3 3 3 3
Total Hours	124	Total Hours	124
Footnotes <sup>1</sup> EC 2113 and EC 2123 recommended for business minors		Footnotes <sup>1</sup> EC 2113 and EC 2123 recommended for business minors <b>* Required for general business administration minor</b>	

### Justification and Student Learning Outcomes:

The industrial technology faculty have proposed these modifications after reviewing the curriculum, and obtaining feedback from the industrial technology industrial technology advisory board, industry leaders, and graduates of the program who are in senior management/supervisory positions. Modifications to the general education core were made to make sure that the student had a reasonable understanding of both math and science with regard to technical employment. The modifications to the industrial technology core have been made to allow for better sequencing of courses so that the student can build upon the knowledge gained in lower-level classes. The addition of a writing for industry class TKI 3813 was at the request of industry as one of the skills that was lacking was that of professional technical writing. Modifications were also made to the concentration areas to give the industrial technology student more exposure to issues that are pertinent to their chosen concentration area, thus giving them more opportunities to gain initial employment, as well as career development.

Currently there is a major shortfall in qualified technical employees in industry, not just in

Mississippi but nationally too. These proposed changes will give graduating students the ability to find employment in high qualification technical positions.

The modifications do not duplicate any programs are currently in the system. The current program has a good cross-section of students and this is anticipated to remain the same.

The industrial technology program at Mississippi State University has a very high placement rates, and salaries are consummate with those of graduating industrial engineers. As the demand for more highly qualified technicians increases, the placement rates and salaries should also increase.

The learning outcomes of this program are that students should be able to facilitate ideas from senior management to the production floor. They could also be able to manage the day-to-day operations, maintenance, and production troubleshooting of complex industrial equipment and systems. The graduate student should also be able to make recommendations on adaptation, deletion, or replacement/capital investment of equipment to aid the manufacturing process.

**Support:**

Accompanying this degree program modification is a letter of support signed by all the faculty in the industrial technology program. The faculty unanimously voted to support the proposed degree program changes for the industrial technology curriculum.

**Proposed 4-Letter Abbreviation:**

The proposed 4-letter abbreviation for the program is – INDT

**Effective Date:**

The proposed effective date is fall 2017



**MISSISSIPPI STATE**  
UNIVERSITY™

**COLLEGE OF EDUCATION**  
Department of Instructional Systems  
and Workforce Development  
P.O. Box 9730  
108 Herbert Street  
100 Industrial Education Building  
Mississippi State, MS 39762  
P. 662.325.2281  
F. 662.325.7599

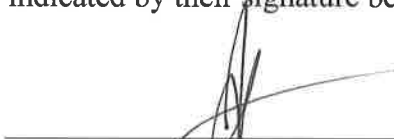



lswd.msstate.edu

**TO:** Box Council and UCCC  
**FROM:** Dr. John Wyatt  
**DATE:** March 6, 2017  
**SUBJECT:** Support of Degree Program Modifications in Industrial Technology

The Industrial Technology faculty in the Department of Instructional Systems and Workforce Development support the following degree program course modifications. These modifications are made with input from our Industrial Technology Advisory Board, discussions with industry leaders, and industrial technology graduates who are employed in the field. These groups are supporting these needed changes to enhance the program.

Based on these program modifications there is no anticipated changes that will require additional materials, personnel, or facilities.

The Industrial Technology program faculty voted unanimously on these course additions as indicated by their signature below.

	3/7/17
Dr. John Wyatt	Date
	3/7/17
Mr. Mickey Giordano	Date
	3-7-2017
Mr. Jerry Mize	Date
	3/8/2017
Mr. Jonathan Dale	Date

# 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, Garner Hall, Room 279, Mail Stop 9702.

**College:** Education

**Department:** ISWD

**Contact Person:** Dr. John Wyatt

**Mail Stop:** 9730

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

**Nature of Change:** Addition of Distance to the Program

**Date Initiated:** 03/01/2017

**Effective Date:** Fall 2017

**Degree to be offered at:** Campus 5

**Current Degree Program Name:** BS Industrial Technology

**Major:** Industrial Technology    **Concentration:** Industrial Automation  
Manufacturing & Maintenance Management

**New Degree Program Name:** NA

**Major:** NA

**Concentration:** NA

**Summary of Proposed Changes:**

*Approved:*

*Date:*

Connie M. Ferde  
Department Head

3-10-2017

Rebecca Richardson Davis  
Chair, College or School Curriculum Committee

3-29-2017

Teresa Jayroe  
Dean of College or School

3-29-2017

\_\_\_\_\_  
Chair, University Committee on Courses and Curricula

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

\_\_\_\_\_  
Chair, Deans Council

IHL Action Required

SACS Letter Sent

## Appendix 10: Report of Intent to Offer an Existing Degree Program by Distance Learning

<b>Institution: Mississippi State University</b>			
<b>Date of Initial Program Approval:</b>	<b>Date of Implementation:</b> Fall 2017	<b>Cost of Implementation:</b> Minimal	
<b>Program Title as Appears on Academic Program Inventory, Diploma, and Transcript:</b> BS Industrial Technology			<b>Six Digit CIP Code:</b> 15.0613
<b>Degree(s) to be Awarded:</b> BS Industrial Technology (Industrial Automation Concentration) (IAUT) BS Industrial Technology (Manufacturing and Maintenance Management Concentration) (MFMA)		<b>Credit Hour Requirements:</b> 124  124	
<b>Percentage of Program Completed by Distance Learning:</b> IAUT - 88.7% MFMA - 90.3%		<b>Percentage of Program Requiring Campus Visit:</b> IAUT - 11.3% MFMA - 9.7%	
<b>Will students be allowed to mix on-campus and distance learning courses within this program?</b>			NO
<b>Will this program require separate admission from those offered on-campus?</b>			YES
<b>Will this program have different fees or tuition rates from those offered on-campus?</b>			YES
<b>Responsible Academic Unit(s):</b> Instructional Systems and Workforce Development		<b>Institutional Contact:</b> Dr. John Wyatt	
<b>Number of Students Expected to Enroll in First Six Years:</b>		<b>Number of Graduates Expected in First Six Years:</b>	
Year One	10	Year One	0
Year Two	20	Year Two	0
Year Three	25	Year Three	0
Year Four	30	Year Four	0
Year Five	40	Year Five	5
Year Six	45	Year Six	10
Total	170	Total	15
<b>Program Summary: Please see attached program outlines.</b>			
<b>Institutional Executive Officer Signature</b>		<b>Date</b>	

## **Catalog Description:**

The industrial technology is designed for students who want to prepare for employment leading to supervisory and management positions in the production, automation, maintenance or logistics areas of industry. The role of the Industrial Technology graduate is that of a facilitator of ideas from senior management to the production floor. Successful completion of the four-year curriculum would provide an excellent background in science, mathematics, design and human relations. This is coupled with the practical use of both manual and automated machinery and the associated tools, as well as knowledge of industrial manufacturing processes, materials and logistics.

To this extent the curriculum is divided into three concentrations:

- Industrial Automation
- Industrial Distribution
- Manufacturing & Maintenance Management

These concentrations are designed to give students a specialization that they can take into the workforce and build upon throughout their industrial career. Graduates should quickly become proficient in both the supervisory and administrative roles of dealing with personnel, and depending upon the concentration selected, the graduate should become adept in the various aspects of the manufacture, distribution and automation of industrial products and processes. Employment opportunities are excellent for this degree.

The MSU Bulletin is not the final source of information. Departmental advisement is critically important for the course sequence and selection. Students should always get advisement and approval from their MSU advisor for course scheduling.

Upper division courses (3000 level and up) must be taken at a senior college or university. See a faculty advisor for prerequisites and proper course sequence.

The manufacturing and maintenance management concentration is designed for students who want to enter a career in the manufacturing sector. This concentration is concerned with the management, maintenance and day-to-day operation and improvement of manufacturing processes.

The industrial automation concentration is designed for students who wish to enter a career in the automation of manufacturing processes. This concentration is concerned with fixed automation, robotics, and the troubleshooting of automated systems and their role in the manufacturing environment.

**Curriculum Outline:**

<b>Current Industrial Technology Degree</b>		<b>Proposed Distance Industrial Technology Degree</b>	
<b>Industrial Automation Concentration</b>		<b>Industrial Automation Concentration</b>	
<b>Course</b>	<b>Required Hours</b>	<b>Course</b>	<b>Required Hours</b>
English: EN 1103 English Composition I or EN 1163 Accelerated Composition I EN 1113 English Composition II or EN 1173 Accelerated Composition II	6	English: EN 1103 English Composition I or EN 1163 Accelerated Composition I EN 1113 English Composition II or EN 1173 Accelerated Composition II	6
Fine Arts: See general Education Courses	3	Fine Arts: See general Education Courses	3
Natural Sciences: CH 1043 Survey of Chemistry I CH 1051 Experimental Chemistry PH 1013 Physical Science Survey I PH 1011 Physical Science Survey I Lab PH 1023 Physical Science Survey II	11	Natural Sciences: CH 1043 Survey of Chemistry I CH 1051 Experimental Chemistry PH 1013 Physical Science Survey I PH 1011 Physical Science Survey I Lab PH 1023 Physical Science Survey II	11
Math: MA 1323 Trigonometry MA 1613 Calculus for Business and Life Sciences I or MA 1713 Calculus I BQA 2113 Business Statistical Methods I or MA 2113 Introduction to Statistics or ST 2113 Introduction to Statistics	9	Math: MA 1323 Trigonometry MA 1613 Calculus for Business and Life Sciences I or MA 1713 Calculus I BQA 2113 Business Statistical Methods I or MA 2113 Introduction to Statistics or ST 2113 Introduction to Statistics	9
Humanities: See general Education Courses	6	Humanities: See general Education Courses	6
Social/Behavioral Sciences: See general Education Courses	6	Social/Behavioral Sciences: See general Education Courses	6



Major Core Courses:	59 Hours	Major Core Courses:	59 Hours
TKI 1203 Industrial Communications	3	TKI 1203 Industrial Communications	3
TKI 1814 Basic Industrial Electricity and Electronics	4	TKI 1814 Basic Industrial Electricity and Electronics	4
TKI 2113 Introduction to PLC Programming	3	TKI 2113 Introduction to PLC Programming	3
TKI 2123 Introduction to CNC Programming	3	TKI 2123 Introduction to CNC Programming	3
TKI 2323 Welding Technology	3	TKI 2323 Welding Technology	3
TKI 3044 Industrial Safety	4	TKI 3044 Industrial Safety	4
TKI 3063 Industrial Human Relations	3	TKI 3063 Industrial Human Relations	3
TKI 3104 Advanced Industrial Electricity and Electronics	4	TKI 3104 Advanced Industrial Electricity and Electronics	4
TKI 3223 Industrial Materials Technology	3	TKI 3223 Industrial Materials Technology	3
TKI 3243 Industrial Metrology	3	TKI 3243 Industrial Metrology	3
TKI 3343 CAD/CAM	3	TKI 3343 CAD/CAM	3
TKI 3363 Motion and Time Study	3	TKI 3363 Motion and Time Study	3
TKI 3373 Forecasting and Cost Modeling	3	TKI 3373 Forecasting and Cost Modeling	3
TKI 3683 CNC Machining Processes	3	TKI 3683 CNC Machining Processes	3
TKI 3813 Writing for Industry	3	TKI 3813 Writing for Industry	3
TKI 4113 Industrial Fluid Power	3	TKI 4113 Industrial Fluid Power	3
TKI 4213 Survey of Energy Sources and Power Technology	3	TKI 4213 Survey of Energy Sources and Power Technology	3
TKI 4224 Quality Assurance	4	TKI 4224 Quality Assurance	4
TKI 4801 Senior Seminar	1	TKI 4801 Senior Seminar	1
Industrial Automation Concentration Courses:	24 Hours	Industrial Automation Concentration Courses:	24 Hours
ACC 2013 Principles of Financial Accounting or ACC 2203 Survey of Accounting	3	ACC 2013 Principles of Financial Accounting or ACC 2203 Survey of Accounting	3
BL 2413 The Legal Environment of Business		BL 2413 The Legal Environment of Business	
TKI 4103 Industrial Control Systems	3	TKI 4103 Industrial Control Systems	3
TKI 4203 Automated Systems	3	TKI 4203 Automated Systems	3
TKI 4233 Maintenance Management	3	TKI 4233 Maintenance Management	3
TKI 4603 Automated Systems II	3	TKI 4603 Automated Systems II	3
TKI 4303 Industrial Robotics	3	TKI 4303 Industrial Robotics	3
TKI Elective:	3	TKI Elective:	3
Approved Electives:	3	Approved Electives:	3
TKI 4343 CAD/CAM II		TKI 4343 CAD/CAM II	
TKI 4373 Lean Six Sigma		TKI 4373 Lean Six Sigma	
TKI 4263 Manufacturing Technology and Processing		TKI 4263 Manufacturing Technology and Processing	
<b>Total Hours</b>	<b>124</b>	<b>Total Hours</b>	<b>124</b>

<b>Current Industrial Technology Degree</b>		<b>Proposed Distance Industrial Technology Degree</b>	
<b>Manufacturing and Maintenance Management Concentration</b>		<b>Manufacturing and Maintenance Management Concentration</b>	
<b>Course</b>	<b>Required Hours</b>	<b>Course</b>	<b>Required Hours</b>
English: EN 1103 English Composition I or EN 1163 Accelerated Composition I EN 1113 English Composition II or EN 1173 Accelerated Composition II	6	English: EN 1103 English Composition I or EN 1163 Accelerated Composition I EN 1113 English Composition II or EN 1173 Accelerated Composition II	6
Fine Arts: See general Education Courses	3	Fine Arts: See general Education Courses	3
Natural Sciences: CH 1043 Survey of Chemistry I CH 1051 Experimental Chemistry PH 1013 Physical Science Survey I PH 1011 Physical Science Survey I Lab PH 1023 Physical Science Survey II	11	Natural Sciences: CH 1043 Survey of Chemistry I CH 1051 Experimental Chemistry PH 1013 Physical Science Survey I PH 1011 Physical Science Survey I Lab PH 1023 Physical Science Survey II	11
Math: MA 1323 Trigonometry MA 1613 Calculus for Business and Life Sciences I or MA 1713 Calculus I BQA 2113 Business Statistical Methods I or MA 2113 Introduction to Statistics or ST 2113 Introduction to Statistics	9	Math: MA 1323 Trigonometry MA 1613 Calculus for Business and Life Sciences I or MA 1713 Calculus I BQA 2113 Business Statistical Methods I or MA 2113 Introduction to Statistics or ST 2113 Introduction to Statistics	9
Humanities: See general Education Courses	6	Humanities: See general Education Courses	6
Social/Behavioral Sciences: See general Education Courses	6	Social/Behavioral Sciences: See general Education Courses	6

Major Core Courses:	59 Hours	Major Core Courses:	59 Hours
TKI 1203 Industrial Communications	3	TKI 1203 Industrial Communications	3
TKI 1814 Basic Industrial Electricity and Electronics	4	TKI 1814 Basic Industrial Electricity and Electronics	4
TKI 2113 Introduction to PLC Programming	3	TKI 2113 Introduction to PLC Programming	3
TKI 2123 Introduction to CNC Programming	3	TKI 2123 Introduction to CNC Programming	3
TKI 2323 Welding Technology	3	TKI 2323 Welding Technology	3
TKI 3044 Industrial Safety	4	TKI 3044 Industrial Safety	4
TKI 3063 Industrial Human Relations	3	TKI 3063 Industrial Human Relations	3
TKI 3104 Advanced Industrial Electricity and Electronics	4	TKI 3104 Advanced Industrial Electricity and Electronics	4
TKI 3223 Industrial Materials Technology	3	TKI 3223 Industrial Materials Technology	3
TKI 3243 Industrial Metrology	3	TKI 3243 Industrial Metrology	3
TKI 3343 CAD/CAM	3	TKI 3343 CAD/CAM	3
TKI 3363 Motion and Time Study	3	TKI 3363 Motion and Time Study	3
TKI 3373 Forecasting and Cost Modeling	3	TKI 3373 Forecasting and Cost Modeling	3
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TKI 4113 Industrial Fluid Power	3	TKI 4113 Industrial Fluid Power	3
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TKI 4224 Quality Assurance	4	TKI 4224 Quality Assurance	4
TKI 4801 Senior Seminar	1	TKI 4801 Senior Seminar	1
Manufacturing & Maintenance Management Concentration Courses:	24 Hours	Manufacturing & Maintenance Management Concentration Courses:	24 Hours
ACC 2013 Principles of Financial Accounting or ACC 2203 Survey of Accounting	3	ACC 2013 Principles of Financial Accounting or ACC 2203 Survey of Accounting	3
BL 2413 The Legal Environment of Business		BL 2413 The Legal Environment of Business	
TKI 4103 Industrial Control Systems	3	TKI 4103 Industrial Control Systems	3
TKI 4233 Maintenance Management	3	TKI 4233 Maintenance Management	3
TKI 4263 Manufacturing Technology and Processing	3	TKI 4263 Manufacturing Technology and Processing	3
TKI 4373 Lean Six Sigma	3	TKI 4373 Lean Six Sigma	3
TKI 4463 Manufacturing Technology and Processing II	3	TKI 4463 Manufacturing Technology and Processing II	3
TKI Elective	3	TKI Elective	3
Approved Electives:	3	Approved Electives:	3
TKI 4203 Automated Systems		TKI 4203 Automated Systems	
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TKI 4343 CAD/CAM II		TKI 4343 CAD/CAM II	
Total Hours	124	Total Hours	124

**Justification for Distance Learning Offering:**

The industrial technology program at Mississippi State University is highly regarded by industry throughout the state. The current program has one of the highest placement rates of students into the manufacturing sector in the University. However, there is a severe shortage of qualified technical specialists and managers not only in Mississippi but also throughout the nation. The program has received many inquiries regarding whether the program is offered online. Due to the practical nature of the program, a strictly online program would not be practical. The student would not gain the necessary skills from the classes, which is one of the major facets of the program, which makes it so well received by industry.

After meetings with the industrial technology industrial advisory board, industry leaders, and former graduates who are working at a supervisory/managerial level in industry, a distance program was developed. In conjunction with these meetings, research into the viability of an industrial technology distance program was undertaken with the Center for Distance Learning, with employers and employees, the results of which can be seen in table 1.

Table 1. Summary of results from employer/employee survey.

Question	Employer Response	Employee Response
Based on the information provided and reviewing the brochure, would your company be interested in sponsoring your employees to enroll in the INDT distance program?	Yes – 81.8% No – 18.2	N/A
Based on what you just read in the introduction, would you be interested in enrolling in the INDT online/hybrid program?	N/A	Yes – 88.9% No – 11.1
Do you think your employees would take advantage of pursuing a four-year online/hybrid degree in INDT?	Yes – 100% No – 0%	N/A
Some courses are labs that require applied learning at our MSU facilities on the Starkville campus. These labs would be held several times throughout the semester on weekends. If these classes were to meet mostly online but also have a face-to-face component, would your employees be able to complete this requirement?	Yes – 81.8% No – 18.2	Yes – 100% No – 0%

If you are missing some of the prerequisites, such as Physics, Chemistry, or a specialized lab class, could you take these at a local community college or university?	N/A	Yes – 87.5% No – 12.5%
How far are you located from Mississippi State University's Starkville campus?	61-90 miles 36.4% 91-120 miles 27.3% 121-180 miles 27.3% Over 300 miles 9.1%	61-90 miles 44.4% 91-120 miles 22.2% 121-180 miles 11.1% 181-240 miles 11.1% 241-300 miles 0.0% Over 300 miles 11.1%
How many employees do you have?	50 – 27.3% 500+ - 63.6%	N/A
What is your current job status?	N/A	Full-time – 100% Part-time 0%
In what industry/area is your company situated/or you are employed?	Automotive – 30% Manufacturing – 70%	Automotive 25.0% Manufacturing 62.5% Maintenance 12.5%
If an employee decided to pursue this degree, which of the following would your company provide? Select all that may apply.	Full tuition reimbursement 27.3% Partial tuition reimbursement 45.5% Flexible work schedule 18.2% No benefits 0.0% Unsure 45.5%	Full tuition reimbursement 55.6% Partial tuition reimbursement 0.0% Flexible work schedule No benefits 11.1% Unsure 44.4%
Do you have any employees who could benefit from this degree?	Yes – 100% No – 0%	N/A
Do you have any employees who would be interested in this degree?	Yes – 100% No – 0%	N/A

With regard to the program not being able to be offered completely online, due to some classes having a laboratory component, the concept of a hybrid course is proposed. The hybrid course combines the lecture and quizzes being delivered in an online environment, which allows the student to complete that portion while still working in their career. The lab sessions, which are all 30 hours or one credit hour each, will be offered over four Saturday whole day sessions. These sessions will be scheduled throughout the semester when sufficient material has been covered to undertake a day's worth of labs. This allows a student to plan out the semester for work commitments and also keeps the program within the spirit of a distance offering.

The industrial distribution concentration will not be offered through distance education, as the marketing course requirements are not available via distance at MSU. In addition, the general business administration minor will not be offered due to the same issue.

This industrial technology distance program allows for those individuals who have a two-year associate's technical degree to gain a baccalaureate degree and break through the "glass ceiling" that blocks their way to progressing along a long and successful career path

**Target Audience:**

The target audience for this industrial technology distance program are those individuals who are currently employed and, wish to pursue a baccalaureate degree while still working. This program will not be offered to campus one students, as it is solely intended for those who cannot make regular class meetings on the Mississippi State campus.

**Learning Outcomes:**

The learning outcomes of this program are that students should be able to facilitate ideas from senior management to the production floor. They could also be able to manage the day-to-day operations, maintenance, and production troubleshooting of complex industrial equipment and systems. The graduate student should also be able to make recommendations on adaptation, deletion, or replacement/capital investment of equipment to aid the manufacturing process.

This proposed industrial technology distance degree program will augment the knowledge and skills that a currently employed technical specialist has gained from their two-year associate's degree. This extension of their knowledge will enable them to pursue career opportunities within the company as the industrial technology distance degree will expose them to new technologies and methods that manufacturing industries require from their middle to senior supervisor/managers. These skills include automation, robotics, quality systems, six sigma, as well as business classes, which will allow the student, upon graduation, to function at a higher level within their company.

**Effective Date:**

The effective date for this distance offering is the fall 2017 semester

**Contact Person:**

Dr. John Wyatt

Tel: (662) 325 7257

Fax: (662) 325 7599

email: wyatt@colled.msstate.edu

**Letter of Support:**

Please see the attached letter of support.



**MISSISSIPPI STATE**  
UNIVERSITY™

**COLLEGE OF EDUCATION**  
Department of Instructional Systems  
and Workforce Development  
P.O. Box 9730  
108 Herbert Street  
100 Industrial Education Building  
Mississippi State, MS 39762  
P. 662.325.2281  
F. 662.325.7599

lswd.msstate.edu

**TO:** Box Council and UCCC

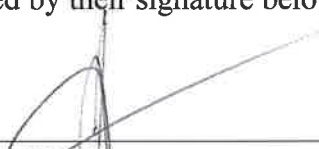


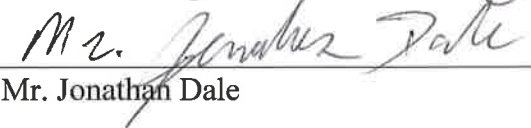
**FROM:** Dr. John Wyatt

**DATE:** March 6, 2017

**SUBJECT:** Support of Degree Approval for Distance Learning in Industrial Technology

The Industrial Technology faculty in the Department of Instructional Systems and Workforce Development support the following approval for distance learning program. These modifications were made with input from our Industrial Advisory Board, discussions with industry leaders, and graduates who are in the field. The approval of a distance program will enable technical workers in the manufacturing area to continue their career path forward while staying employed. The need for more highly qualified technical staff is not just a state, but a national issue too.

The Industrial Technology program faculty voted unanimously on these course additions as indicated by their signature below.

	03/07/17
Dr. John Wyatt	Date
	3/8/17
Mr. Mickey Giordano	Date
	3/8/2017
Mr. Jerry Mize	Date
	3/8/2017
Mr. Jonathan Dale	Date

APPROVAL FORM FOR

# DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Garner Hall, Room 279, Mail Stop 9702.

College: Education

Department: Music

Contact Person: Richard Human

Mail Stop: 9734

E-mail: richard.human@gmail.com

Nature of Change: Modification

Date: March 8, 2017

Program will be offered at: Starkville (Campus 1)

Current Degree Program Name: Bachelor

Effective Date: Fall 2017

Major: Music Education

Concentration: Guitar, Instrumental, Keyboard, Vocal

New Degree Program Name: Bachelor

Major: Music Education

Concentration: Guitar, Instrumental, Keyboard, Vocal

**Summary of Proposed Changes:**

1. Add MUE 3262 Instrumental Methods to the Guitar Concentration
2. Change the General Education Fine Arts Class from MU 3023 to MU 3013 to facilitate earlier entry to the College of Education Phase 2 for BME majors.

*Randy E. Koehn*  
 \_\_\_\_\_  
 Department Head

*3-8-17*  
 \_\_\_\_\_

*Rebecca Robinson Davis*  
 \_\_\_\_\_  
 Chair, College or School Curriculum Committee

*3-27-2017*  
 \_\_\_\_\_

*K. Blum*  
 \_\_\_\_\_  
 Dean of College or School

*3/27/17*  
 \_\_\_\_\_

\_\_\_\_\_  
 Chair, University Committee on Courses and Curricula

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

\_\_\_\_\_  
 Chair, Deans Council

SACS Letter Sent





MISSISSIPPI STATE  
UNIVERSITY

Department of Music

February 21, 2017

TO: Box Council and UCCC Committee Members

FR: Department of Music Curriculum Committee  
Richard Human, chair

RE: Support for Modification of 2017 BME

This letter of support is offered by the Department of Music faculty for the proposed modification of the BME degree to update the catalog description, change the music history FA course, and add MUE 3262 to the Guitar concentration. As indicated by the signatures of the Curriculum Committee below, these proposals have the unanimous support of the Department of Music Faculty.

Dr. Craig Aarhus, Associate Professor

2/27/17

Date

Dr. Jacqueline Edwards-Henry, Professor

2/22/17

Date

Dr. Jeannette Fontaine, Assistant Professor

2/22/17

Date

Dr. Richard Human, Jr., Associate Professor

2/22/17

Date

Ms. Elve Kaye Lance, Director of Bands

2/27/17

Date

*Gary Packwood*

Dr. Gary Packwood, Music Education Chair, Associate Professor

2-27-17

Date

*MP*

Dr. Michael Patilla, Associate Professor

2/27/17

Date

Department of Music Degree Modification  
Bachelor of Music Education - All Concentrations  
Guitar, Instrumental, Keyboard, Vocal

1. Catalog description.

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Department Head: Barry E. Kopetz  
Department Office:  
Music Building A,  
Telephone: (662) 325-3070  
Fax: (662) 325-0250  
<http://music.msstate.edu/>

Mailing Address:  
Department of Music  
PO Box 6240  
Mississippi State, MS 39762

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Mission

The mission of the Department of Music at Mississippi State University is to contribute to the culture and education of our diverse state and region by providing quality training and opportunities through programs of teaching, research, and service. The department:

- Offers excellent instruction to its students, helping to produce future generations of music professionals and patrons.
- Engages in meaningful research, performance, and other creative work, positively affecting students, colleagues, and audiences throughout our community and beyond.

The Mission of the Department of Music at Mississippi State University is two-fold. The department's first obligation is to provide music instruction and specialized pedagogical training for state-certified elementary and secondary school music teachers. This program of instruction is intended to prepare students for exemplary entry-level teaching performance and for admission to selective graduate schools. To this end, the Department of Music provides:

- Curricula and advisement that encourage students to acquire a broad, liberal education.
- A comprehensive undergraduate education in the art of music.
- A background in existing music curricula, curriculum design principles, materials, and methodologies.
- Preparation in general education, theory, history, and methodology.

#### Bachelor of Music Education

The Bachelor of Music Education is a 130 hour professional degree program that leads to licensure to teach music in the State of Mississippi. The Department of Music offers four concentrations of the BME: Guitar, Instrumental, Keyboard and Vocal.

The Guitar, Instrumental and Keyboard concentrations qualify the student for a K-12 Instrumental Music teaching license, allowing them to teach General and Instrumental Music in all grades in the state of Mississippi.

The Vocal concentration qualifies the student for a K-12 Choral Music teaching license, allowing them to teach General, Instrumental and Choral music in all grades in the state of Mississippi.

For suggested course sequence for all concentrations, visit the Department of Music website: <http://www.music.msstate.edu/academics/bme/>

#### Auditions

All potential music majors and minors are required to audition for appropriate faculty in order to determine their preparedness to enter the program, participate in any ensemble, and determine eligibility for a scholarship or service award.

Although alternate dates are available, the preferred audition date for music majors and minors in all areas is the third Saturday in February. Other audition dates are available by contacting the applied faculty of your area of concentration, the department office (662) 325-3070, or the major ensembles offices.

#### Transfer Information

After successful admission to the University, and in addition to the music major audition, transfer students are required to complete a music theory and aural skills entrance exam to determine preparedness for upper division study. For more information see the Department of Music website or call 662-325-3070.

#### Music Minor

Mississippi State University offers MSU students the opportunity to complete a minor in music. The Music Minor is a comprehensive set of courses designed to increase student musicianship and knowledge.

Students must audition and be accepted as a music minor before it can be declared. Acceptance in any given studio area is on a space available basis. The requirements for the music minor can not be completed after graduating from MSU.

For information and required courses, visit the Department of Music website: <http://www.music.msstate.edu/academics/minorinmusic/>

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## 2. Curriculum outlines.

See attached curriculum outline.

## 3. Justification and Learning outcomes.

This small modification has three purposes:

- A. To update the BME catalog description for more completeness of information and to meet a direct concern of our accrediting body NASM to make department information "... clear, accurate and readily accessible."
- B. To facilitate earlier entry to the College of Education (Phase II) by BME students. Changing the music history course that acts as the General Education Fine Arts core course to MU 3013 Survey of Western Music History I allows BME students to complete the 44-hour requirement at the end of Fall Junior year (fifth semester) instead of the Spring of the Junior year (sixth semester). It also provides MSU students are more accessible history course as the current Fine Arts course is MU 3023 Survey of Western Music History II.
- C. To add MUE 3262 Instrumental Methods as a required course to the BME Guitar concentration.

The learning outcomes for the Bachelor of Music Education are not changed by this proposal.

Specific questions required by UCCC:

- A. **Will this program change meet local, state, regional and national educational and cultural needs? If so, how.**

The requested changes do not affect the original foundations of the BME degree. However:

The catalog description requested meet specific requirements of our accrediting body (NASM) as expressed in their Visitor's Report, specifically: "It is not clear how the institution meets the NASM standard: Published materials concerning the institution and the music unit shall be clear, accurate and readily available." Updating the catalog information for the BME is one step in responding to this concern.

The change of Fine Arts course for the BME is to address the need that BME students be eligible for Phase II entry to the College of Education earlier in the sequence, to be more in-line with other departments within the College of Education and to allow maximum flexibility in competing required COE courses.

The addition of MUE 3262 addresses the fact that the Guitar Concentration of the BME currently lacks any brass/woodwind/percussion pedagogy instruction. This is cause for concern in the BME degree as a whole.

- B. **Will this program change result in duplication in the Mississippi Higher Education system?**

The proposed changes do not result in added duplication.

**C. Will this program change advance student diversity within the discipline? IF so, please describe.**

This program change will not affect student diversity in the discipline.

**D. Will this program change result in an increase in the potential placement of graduates in MS, the Southeast and the U.S.? If so, please describe.**

The addition of MUE 3262 Instrumental Methods to the Guitar Concentration of the BME will increase those students' preparedness for teaching instrumental music in a K-12 setting.

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

No.

**5. Proposed 4-letter abbreviations**

The 4-letter abbreviations are not affect in this requested change.

**6. Effective Date**

Fall semester 2017.

Mississippi State University  
Department of Music

Bachelor of Music Education Program Modification: Spring 2017

Current and Proposed BME Program

- **Courses in bold** are to added to the degree program/concentration
- *Courses in italics* are to be removed from the degree program/concentration.

Goals:

- Change the General Education Fine Arts course from MU 3023 SWM II to MU 3013 SWM I for earlier completion of COE Phase 2 (semester 5)
- Add Instrumental Class to the GUIT concentration
- Update Catalog degree description

Major Advisor: Barry E. Kopetz  
Office: Music Building A

The Department of Music offers a Bachelor of Music Education degree with four concentrations (Instrumental, Vocal, Keyboard and Guitar). Students are required to earn a "C" or better in all required (non-elective) Applied Music (MUA), Music (MU), and Music Education (MUE) courses. Students must choose one of these concentrations:

*Instrumental Concentration.* The curriculum in instrumental music education is designed to prepare instrumental music teachers for positions in elementary, junior high and high schools. Students who complete this program are fully qualified for licensure by the Mississippi Department of Education. This program provides the student with a balanced curriculum, combining the practical and theoretical aspects of music education. To insure core competency necessary for the field, all instrumental majors must pass the Piano Proficiency Exam and all portions of the Upper Division Proficiency Exam (consult Departmental Handbook). In addition, students must participate in the University Band every semester of their attendance at MSU except the semester in which they student teach. (Students are advised to participate in more than two ensembles only after consultation with their advisor and/or the department head.) All Instrumental Music Education majors must study the same instrument in applied lessons for at least six semesters, the last of which culminates in a Senior Recital.

*Vocal Concentration.* The curriculum in vocal music education is designed to prepare vocal music teachers for positions in elementary, junior high and high schools. Students who complete this program are fully qualified for licensure by the Mississippi Department of Education. This program provides the student with a balanced curriculum, combining the practical and theoretical aspects of music education. To insure core competency necessary for the field, all vocal majors must pass the Piano Proficiency Exam and all portions of the Upper Division Proficiency Exam (consult Departmental Handbook). In addition, students must participate in the University Chorus every semester of their attendance at MSU except the semester in which they student teach. (Students are advised to participate in more than two ensembles only after consultation with their advisor and/or the department head.) All Vocal Music Education majors must study voice in applied lessons for at least six semesters, the last of which will culminate in a Senior Recital.



CURRENT Degree Description: BME

PROPOSED Degree Description: BME

Keyboard Concentration. The curriculum in keyboard music education is designed to prepare music teachers for positions in elementary, junior high and high schools. Students who complete this program are fully qualified for licensure by the Mississippi Department of Education. This program provides the student with a balanced curriculum, combining the practical and theoretical aspects of music education. To insure core competency necessary for the field, all keyboard majors must pass the Piano Proficiency Exam and all portions of the Upper Division Proficiency Exam (consult Departmental Handbook). In addition, students must participate in the University Chorus or Band every semester of their attendance at MSU except the semester in which they student teach. (Students are advised to participate in more than two ensembles only after consultation with their advisor and/or the department head.) All Keyboard Music Education majors must study piano in applied lessons for at least six semesters, the last of which will culminate in a Senior Recital.

Guitar Concentration. The curriculum in guitar music education is designed to prepare music teachers for positions in elementary schools, junior high schools and high schools. Students who complete this program are fully qualified for licensure by the Mississippi Department of Education. This program provides the student with a balanced curriculum, combining the practical and theoretical aspects of music education. To insure core competency necessary for the field, all guitar majors must pass the Piano Proficiency Exam and all portions of the Upper Division Proficiency Exam (consult Departmental Handbook). In addition, students must participate in the University Chorus, Orchestra or Band every semester of their attendance at MSU except the semester in which they student teach. (Students are advised to participate in more than two ensembles only after consultation with their advisor and/or the department head.) All Guitar Music Education majors must study guitar in applied lessons for at least six semesters, the last of which will culminate in a Senior Recital.

CURRENT Degree-Description: BMIE

*Applied Music Courses (MUA)*

*All students of applied music are expected to complete 3 hours of practice per week per hour of credit. 1 or 2 hours may be earned per semester, and courses are repeatable for credit. Students will be given proficiency examinations which will be held at the end of each semester. All music majors are required to perform in a student recital on their major instrument at least once each semester. (Does not apply in the first semester of the freshman year or during the teaching internship semester). MUA courses provide individual instruction for instrument, voice, or composition. See departmental guidelines regarding prerequisites, exam procedure, and recital performance. See the course list for a complete selection of MUA courses.*

PROPOSED Degree-Description: BMIE

CURRENT Degree Description: BME

PROPOSED Degree Description: BME

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PROPOSED Degree Description BME

Although alternate dates are available, the preferred audition date for music majors and minors in all areas is the third Saturday in February. Other audition dates are available by contacting the applied faculty of your area of concentration, the department office (662) 325-3070, or the major ensembles offices.

#### Transfer Information

After successful admission to the University, and in addition to the music major audition, transfer students are required to complete a music theory and aural skills entrance exam to determine preparedness for upper division study. For more information see the Department of Music website or call 662-325-3070.

#### Music Minor

Mississippi State University offers MSU students the opportunity to complete a minor in music. The Music Minor is a comprehensive set of courses designed to increase student musicianship and knowledge.

Students must audition and be accepted as a music minor before it can be declared. Acceptance in any given studio area is on a space available basis. The requirements for the music minor can not be completed after graduating from MSU.

For information and required courses, visit the Department of Music website: <http://www.music.msstate.edu/academics/minorinmusic/>

CURRENT CURRICULUM OUTLINE for all concentrations

General Core

PROPOSED CURRICULUM OUTLINE for all concentrations

General Core

CURRENT Degree Description: BME	PROPOSED Degree Description: BME
English (Ex. EN 1103 English Comp I)	English (Ex. EN 1103 English Comp I)
6	6
<i>Fine Arts (General Education): Survey of Western Music History II</i> MU 3023	
3	
	<b>Fine Arts (General Education): Survey of Western Music History I MU 3013</b>
	3
Natural Science (2 labs required from Gen Ed)	Natural Science (2 labs required from Gen Ed)
9	9
Extra Science (if appropriate)	Extra Science (if appropriate)
Math (General Education)	Math (General Education)
6	6
Humanities (General Education)	Humanities (General Education)
6	6
Social/Behavioral Science (General Education)	Social/Behavioral Science (General Education)
6	6
	TOTAL GENERAL CORE
	36
	COLLEGE CORE
EDF 3333 Social Foundations of Education	EDF 3333 Social Foundations of Education
3	3
MUE 1151 Technology for Music Education	MUE 1151 Technology for Music Education
1	1
MUE 2153 Foundations in Music Education	MUE 2153 Foundations in Music Education
3	3
MUE 2163 Elementary Music Methods	MUE 2163 Elementary Music Methods
3	3
EPY 3143 Human Development and Learning Strategies in Education	EPY 3143 Human Development and Learning Strategies in Education
3	3
EDX 3213 Individualizing Instruction for Exceptional Children	EDX 3213 Individualizing Instruction for Exceptional Children
3	3
MUE 4152 Secondary Music Methods	MUE 4152 Secondary Music Methods
2	2
MUE 4873 Professional Seminar in Music Education	MUE 4873 Professional Seminar in Music Education
3	3

CURRENT Degree Description BME	PROPOSED Degree Description BME
MUE 4886 Teaching Internship in Music Education	6 MUE 4886 Teaching Internship in Music Education
MUE 4896 Teaching Internship in Music Education	6 MUE 4896 Teaching Internship in Music Education
	TOTAL COLLEGE CORE 33
MAJOR CORE	
Public Speaking: Satisfied through music history courses, upper division proficiency exam, music education courses and student teaching.	Public Speaking: Satisfied through music history courses, upper division proficiency exam, music education courses and student teaching.
Upper Level Writing Requirement: Satisfied through music theory, music history, music education courses and the upper division proficiency exam.	Upper Level Writing Requirement: Satisfied through music theory, music history, music education courses and the upper division proficiency exam.
Computer Literacy Requirement: Satisfied through MUE 1115 Technology for Music Education and the Music Theory sequence.	Computer Literacy Requirement: Satisfied through MUE 1115 Technology for Music Education and the Music Theory sequence.
MU 1213 Music Theory I	3 MU 1213 Music Theory I
MU 1321 Ear Training I	1 MU 1321 Ear Training I
MU 1413 Music Theory II	3 MU 1413 Music Theory II
MU 1521 Ear Training II	1 MU 1521 Ear Training II
MU 2613 Music Theory III	3 MU 2613 Music Theory III
MU 2721 Ear Training III	1 MU 2721 Ear Training III
MU 2813 Music Theory IV	3 MU 2813 Music Theory IV
MU 2921 Ear Training IV	1 MU 2921 Ear Training IV
MU 2012 World Music	2 MU 2012 World Music



CURRENT Degree Description: BME	PROPOSED Degree Description: BME
MU 3013 Survey of Western Music History I	MU 3023 Survey of Western Music History II
MU 3412 Conducting	MU 3412 Conducting
MU 3442 Advanced Conducting	MU 3442 Advanced Conducting
MU 4313 Form and Analysis	MU 4313 Form and Analysis
Major Ensemble (7 semesters of study)	Major Ensemble (7 semesters of study)
MU 1010 Recital Hour (7 semesters of C or better)	MU 1010 Recital Hour (7 semesters of C or better)
Piano Proficiency Exam	Piano Proficiency Exam
Music Theory & Aural Skills Proficiency Exam	Music Theory & Aural Skills Proficiency Exam
Upper Division Performance Exam	Upper Division Performance Exam
Degree Recital	Degree Recital
	TOTAL MAJOR CORE
	TOTAL CORE FOR ALL CONCENTRATIONS

3

3

2

2

3

7

0

0

0

0

0

35

104

GUITAR CONCENTRATION: Current		GUITAR CONCENTRATION: Proposed	
Piano: Piano Class or Functional Skills (4 hours required). Either		Piano: Piano Class or Functional Skills (4 hours required). Either	
MU 2111 Piano Class	1	MU 2111 Piano Class	1
MU 2121 Piano Class	1	MU 2121 Piano Class	1
MU 3111 Piano Class	1	MU 3111 Piano Class	1
MU 3121 Piano Class	1	MU 3121 Piano Class	1
Or:		Or:	
MU 3112 Functional Skills of Piano I	2	MU 3112 Functional Skills of Piano I	2
MU 3122 Functional Skills of Piano II	2	MU 3122 Functional Skills of Piano II	2
MUE 1141 Voice methods	1	MUE 1141 Voice methods	1
MUE 3231 String Methods	1	MUE 3231 String Methods	1
		<b>MUE 3262 Instrumental Methods</b>	2
Applied Voice (2 semesters of study)	2	Applied Voice (2 semesters of study)	2
Applied Guitar (6 semesters of study)	12	Applied Guitar (6 semesters of study)	12
MUE 3233 Guitar Pedagogy	3	MUE 3233 Guitar Pedagogy	3
<i>Directed Electives</i>	3		
		<b>Directed Electives</b>	1
INSTRUMENTAL CONCENTRATION: Current		INSTRUMENTAL CONCENTRATION: Proposed	
Piano: Piano Class or Functional Skills (4 hours required). Either		Piano: Piano Class or Functional Skills (4 hours required). Either	
MU 2111 Piano Class	1	MU 2111 Piano Class	1
MU 2121 Piano Class	1	MU 2121 Piano Class	1
MU 3111 Piano Class	1	MU 3111 Piano Class	1

MU 3121 Piano Class	1	MU 3121 Piano Class	1
Or:		Or:	
MU 3112 Functional Skills of Piano I	2	MU 3112 Functional Skills of Piano I	2
MU 3122 Functional Skills of Piano II	2	MU 3122 Functional Skills of Piano II	2
MUE 1141 Voice Methods	1	MUE 1141 Voice Methods	1
MUE 3212 Brass Methods	2	MUE 3212 Brass Methods	2
MUE 3222 Woodwind Methods	2	MUE 3222 Woodwind Methods	2
MUE 3231 String Methods	1	MUE 3231 String Methods	1
MUE 3242 Percussion Methods	2	MUE 3242 Percussion Methods	2
MU 4322 Band Arranging	2	MU 4322 Band Arranging	2
Applied Lessons (6 semesters of study)	12	Applied Lessons (6 semesters of study)	12
<b>KEYBOARD CONCENTRATION: Current</b>		<b>KEYBOARD CONCENTRATION: Proposed</b>	
MU 3112 Functional Skills of Piano I	2	MU 3112 Functional Skills of Piano I	2
MI 3122 Functional Skills of Piano II	2	MI 3122 Functional Skills of Piano II	2
MUE 3262 Instrumental Methods	2	MUE 3262 Instrumental Methods	2
MUE 3333 Introduction to Piano Pedagogy	3	MUE 3333 Introduction to Piano Pedagogy	3
MUE 1141 Voice Methods	1	MUE 1141 Voice Methods	1
Applied Voice (2 semesters of study)	2	Applied Voice (2 semesters of study)	2
Applied Piano (6 semesters of study)	12	Applied Piano (6 semesters of study)	12
Directed Electives	2	Directed Electives	2

VOCAL CONCENTRATION Current	VOCAL CONCENTRATION Proposed
Piano: Piano Class or Functional Skills (4 hours required). Either	Piano: Piano Class or Functional Skills (4 hours required). Either
MU 2111 Piano Class	MU 2111 Piano Class
MU 2121 Piano Class	MU 2121 Piano Class
MU 3111 Piano Class	MU 3111 Piano Class
MU 3121 Piano Class	MU 3121 Piano Class
Or:	Or:
MU 3112 Functional Skills of Piano I	MU 3112 Functional Skills of Piano I
MI 3122 Functional Skills of Piano II	MI 3122 Functional Skills of Piano II
Applied Piano (2 semesters of study)	Applied Piano (2 semesters of study)
MUE 3262 Instrumental Methods	MUE 3262 Instrumental Methods
Applied Voice (6 semesters of study)	Applied Voice (6 semesters of study)
MU 1141 Song Literature	MU 1141 Song Literature
MU 1151 Vocal Pedagogy	MU 1151 Vocal Pedagogy
MU 1241 Diction I	MU 1241 Diction I
MU 1251 Diction II	MU 1251 Diction II
Directed Electives	Directed Electives

Mississippi State University  
Department of Music  
Bachelor of Music Education Program Modification: Spring 2017

List of Courses

**Music Education Courses**

MUE 1141 Voice Methods: 1 hour.

One hour lecture. Class study of voice production with emphasis on bel canto vocal technique, classical vocal literature, diction, and performance considerations. Class consists of lecture, discussion, listening, and application of concepts studied in both practice and performance

MUE 1151 Technology for Music Education: 1 hour.

One credit hour. An overview of current technologies to enhance music instruction and performance, student assessment, professional productivity, and communication for the music educator

MUE 2153 Foundations of Music Education: 3 hours.

Three hours lecture. This course is designed to introduce historical and philosophical foundations of music and music pedagogy. Diverse trends are compared with emphasis on materials and personal development in music for the emerging music educator

MUE 2163 Elementary Music Methods: 3 hours.

Three hours lecture. Includes a field based component. Prepares future music educators by exploring various elementary music methods and materials. Students will practice instructional techniques for teaching music through singing, playing instruments, movement, and guided listening experiences

MUE 2990 Special Topics in Music Education: 1-9 hours.

Credit and title to be arranged. This course is to be used on a limited basis to offer developing subject matter areas not covered in existing courses. (Courses limited to two offerings under one title within two academic years)

MUE 3001 Practicum in Music Education: 1 hour.

Two hours laboratory. Observation, discussion, and critique of elementary and secondary school music classroom settings

MUE 3212 Brass Methods: 2 hours.

Two hours lecture. Includes a field-based component. The study of brass instruments with emphasis on embouchure, techniques, and teaching problems. Limited to music majors

MUE 3213 Performance Assessment in Music Education: 3 hours.

Three hours lecture. Limited to music majors. Methods and materials of performance assessment in music education

MUE 3222 Woodwind Methods: 2 hours.

Two hours lecture. Includes a field-based component. The study of woodwind instruments with emphasis on pedagogical and performance skills. The goal of this course is to provide the basic competencies necessary for teaching in the public schools

MUE 3231 String Methods: 1 hour.

One hour lecture. Includes a field-based component. Study of approaches to teaching stringed instruments. Topics included are learning to play violin, viola, and cello at the introductory level, including logistics of the instruments and common teaching issues

MUE 3233 Guitar Pedagogy: 3 hours.

Three hours lecture. Includes a field-based component. Study of approaches necessary for effective guitar teaching. Topics include history of guitar education, comparison of methods from the nineteenth century to present day, and techniques for effective studio management

MUE 3242 Percussion Methods: 2 hours.

Two hours lecture. Includes a field-based component. Provides music education students with resources to teach percussion instruments in a classroom setting. Emphasis is placed on pedagogy, equipment, teaching problems, training materials, and repertoire for a variety of percussion instruments

MUE 3243 Planning and Managing Learning in Music Education: 3 hours.

Three hours lecture. Study of variables contributing to efficiency and competency for teacher-learner activities and the creation and maintenance of a positive learning environment in music classrooms

MUE 3262 Instrumental Methods: 2 hours.

Two hours lecture. This includes a field-based component. Overview of wind and percussion instruments for the non-instrumental music education major. Presents basic teaching techniques and strategies needed in the public schools

MUE 3333 Introduction to Piano Pedagogy: 3 hours.

Two hours lecture. Two hours laboratory. Methods, materials, curriculum building, and philosophical bases for teaching beginning piano. Required of all students in the keyboard concentration

MUE 4000 Directed Individual Study in Music Education: 1-6 hours.

Hours and credits to be arranged

MUE 4152 Secondary Music Methods: 2 hours.

Two hours lecture. Includes a field-based component. (Prerequisite: Music majors admitted to Teacher Education and completion of all Upper Division exams). An investigation of the art and science of teaching and assessing musical performance in the secondary music classroom

MUE 4873 Professional Seminar in Music Education: 3 hours.

(Prerequisites: Admission to Teacher Education and senior standing). Three hours lecture. A seminar dealing with legal, professional, administrative, and curriculum issues as they relate to music education in the schools

MUE 4886 Teaching Internship in Music Education: 6 hours.  
(Prerequisite: Admission to Teacher Education, minimum grade point average of 2.5 overall in major, and completion of all professional education courses with a grade of C or better).  
Supervised observation and directed teaching in respective field of endorsement

MUE 4896 Teaching Internship in Music Education: 6 hours.  
(Prerequisites: Admission to Teacher Education, minimum grade point average of 2.5 overall in major, and completion of all professional education courses with a grade of C or better).  
Supervised observation and directed teaching in respective field of endorsement

MUE 4990 Special Topics in Music Education: 1-9 hours.  
Credit and title to be arranged. This course is to be used on a limited basis to offer developing subject matter areas not covered in existing courses. (Courses limited to two offerings under one title within two academic years)

### **Music, Applied Courses**

MUA 1010 Applied Piano-Piano Majors and Minors: 1,2 hour.  
(Pre-requisite: placement audition; intermediate to advanced level). Variable credit 1 or 2 hours.  
Three hours practice per hour of credit. May be repeated for credit. Individual piano instruction for music and music education majors with a keyboard concentration

MUA 1020 Applied Piano/Music Majors in Instrumental, Vocal and Guitar Concentrations: 1-2 hours.  
(Pre-requisite: MU 3121 or consent of instructor). Variable credit 1 or 2 credit hours. One hour practice per hour of credit. May be repeated for credit. Individual piano instruction for music and music education majors, instrumental, vocal and guitar concentrations

MUA 1031 Applied Piano: Non-Music Majors: 1 hour.  
One credit hour for half hour weekly individual lessons. One hour practice per hour of credit.  
May be repeated for credit. Individual instruction for beginning to advanced students to develop skills for personal enrichment

MUA 1050 Voice: 1,2 hour.

MUA 1110 Flute: 1,2 hour.

MUA 1150 Clarinet: 1,2 hour.

MUA 1210 Saxophone: 1,2 hour.

MUA 1250 Oboe: 1,2 hour.

MUA 1310 Bassoon: 1,2 hour.

MUA 1350 Trumpet: 1,2 hour.

MUA 1410 Horn: 1,2 hour.

MUA 1450 Trombone: 1,2 hour.

MUA 1510 Euphonium: 1,2 hour.

MUA 1550 Tuba: 1,2 hour.

MUA 1610 Percussion: 1,2 hour.

MUA 1650 Strings: 1,2 hour.

MUA 1710 Guitar: 1,2 hour.

Variable credit 1 or 2 hours credit: Three hours practice per hour of credit. May be repeated for credit. All students of applied music will be given proficiency examinations which will be held at the end of each semester. All Music Majors are required to perform in weekly recital hour on their major instrument at least once each semester. (Does not apply in the first semester of the freshman year or during the student teaching semester)

MUA 1810 Music Composition: 1,2 hour.

(Prerequisites: MU 1213 for composition or consent of instructor). Variable credit 1 or 2 hours. Three hours practice per week per credit hour. May be repeated for credit. Individual instruction for instruments, voice, or composition. See department guidelines regarding procedure and recital performance

MUA 2010 Applied Piano: 1,2 hour.

(Prerequisites: MU 1213 for composition; MU 1121 or MU 3121 for piano; or consent of instructor). Variable credit, 1 or 2 credit hours, Three hours practice per week per credit hour. May be repeated for credit. Individual instruction for instruments, voice, or composition. See departmental guidelines regarding exams procedure and recital performance

MUA 2050 Voice: 1,2 hour.

MUA 2110 Flute: 1,2 hour.

MUA 2150 Clarinet: 1,2 hour.

MUA 2210 Saxophone: 1,2 hour.

MUA 2250 Oboe: 1,2 hour.

MUA 2310 Bassoon: 1,2 hour.

MUA 2350 Trumpet: 1,2 hour.

MUA 2410 Horn: 1,2 hour.

MUA 2450 Trombone: 1,2 hour.



MUA 2510 Euphonium: 1,2 hour.

MUA 2550 Tuba: 1,2 hour.

MUA 2610 Percussion: 1,2 hour.

MUA 2650 Strings: 1,2 hour.

MUA 2710 Guitar: 1,2 hour.

Variable credit 1 or 2 hours credit: Three hours practice per week per hour of credit. May be repeated for credit. All students of applied music will be given juried examinations which will be held at the end of each semester. All Music Majors are required to perform in Student Recital on their major instrument at least once each semester. (Does not apply in the first semester of the freshman year or during the student teaching semester)

MUA 2810 Music Composition: 1,2 hour.

(Prerequisites: MU 1213 for composition or consent of instructor). Variable credit 1 or 2 hours. Three hours practice per week per credit hour. May be repeated for credit. Individual instruction for instruments, voice, or composition. See department guidelines regarding procedure and recital performance

MUA 2990 Special Topics in Applied Music: 1-9 hours.

MUA 3010 Applied Piano: 1,2 hour.

MUA 3050 Voice: 1,2 hour.

MUA 3110 Flute: 1,2 hour.

MUA 3150 Clarinet: 1,2 hour.

MUA 3210 Saxophone: 1,2 hour.

MUA 3250 Oboe: 1,2 hour.

MUA 3310 Bassoon: 1,2 hour.

MUA 3350 Trumpet: 1,2 hour.

MUA 3410 Horn: 1,2 hour.

MUA 3450 Trombone: 1,2 hour.

MUA 3510 Euphonium: 1,2 hour.

MUA 3550 Tuba: 1,2 hour.

MUA 3610 Percussion: 1,2 hour.

MUA 3710 Guitar: 1,2 hour.

Variable credit 1 or 2 hours credit: Three hours practice per week per hour of credit. May be repeated for credit. All students of applied music will be given juried examinations which will be held at the end of each semester. All Music Majors are required to perform in Student Recital on their major instrument at least once each semester. (Does not apply in the first semester of the freshman year or during the student teaching semester)

MUA 3810 Music Composition: 1,2 hour.

(Prerequisites: MU 1213 for composition or consent of instructor). Variable credit, 1 or 2 hours. Three hours of practice per week per credit hour. May be repeated for credit. Individual instruction for instruments, voice, or composition. See department guidelines regarding procedure and recital performance

## **Music Courses**

MU 1001 First Year Seminar: 1 hour.

One hour lecture. First-year seminars explore a diverse array of topics that provide students with an opportunity to learn about a specific discipline from skilled faculty members

MU 1003 Fundamentals of Music Theory: 3 hours.

Three hours lecture. Development of skills for music reading, writing, listening and analyzing. Topics will include pitch, rhythm, meter, scales and basic harmony

MU 1010 Recital Hour: 1 hour.

Minimum one (1) hour weekly. Performance and critique experiences in applied music. Required for music (BA) and music education (BME) majors. Can be repeated for credit

MU 1103 African American Music: 3 hours.

Three hours lecture. A study of African musical and cultural traditions with focus on the impact of these traditions on the development and advancement of African American Music. (Same as AAS 1103)

MU 1111 Piano Class: 1 hour.

Two hours laboratory. Beginning piano for non-music majors

MU 1113 History and Appreciation of Music: 3 hours.

Three hours lecture. Historical development of music and the composers of the different eras; individual investigation of related special topics; individual and directed listening to music examples

MU 1123 History and Appreciation of American Music: 3 hours.

Three hours lecture. Historical development of music and composers of the United States; individual investigation of related American music special topics; individual and directed listening to musical examples

MU 1131 Voice Class: 1 hour.

Two hours laboratory. Class study of Voice Production

MU 1133 The History of Rock and Roll: 3 hours.

Three-hour lecture. History of the development of Rock and Roll from the early 1950's to the present, including early Rock and Roll, the British invasion, and 21st century current trends; the course examines the symbiotic relationship between music and society

MU 1141 Song Literature: 1 hour.

One hour seminar. Emphasis is placed on the history and compositional characteristics of Western art song in terms of melody, harmony, rhythm, accompaniment, form, and poetry through score study, research presentations, and listening assignments

MU 1151 Vocal Pedagogy: 1 hour.

One hour seminar. Course gives a comprehensive overview of the anatomy/physiology of the human voice, the acoustic properties that govern resonance, and vocal health. It also contains a practicum as students teach voice lessons gaining practical experience

MU 1162 Music History I: 2 hours.

Two hours lecture. An introduction to musical styles and an intensive study of the music and composers of the Medieval and Renaissance periods, emphasizing listening and score-study. (Primarily for Music majors.)

MU 1213 Music Theory I: 3 hours.

Three hours lecture. Fundamental concepts of notation of key signatures, intervals, scales, chords, and clefs. Principles of Common-Practice Period Functional Harmony. Co-requisite: MU 1321 or consent of instructor

MU 1241 Diction I: 1 hour.

One hour seminar. Course acquaints voice student with the International Phonetic Alphabet (IPA) symbols and their application to English and German languages. Correct singing pronunciation of these languages as applied to art song will be the focus of the course

MU 1251 Diction II: 1 hour.

One hour seminar. Course acquaints voice student with the International Phonetic Alphabet (IPA) symbols and their application to Italian and French languages. Correct singing pronunciation of these languages as applied to art song will be the focus of the course

MU 1321 Ear Training I: 1 hour.

Two hours laboratory. Aural identification, singing and dictation of major and minor scales, diatonic melodies, isolated harmonies, simple intervals and rhythms. Co-requisite: MU 1213 or consent of instructor

MU 1413 Music Theory II: 3 hours.

(Prerequisite: C or better in MU 1213). Three hours lecture. Further elements of harmony, including seventh-chords, non-chord tones, chromatic vocabulary. Small forms. Co-requisite: MU 1521 or consent of instructor

MU 1521 Ear Training II: 1 hour.

(Prerequisite: C or better in MU 1321) Two hours laboratory. Aural identification, singing and dictation of diatonic melodies, triads, simple intervals and rhythms. Co-requisite: MU 1413 or consent of instructor

MU 2011 Third Year Woodwind Ensembles: 1 hour.  
(Audition Required). One to five rehearsals per week. The study and performance of significant woodwind literature. May be repeated for credit more than once

MU 2012 World Music: 2 hours.  
Two hours lecture. A survey of the non-Western musics and music cultures of the world. The course will serve as an introduction to the discipline of ethnomusicology, the study of music in the context of culture

MU 2111 Piano Class: 1 hour.  
Two hours laboratory. Beginning piano for instrumental and vocal music majors

MU 2121 Piano Class: 1 hour.  
Two hours laboratory. Beginning piano for instrumental and vocal music majors

MU 2322 Music History II: 2 hours.  
(Prerequisite: Grade of C or better in MU 1162 or permission of instructor.) Two hours lecture. An intensive study of the music and composers of the Baroque and Classical periods, Monteverdi through Beethoven, emphasizing listening and score-study. (Primarily for Music majors.)

MU 2323 Music History III: 3 hours.  
(Prerequisite: Grade of C or better in MU 2322 or permission of instructor.) Three hours lecture. An intensive study of Nineteenth and Twentieth Century Western Art Music and composers and music for non-Western cultures, emphasizing listening, score-study, writing and speaking. (Primarily for Music majors.)

MU 2411 Guitar Ensemble: 1 hour.  
(Audition required) One to five rehearsals per week. The study and performance of guitar ensemble literature. May be repeated for credit more than once

MU 2511 Marching Band: 1 hour.  
(Audition Required). One to five rehearsals per week. The study and performance of significant marching band literature. May be repeated for credit more than once. (Fall semester only)

MU 2521 Steel Drum Ensemble: 1 hour.  
One hour lecture. Exploration of performance techniques, repertoire, and cultural history of Trinidadian steel drums. No audition required. May be repeated for credit

MU 2531 Concert Band: 1 hour.  
(Audition required). One to five rehearsals per week. The study and performance of significant concert band literature. May be repeated for credit more than once. (Spring semester only)

MU 2551 Percussion Ensemble: 1 hour.  
(Audition required). One to five rehearsals per week. The study and performance of significant percussion literature. May be repeated for credit more than once

MU 2561 Symphonic Band: 1 hour.

(Audition required). One to five rehearsals per week. The study and performance of significant symphonic band literature. May be repeated for credit more than once. (Spring semester only)

MU 2571 Wind Ensemble: 1 hour.

(Audition required). One to five rehearsals per week. Study, rehearsal and performance of select literature from the wind band repertory. May be repeated for credit more than once

MU 2611 Concert Choir: 1 hour.

(Audition required). One to five rehearsals per week. The study and performance of significant choral literature. May be repeated for credit more than once

MU 2613 Music Theory III: 3 hours.

(Prerequisite: C or better in MU 1413). Three hours lecture. Chromatic vocabulary, including augmented sixth chords, Neapolitans and modulation, Late Romantic and early 20th Century innovations such as extended tertian chords and substitution chords. Co-requisite: MU 2721 or consent of instructor

MU 2631 Starkville Community Choir: 1 hour.

(Audition required). One to five rehearsals per week. The study and performance of significant choral literature. May be repeated for credit more than once

MU 2681 Opera Workshop: 1 hour.

One hour lecture. Course acquaints the voice student with the basics of stagecraft, movement, and acting skills. Course provides the student with the opportunity to study, develop, and improve their dramatic skills outside of the voice studio

MU 2721 Ear Training III: 1 hour.

(Prerequisite: C or better in MU 1521) Two hours laboratory. Aural identification, singing and dictation of diatonic melodies with chromatic inflection, seventh chords and rhythms. Co-requisite: MU 2613 or consent of instructor

MU 2731 Chamber Singers: 1 hour.

(Audition required). One to five rehearsals per week. The study and performance of significant choral literature. May be repeated for credit more than once

MU 2813 Music Theory IV: 3 hours.

(Prerequisite: C or higher in MU 2613 and MU 2721, or equivalents; Co-requisite MU 2921 unless already passed with C or better.) Three hours lecture. Advanced harmony and musical structure; mastery developed through readings, exercises, examinations, and creative projects

MU 2851 Brass Ensembles: 1 hour.

(Audition required). One to five rehearsals per week. The study and performance of significant brass literature. May be repeated for credit more than once

MU 2911 Jazz Ensemble: 1 hour.

(Audition required). One to five rehearsals per week. The study and performance of significant jazz ensemble literature. May be repeated for credit more than once

MU 2921 Ear Training IV: 1 hour.

(Prerequisite: C or better in MU 2721; co-requisite: MU 2831 or consent of instructor). Two hours laboratory. Aural identification, singing and dictation of modes, artificial scales, non-triadic chords, modulating melodies, compound intervals

MU 2951 Philharmonia: 1 hour.

(Two hour studio.) Study, rehearsal and performance of orchestral repertory with a focus on literature for chamber orchestra. Can be repeated for credit. Prerequisite: audition or invitation

MU 2990 Special Topics in Music: 1-9 hours.

Credit and title to be arranged. This course is to be used on a limited basis to offer developing subject matter areas not covered in existing courses. (Courses limited to two offerings under one title within two academic years)

MU 3013 Survey of Western Music History I: 3 hours.

Three hours lecture. A survey of western music history from Antiquity through the Baroque Period (up to ca. 1750 A.D./C.E.). This course serves as the first in a 2-course music history sequence required for music majors

MU 3023 Survey of Western Music History II: 3 hours.

Three hours lecture. A survey of western music history from Classical Period through the present (from ca. 1750 A.D./C.E.). This is the second in a 2-course music history sequence required for music majors

MU 3111 Piano Class: 1 hour.

(Prerequisite: grade of C or better in MU 2121 or equivalent or permission of instructor). Two hours laboratory. Intermediate piano for instrumental and vocal music majors; continuation of MU 2121

MU 3112 Functional Skills of Piano I: 2 hours.

(Prerequisite: Prior credit or concurrent enrollment in MU 1213-1413). Two hours laboratory. Functional keyboard skills for music majors who read and play intermediate to advanced-level piano repertoire

MU 3121 Piano Class: 1 hour.

Two hours laboratory. Continuation of MU 3111

MU 3122 Functional Skills of Piano II: 2 hours.

(Prerequisite: Prior credit or concurrent enrollment in MU 1213-1413). Two hours laboratory. Functional keyboard skills for music majors who read and play intermediate to advanced-level piano repertoire

MU 3123 Creative Arts for Elementary and Middle Levels: 3 hours.

(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 visual. (Same as EDE 3443)

MU 3201 Collaborative Piano Ensemble: 1 hour.

(Prerequisite: late intermediate to early advanced piano skills. Audition required). One to five rehearsals per week. The study and performance of vocal/piano and instrumental piano repertoire. May be repeated for credit more than once

MU 3333 Orchestration: 3 hours.

(Prerequisite: C or higher in MU 2813 and MU 2921, or equivalents, plus fully-passed Music Theory Upper Division Proficiency Examination.) Three hours lecture. Study of instruments and orchestration techniques; mastery through readings, exercises, examinations, presentations, and creative projects

MU 3412 Conducting: 2 hours.

Two hours lecture. The elements of conducting, baton technique, and interpretation

MU 3433 Piano Literature: 3 hours.

Three hours lecture. Repertoire, curriculum building, in a chronological and historical organization for teachers. Includes learning repertoire for teaching beginning, intermediate, and advanced piano. Recommended for all students in the keyboard concentration. Requires music reading and some knowledge of history

MU 3442 Advanced Conducting: 2 hours.

(Prerequisite: MU 3412 or consent of instructor). One hour lecture. Two hours laboratory. Continuation of MU 3412 with emphasis on interpretation of significant instrumental and choral literature

MU 4000 Directed Individual Study in Music: 1-6 hours.

Hours and credits to be arranged

MU 4313 Form and Analysis: 3 hours.

(Prerequisite: C or higher in MU 2813 and MU 2921, or equivalents, plus fully-passed Music Theory Upper Division Proficiency Examination.) Three hours lecture. A survey of forms in music literature, with emphasis on harmonic structure and analytical techniques

MU 4322 Band Arranging: 2 hours.

Two hours lecture. (Prerequisite: Passing scores on both written and aural portions of the Music Theory Upper Division exam.) Study of idiomatic writing for instrumental ensembles, including marching, concert, and jazz bands

MU 4990 Special Topics in Music: 1-9 hours.

Credit and title to be arranged. This course is to be used on a limited basis to offer developing subject matter areas not covered in existing courses. (Courses limited to two offerings under one title within two academic years)

# 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, Garner Hall, Room 279, Mail Stop 9702.

College: Education

Department: Music

Contact Person: Barry E. Kopetz

Mail Stop: 9734

E-mail: bkopetz@colled.msstate.edu

Nature of Change: Add New Degree - IHL Approval Required

Date: March 6, 2017

Program will be offered at: Starkville (Campus 1)

Current Degree Program Name: Select One

Effective Date:

Major: N/A

Concentration:

New Degree Program Name: Master

Major: Music Education

- Concentration:
1. Instrumental Music
  2. Choral Music
  3. Elementary Music

**Summary of Proposed Changes:**

The addition of the Master of Music Education degree with three concentrations: Instrumental, Choral and Elementary music.

*Barry E. Kopetz*  
 \_\_\_\_\_  
 Department Head

3-8-17

*Rebecca Williams Davis*  
 \_\_\_\_\_  
 Chair, College or School Curriculum Committee

3-29-17

*Teresa Joyce*  
 \_\_\_\_\_  
 Dean of College or School

3-29-2017

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

<input type="checkbox"/>	SACS Letter Sent
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**MISSISSIPPI STATE**  
UNIVERSITY™

Department of Music

February 21, 2017

TO: Box Council and UCCC Committee Members

FR: Department of Music Curriculum Committee  
Richard Human, chair

RE: Support for MME Courses and Program

This letter of support is offered by the Department of Music faculty for the proposed Master of Music Education (MME) courses and degree to begin Summer of 2018. As indicated by the signatures below, this program is unanimously supported by the Department of Music faculty.

DEPARTMENT OF MUSIC FACULTY

Dr. Craig Aarhus, Associate Professor

2/20/17

Date

Dr. Jason Baker, Associate Professor

2/20/17

Date

Ms. Jessica Banks, Lecturer

2/20/17

Date

Dr. Robert Damm, Professor

2-20-17

Date

Dr. Matthew Daniels, Assistant Professor

2/20/17

Date

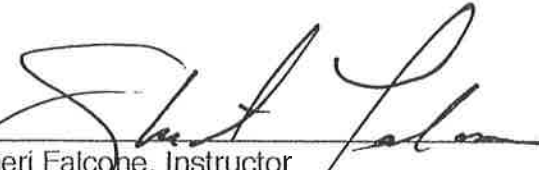
Dr. Jacqueline Edwards-Henry, Professor


2/20/17


Date

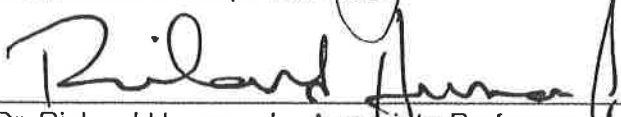
P. O. Box 6240 • Mississippi State, MS 39762  
Phone: (662) 325-3070 • Fax: (662) 325-0250

University Bands: (662) 325-2713 • University Choir: (662) 325-3490

  
Ms. Sheri Falcone, Instructor Date 2/20/17

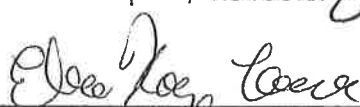
  
Dr. Jeannette Fontaine, Assistant Professor Date 2/20/2017

  
Dr. Matthew Haislip, Instructor Date 2/20/2017

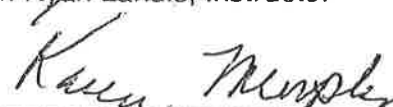
  
Dr. Richard Human, Jr., Associate Professor Date 2/20/2017


  
Dr. Anthony Kirkland, Assistant Professor Date 2/20/17

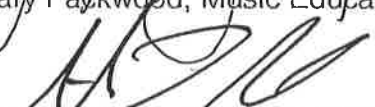
  
Ms. Gail Kopetz, Instructor Date 2/20/17

  
Ms. Elva Kaye Lance, Director of Bands Date 2/20/17

  
Dr. Ryan Landis, Instructor Date 2/20/17

  
Dr. Karen Murphy, Instructor Date 2/27/17

  
Dr. Gary Packwood, Music Education Chair, Associate Professor Date 2/20/17

  
Dr. Michael Patilla, Associate Professor Date 2/20/17

  
Dr. Ryan Ross, Assistant Professor Date 2/20/2017

*Rosângela Yajku Sebba*  
Dr. Rosângela Sebba, Performance Chair, Professor

*02/20/17*

Date

*James William Sobaskie*  
Dr. James Sobaskie, Music Theory & History Chair, Associate Professor

*2/20/17*

Date

*Clifton*  
Dr. Clifton Taylor, Associate Professor

*2/20/17*

Date



**MISSISSIPPI STATE**  
UNIVERSITY™

Ms. Elva Kaye Lance, Director  
Dr. Clifton Taylor, Associate Director  
Dr. Craig Aarhus, Associate Director

To: College of Education Box Council  
University Committee on Courses and Curricula  
From: Elva Kaye Lance *Elva Kaye Lance*  
Director of Bands  
Re: Master of Music Education Degree  
Date: February 8, 2017

I wish to offer this letter of support for the proposed Master of Music Education degree at Mississippi State University. Recent data collected by the members of the Mississippi Bandmasters Association revealed that more than 40% of the educators serving in band positions in Mississippi has less than ten years of experience. In order to help these young teachers to invest in their future and to develop successful music classrooms poised for the future, it is imperative that those of us in positions to influence their development be able to give them continued training and support to elevate their music department, school, and community. These young educators must have access to continuing education and additional experiences that further develop them as a musician and inform and shape their music education philosophy. It is critical that, through these experiences, these educators be able to explore and analyze techniques in music that will sharpen their mind and ear, while giving them opportunities to hone their writing skills, their conducting skills, and their classroom management skills. It is through these experiences that young educators in our state and region will potentially become more informed of current ideas in music education and will find tools and techniques that will bolster their skills necessary for success in their classroom.

This three-summer degree program is designed with the working educator in mind. As an instrumental music educator in Mississippi for more than 38 years, it is my belief that this degree program will offer the music educators in our state accessible opportunities to practical experiences that will give them valuable tools to help enrich the lives of present and future generations of students. By enhancing their skill set through participation in the varied curricula that is proposed in this degree, it is my belief that we will expand the number of highly qualified music educators in our state and region and increase the retention of young educators in the profession as they will be better equipped to lead the modern instrumental music program in their communities.

Thank you for your support of our degree program as we look to serve future generations in our state and region.

Department of Music Degree Creation  
Master of Music Education  
Summer 2018

## 1. Catalog Description

---

Department Head: Barry E. Kopetz  
Graduate Coordinator: Gary Packwood  
Music Building A  
Telephone: (662) 325-3070  
Fax: (662) 325-0250  
<http://music.msstate.edu/>

Mailing Address:  
Department of Music  
PO Box 6240  
Mississippi State, MS 39762

### Mission

The mission of the Department of Music at Mississippi State University is to contribute to the culture and education of our diverse state and region by providing quality training and opportunities through programs of teaching, research, and service. The department:

- Offers excellent instruction to its students, helping to produce future generations of music professionals and patrons.
- Engages in meaningful research, performance, and other creative work, positively affecting students, colleagues, and audiences throughout our community and beyond.

The Mission of the Department of Music at Mississippi State University is two-fold. The department's first obligation is to provide music instruction and specialized pedagogical training for state-certified elementary and secondary school music teachers. This program of instruction is intended to prepare students for exemplary entry-level teaching performance and for admission to selective graduate schools. To this end, the Department of Music provides:

- Curricula and advisement that encourage students to acquire a broad, liberal education.
- A comprehensive undergraduate education in the art of music.
- A background in existing music curricula, curriculum design principles, materials, and methodologies.
- Preparation in general education, theory, history, and methodology.

### Master of Music Education

The Department of Music offers a Master of Music Education degree (MME). The MME is a practitioner's degree, focused on advancing the knowledge and skills of the classroom music educator in one three specific areas: instrumental music, choral music, and elementary/general music. It is a 32-hour degree consisting of a 12 hour core, 8 hours concentration (Choral Music,

Elementary Music or Instrumental Music) and 10 hours of electives. The MME is designed to be completed in three consecutive summers at MSU, culminating in a final project evaluated by the student's MME committee. Further information about the MME components and requirements will be found in the Department of Music Graduate Student Handbook.

#### Application Criteria

Application is made through the Mississippi State Graduate School. A complete application packet to the Office of the Graduate School must be received by March 1 to begin coursework the following Summer.

#### Criteria for Admission

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

#### Academic Performance

The Department of Music defines satisfactory performance in graduate level coursework as a GPA of at least 3.00 on all coursework attempted with no course receiving the grade of D or lower. Failure to complete any required component of the MME can result in dismissal according to Graduate School policy.

The Department of Music follows Graduate School policy relating to academic performance. In the event a student's performance warrants dismissal from a graduate program, the Music Graduate Coordinator will petition the Dean of the College of Education to dismiss the student from the graduate program. The student will be notified of the action by certified mail.

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## 2. Curriculum Outlines

See attached curriculum outline.

## 3. Justification and Learning Outcomes

The Master of Music Education (MME) is the professional degree structured for music educators to expand their content knowledge within the field of music and to improve the quality of their teaching through pedagogical studies. The MME degree is designed to be completed within three consecutive, rigorous summers of study, and while part of the curriculum will be offered in the traditional classroom setting, a portion of the classes will utilize a combination of distance and hybrid learning. By offering the MME degree, MSU will significantly impact the quality of the music education within the state of Mississippi and beyond. There is an expectation that as the

program grows in reputation that there will be a graduate population from other states that will seek advanced studies at Mississippi State.

The educational objectives of the Master of Music Education degree are as follows:

- Students will gain an understanding of the functions and methods of research in music education.
- Students will understand the relationship and significance of music history to the teaching of music.
- Students will develop critical thinking skills in music theory and apply them to the analysis of music.
- Students will demonstrate an understanding of past and present trends in music education and apply them to the teaching of music.

#### Choral Music Concentration

- The educational objectives of the Choral Music concentration of the Master of Music Education degree are as follows:
- Students will understand and apply the concepts learned in vocal pedagogy to the teaching of singing in both ensemble and lessons.
- Students will learn advanced rehearsal techniques and apply these to the fundamental musicianship skills within the choral ensemble.
- Students will learn and apply the process necessary to evaluate choral repertoire for the public school ensemble.
- Students will learn and apply advanced warm-up techniques.
- Students will develop the critical thinking skills needed to analyze musical scores and apply them to choral rehearsal.
- Students will develop an understanding of the design and implementation of the structural components of successful choral programs in the public schools.

#### Elementary Music Concentration

- The educational objectives of the Elementary Music concentration of the Master of Music Education degree are as follows:
- Students will understand and apply the pedagogy associated with the requirements of the young singing voice.
- Students will study and apply the analysis of level-specific musical literature for young singers.
- Students will gain understanding of the pedagogy, methods, and materials associated with the Orff, Kodály, and Dalcroze methods.
- Students will learn and apply current music technologies to the elementary music classroom.
- Students will learn and apply new materials in music media and resources relevant to the teaching of elementary music.
- Students will develop an understanding of the process of developing and implementing standards within the elementary music classroom.
- Students will learn and apply assessment techniques as they relate to elementary music.

#### Instrumental Music Concentration

- The educational objectives of the Instrumental Music concentration of the Master of Music Education degree are as follows:
- Students will learn and apply instrumental teaching methodology for each of the woodwind instruments.

- Students will learn and apply instrumental teaching methodology for each of the brass and percussion instruments.
- Students will develop an understanding of the process by which the teacher selects instrumental literature for solo, chamber, and concert ensembles.
- Students will practice and apply advanced conducting and rehearsal techniques for the wind band.
- Students will develop an understanding of the design and implementation of the structural components of successful instrumental programs in the public schools.
- Students will learn and apply appropriate techniques for the assessment of learning within the instrumental ensemble.

**Specific questions required by UCCC:**

**A. Will this program change meet local, state, regional and national educational and cultural needs? If so, how.**

The addition of the Master of Music Education degree at Mississippi State will have a significant local and state impact, with the potential for regional and national impact. Locally and in our state there are dozens of unfilled music education positions in Mississippi public and private schools. The reasons for this are varied, but the most pressing is the lack of qualified candidates for these positions. By offering an MME that is attainable through three summers of study, we believe more teachers will receive the advanced training they need to be successful in the field, and the state of Mississippi will attract music education professionals from outside of the state.

Regionally and nationally the impact will be understandably less profound. For MSU, the addition of a Master of Music Education degree will raise the profile of the University, College of Education and Department of music in the field.

**B. Will this program change result in duplication in the Mississippi Higher Education system?**

The MME exists at Jackson State University, the University of Mississippi, the University of Southern Mississippi, and William Carey University. Our proposal is unique in that it is attainable through Summers-only study, and will feature hybrid courses, employing a mix of on-line and face-to-face activities for each course.

**C. Will this program change advance student diversity within the discipline? IF so, please describe.**

While not a primary affect, we believe that given that MSU attracts one of the most diverse populations in our state, the MME will follow that profile.

**D. Will this program change result in an increase in the potential placement of graduates in MS, the Southeast and the U.S.? If so, please describe.**

Yes, particularly in the Southeast. Students with advanced music education degrees traditionally remain in the field longer and bring higher quality teaching to their programs.



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

Yes. Depending on state and years of experience, educators with a Master's degree earn between \$2,000.00 and \$8,000.00 more per year.

**5. Proposed 4-letter abbreviation**

MMED

**6. Effective Date**

The degree will begin accepting students in the Summer of 2018.

Mississippi State University  
 Department of Music  
 Master of Music Education

Proposed MME Program

PROPOSED New Degree	
Degree: Master of Music Education Major: Music Education Concentration 1: Choral Music Concentration 2: Elementary Music Concentration 3: Instrumental Music	
Catalog description: Please see the attached catalog description.	
<b>Proposed Curriculum Outline</b>	<b>Required Hours</b>
College Required Courses:	0
<b>Major Required Courses:</b> MUE 8363 Research in Music Education MU 8013 Seminar in Music History MU 8023 Seminar in Music Theory MUE 8033 Current Topics in Music Education MUE 9012 Final Project in Music Education	14
<b>Concentration 1. Courses: Choral Music</b> MUE 6102 Advanced Vocal Pedagogy MUE 6112 Seminar in Choral Literature MUE 6122 Techniques of Choral Conducting MUE 6132 Choral Program Development and Curricular Structure	8
Electives Choose 10 hours from COE or Music graduate courses	10
<b>Total Hours</b>	<b>32</b>

<b>Proposed Curriculum Outline</b>		<b>Required Hours</b>
<b>Concentration 2. Courses: Elementary Music</b>		8
MUE 8202	The Child Voice: Development and Repertoire	
MUE 8212	Elementary Music Pedagogy	
MUE 8222	Media, Materials and Resources for the Elementary Music Specialist	
MUE 8232	Instructional Design for the Elementary Music Program	
Electives	Choose 10 hours from COE or Music graduate courses	10
<b>Total Hours</b>		<b>32</b>
<b>Concentration 3. Courses: Instrumental Music</b>		8
MUE 8302	Woodwind Pedagogy	
MUE 8312	Brass and Percussion Pedagogy	
MUE 8322	Wind Band Conducting and Rehearsal Techniques	
MUE 8332	Instructional Design for the Instrumental Music Program	
Electives	Choose 10 hours from COE or Music graduate courses	10
<b>Total Hours</b>		<b>32</b>

**Electives**

The below electives are suggested - MME students are encouraged to consider any COE or MU/MUA/MUE graduate courses that suits their needs and/or interests.

*Italics = existing courses*

<i>EDF 8553</i>	<i>Research in the Classroom</i>	3
<i>EDS 8103</i>	<i>Advanced Methodologies in Middle and Secondary Schools</i>	3
<i>EPY 6214</i>	<i>Introduction to Statistics</i>	4
MU 8402	Advanced Instrumental Arranging	2
MU 8412	World Drumming	2
MU 8422	Functional Piano Skills	2
MU 8482	Wind Band Literature	2
MUA 8440	Applied Performance	1-2
MUA 8450	Applied Composition	1-2
MUA 8460	Applied Conducting	1-2
MUE 8432	Guitar in the Classroom	2
MUE 8472	Jazz Techniques for the Music Educator	2

**Appendix 8: New Degree Program Proposal**  
**(Submit Appendix 8 in both PDF and Word Document Formats)**

<b>Institution:</b>			
<b>Date of Implementation:</b>	<b>Six Year Cost of Implementation:</b>	<b>Per Student Cost of Implementation:</b>	
June 1, 2016	*\$26,896 1 <sup>st</sup> year (from tuition) \$161,376 by 6 <sup>th</sup> year (tuition)	\$1,291	
<b>Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript:</b>			<b>Six Digit CIP Code:</b>
Master of Music Education			13.1312
<b>Degree(s) to be Awarded:</b>		<b>Credit Hour Requirements:</b>	
Master of Music Education		30	
<b>List any institutions within the state offering similar programs:</b>			
The University of Southern Mississippi, The University of Mississippi, Jackson State University			
<b>Responsible Academic Unit(s):</b>		<b>Institutional Contact:</b>	
Department of Music		Barry E. Kopetz, Head	
<b>Check one of the boxes below related to SACS COC Substantive Changes.</b>			
<input checked="" type="checkbox"/>	<b>Proposed Program is Not a Substantive Change</b>	<input type="checkbox"/>	<b>Proposed Program is a Substantive Change</b>
<b>Number of Students Expected to Enroll in First Six Years:</b>		<b>Number of Graduates Expected in First Six Years:</b>	
Year One	25	Year One	0
Year Two	20	Year Two	0
Year Three	20	Year Three	5
Year Four	20	Year Four	10
Year Five	20	Year Five	10
Year Six	20	Year Six	10
<b>Total</b>	<b>125</b>	<b>Total</b>	<b>35</b>
<b>Program Summary:</b>			
<p>The Master of Music Education (MME) is the professional degree structured for music educators to expand their content knowledge within the field of music and to improve the quality of their teaching through pedagogical studies. The MME degree is designed to be completed within three consecutive, rigorous summers of study, and while part of the curriculum will be offered in the traditional classroom setting, a portion of the classes will utilize a combination of distance and hybrid learning. By offering the MME degree, MSU will significantly impact the quality of the music education within the state of Mississippi and beyond. There is an expectation that as the program grows in reputation that there will be a graduate population from other states that will seek advanced studies at Mississippi State.</p>			
<b>Chief Academic Officer Signature</b>		<b>Date</b>	
_____		_____	
<b>Institutional Executive Officer Signature</b>		<b>Date</b>	
_____		_____	

**Institution:**

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

The curriculum will be administered by Dr. Gary Packwood, Area Coordinator of Music Education at Mississippi State University. The process of curriculum development and program review will take place annually within the Department of Music. Each year, the curriculum will be reviewed by the Area Coordinator in tandem with the Chair of the Department Curriculum Committee. The core of the degree program is required by our accrediting body, the National Association of Schools of Music (NASM) and will remain in place. Other master's courses will be examined annually in order that the curriculum remains both current and relevant to the needs of the candidates.

The Department of Music Curriculum Committee meets regularly throughout the academic year. All recommendations for new courses and revisions of courses must be considered and approved by this committee. Next, proposals must receive approval within the College of Education by the Barry F. Box Curriculum Council. This body is comprised of representatives from all departments within the College of Education. Finally, all proposed courses and modifications move to the University Committee on Courses and Curricula (UCCC.) "The UCCC reviews proposals submitted by academic departments and colleges to add, modify, or delete curricula and courses. The committee meets monthly during the academic year to consider proposed changes and make recommendations to the Graduate Council and the Deans' Council. After review by the Graduate Council and Deans' Council, the proposals are forwarded to the Provost for consideration. UCCC representatives are elected by academic colleges or schools for three year terms. The UCCC also provides oversight of the University General Education Curriculum."

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

The educational objectives of the Master of Music Education degree are as follows:

- Students will gain an understanding of the functions and methods of research in music education.
- Students will understand the relationship and significance of music history to the teaching of music.
- Students will develop critical thinking skills in music theory and apply them to the analysis of music.
- Students will demonstrate an understanding of past and present trends in music education and apply them to the teaching of music.

There are three specific concentrations within the Master of Music Education degree, allowing teachers to broaden their understanding of the teaching of music in much greater depth. The Concentrations include 1) Choral Music, 2) Elementary Music, and 3) Instrumental Music.

**Choral Music Concentration**

The educational objectives of the Choral Music concentration of the Master of Music Education degree are as follows:

- Students will understand and apply the concepts learned in vocal pedagogy to the teaching of singing in both ensemble and lessons.
- Students will learn advanced rehearsal techniques and apply these to the fundamental musicianship skills within the choral ensemble.
- Students will learn and apply the process necessary to evaluate choral repertoire for the public school ensemble.
- Students will learn and apply advanced warm-up techniques.
- Students will develop the critical thinking skills needed to analyze musical scores and apply them to choral rehearsal.
- Students will develop an understanding of the design and implementation of the structural components of successful choral programs in the public schools.

**Elementary Music Concentration**

The educational objectives of the Elementary Music concentration of the Master of Music Education degree are as follows:

- Students will understand and apply the pedagogy associated with the requirements of the young singing voice.
- Students will study and apply the analysis of level specific musical literature for young singers.
- Students will gain understanding of the pedagogy, methods, and materials associated with the Orff, Kodaly, and Dalcroze methods.
- Students will learn and apply current music technologies to the elementary music classroom.
- Students will learn and apply new materials in music media and resources relevant to the teaching of elementary music.
- Students will develop an understanding of the process of developing and implementing standards within the elementary music classroom.
- Students will learn and apply assessment techniques as they relate to elementary music.

### Instrumental Music Concentration

The educational objectives of the Instrumental Music concentration of the Master of Music Education degree are as follows:

- Students will learn and apply instrumental teaching methodology for each of the woodwind instruments.
- Students will learn and apply instrumental teaching methodology for each of the brass and percussion instruments.
- Students will develop an understanding of the process by which the teacher selects instrumental literature for solo, chamber, and concert ensembles.
- Students will practice and apply advanced conducting and rehearsal techniques for the wind band.
- Students will develop an understanding of the design and implementation of the structural components of successful instrumental programs in the public schools.
- Students will learn and apply appropriate techniques for the assessment of learning within the instrumental ensemble.

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

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

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

The Department of Music will seek accreditation of the Master of Music Education degree through our accrediting body, the National Association of Schools of Music (NASM.) This organization accredits schools and departments throughout the United States and provides specific standards that must be met in order to receive accreditation. Graduate program goals will be reviewed regularly, and adjustments will be made in course content and format to reflect current trends and issues in music education.

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

**Proposed New Degree Description** – The principal goal of the Master of Music Education degree is to provide the highest quality graduate music education to practicing music educators. It is designed as a hybrid degree to suit the needs of public school music educators, and is based on the most significant 21<sup>st</sup> century music educational philosophies, with great emphasis on practical application and best-practices scenarios, and delivered by nationally noted, highly experienced faculty.

Degree: MME

Major: Music Education

**Recommended Course of Study** – The following degree information reflects adherence to the standards required by our national accrediting organization, the National Association of Schools of Music (NASM.)

There should be, "for each graduate program offered, logical and functioning relationships among purposes, structure, and content. For each program, this includes decisions about 1) specialization(s), 2) the relationships between specialization(s) and music or other music-related disciplines, other fields of study, and music or other professions, and 3) requirements in such areas as composition and performance, research, scholarship, preparation for teaching in terms of (a) the specialization, (b) support for the specializations, and (c) breadth of competence."

Further, "for each graduate program, the curricular structure and the requirements for admission, continuation and graduation must be consistent with program purposes and content."

Finally, as it relates to Major Field(s) and Supportive Studies, "each graduate student is expected to gain in-depth knowledge and competence in one or more fields of specialization. Graduate programs include requirements and opportunities for studies that support the chosen specialization(s)."

### MME Requirements

The Master of Music Education (MME) degree aligns with the expectations of NASM. All MME students enroll in the same Music Education Core. The MME Core courses, for all tracks, include the following:

Core	Title		Description
MUE 8363	Research in Music Education	3	Designed to provide an introduction to basic research materials in music education, enabling students to form a conceptual basis for conducting research related to the learning and teaching of music.
MU 6013	Seminar in Music History	3	Develops advanced knowledge and research skills relating to topics covering composers, historical periods, and literature relevant to teaching and performance in the field of music education.
MU 6023	Seminar in Music Theory	3	Directed study and discussion of a special topic in music theory, emphasizing individual analysis, writing and presentation.
MUE 6033	Current Topics in Music Education	3	Specific teaching concerns encountered by music educators in K-12 general music courses, elementary, middle school, and high school choir, elementary, middle school, and high school band and/or orchestra, marching band, and jazz.
MUE 7000	Final Project in Music Education	2	Directed study, emphasizing intensive research, analysis, and synthesis of an approved topic area central of importance to the field of music education.

The Choral Track includes the following courses:

Choral	Title		Description
MUE 6102	Vocal Pedagogy	2	Body alignment, respiration, phonation, resonance, vocal health and the developmental stages of the voice. Concepts and topics addressed can be applied to both one-on-one teaching (singing lessons, vocal coaching) and group situations (class voice, choral ensembles).
MUE 6112	Choral Literature and Rehearsal Techniques I	2	Examination of appropriate choral repertoire for the secondary school level and effective choral rehearsal techniques. Covers auditioning, warmups, choral tone, diction, score preparation, rehearsal techniques and development of fundamental musicianship skills necessary for a successful choral ensemble.



MUE 6122	Choral Literature and Rehearsal Techniques II	2	Examination of appropriate choral repertoire for the secondary school level and effective choral rehearsal techniques. Covers auditioning, warmups, choral tone, diction, score preparation, rehearsal techniques and development of fundamental musicianship skills necessary for a successful choral ensemble.
MUE 6132	Choral Program Development and Curricular Structure	2	Designing and implementing a program and process for success in the choral music program.

The Elementary Track includes the following courses:

Elementary	Title		Description
MUE 6202	The Child Voice: Development and Repertoire	2	Exploration of the unique pedagogical and literature requirements of the young singer.
MUE 6212	Elementary Music Pedagogy	2	Introduction to the approaches and materials of Orff, Kodály and Dalcroze.
MUE 6222	Media, Materials and Resources for the Elementary Music Specialist	2	Creative Learning and classroom application in the areas of technology, advocacy, professional development, community, and teacher effectiveness.
MUE 6232	Instructional Design for the Elementary Music Program	2	Developing and implementing standards-based conceptual frameworks, pedagogical approaches, materials, and assessment for the elementary music program.

The Instrumental Track includes the following courses:

Instrumental	Title		Description
MUE 6302	Instrumental Pedagogy I	2	Teaching methodology and materials for woodwind instruments in the middle and high school band setting, including performance benchmarks and appropriate repertoire for solo, chamber winds and concert ensembles.
MUE 6312	Instrumental Pedagogy II	2	Teaching methodology and materials for brass and percussion instruments in the secondary grades band setting, including basic performance proficiency, teaching literature, solo and chamber music performance repertoire.
MUE 6322	Instrumental Pedagogy III	2	Advanced conducting and rehearsal techniques for the wind band.
MUE 6332	Instructional Design for the Instrumental Music Program	2	Developing and implementing appropriate conceptual frameworks, pedagogical approaches, materials and assessment for the secondary school instrumental program.

NASM specifies that graduate degree programs in music may be either 1) Practice-oriented degrees, 2) research-oriented degrees, or 3) degrees combining research and practice. It is the intent of the MME degree to be primarily a practice-oriented degree, since this is the degree that focuses on the preparation of teachers and pedagogy. Offering courses that strengthen the research component is an important elective within the degree program, serving those students considering pursuit of the Ph.D. sometime in the future.

The MME Electives include the following courses:

Elective	Title	Description
EDF 8553	Research in the Classroom	3 An examination of research methods used by teachers in the classroom setting.
EDS 8103	Advanced Methodologies in Middle and Secondary Schools	3 Advanced Methodologies in Middle and Secondary Schools
EPY 6214	Introduction to Statistics	3 A course in statistics for education and educational psychology majors. Analysis, description of and inference from various types of data.
MU 6402	Instrumental Arranging	2 Arranging Techniques for Wind Band, Jazz Band, Marching Band, Orchestra, and Chamber Ensembles.
MU 6412	World Drumming	2 An introduction hand drum techniques, traditional rhythms, performance practices, ensemble organization, and musical concepts of selected world drumming traditions.
MU 6422	Functional Piano Skills	2 Designed for educators to improve their keyboard skills for playing accompaniments, harmonization at the keyboard, and score study.
MU 6482	Wind Band Literature	2 The study of the literature and history of the concert band (Renaissance to present era). The course is structured primarily on three sources — readings, discussions, and recordings.
MU 6493	Music Theory Seminar: Vocal Music of Franz Schubert	3 A graduate-level seminar that explores the lieder and choral music of Franz Schubert in the context of his era, aesthetic, and <i>œuvre</i> .
MU 6503	Music Theory Seminar: Vocal Music of Gabriel Fauré	3 A graduate-level seminar that explores the <i>mélodies</i> and choral music of Gabriel Fauré in the context of his era, aesthetic, and <i>œuvre</i> .
MUA 6441	Applied Performance	1 Individual instruction, 1 hour per semester, repeatable for total of 3 hours (woodwind, brass, percussion, strings, piano, guitar, voice)
MUA 6451	Applied Composition	1 Individual instruction in compositional techniques through the completion of a creative project or projects commensurate with the student's interest and ability.
MUA 6461	Applied Conducting	1 Individual study of selected scores and conducting techniques. Instruction will be by private studio study with independent practice required.

MUE 6432	Functional Guitar Skills	2	Designed for educators who wish to improve their guitar skills for use in the music classroom.
MUE 6472	Jazz Techniques for the Music Educator	2	Instrumental jazz materials, methods, and techniques for teaching K-12 students. A short survey of jazz history, including seminal recordings, and an introduction to teaching improvisation will be included.

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

Note: Current faculty workloads are not applicable to this degree since it is a "summers only" program and does not affect the regular faculty load during the academic year.

Name: Dr. Craig Aarhus

Rank: Associate Professor

Disciplines: Music Education (Instrumental), Music Performance

Current Workload: Instrumental Conducting, Marching Band, Concert Band, Brass Methods, Rehearsal Techniques

Specific Courses to be taught: MUE 6302 Instrumental Pedagogy I, MUE 6312 Instrumental Pedagogy II, MUE 6332 Instrumental Pedagogy III, MU 6482 Wind Band Literature, MUA 6461 Applied Conducting

Name: Dr. Jason Baker

Rank: Associate Professor

Disciplines: Music Education (Instrumental), Music Performance

Current Workload: Full Time - Percussion Lessons, Percussion Ensemble, Percussion Methods, Steel Drum Ensemble, Marching Band Percussion

Specific Courses to be taught: MUA 6441 Applied Performance (Percussion)

Name: Ms. Jessica Banks

Rank: Lecturer

Disciplines: Music Education (Instrumental), Music Performance

Current Workload: Flute Lessons, Flute Choir, Woodwind Ensemble, Fundamentals of Music, Student Intern Observation

Specific Courses to be taught: MUA 6441 Applied Performance (Flute)

Name: Dr. Robert Damm

Rank: Professor

Disciplines: Music Education (General & Instrumental), Music Performance, World Music

Current Workload: African American Music, World Music, Percussion Lessons, Drum Circle, Student Intern Observation

Specific Courses to be taught: MU 6402 Instrumental Arranging, MU 6412 World Drumming, MUA 6441 Applied Performance (Percussion), MUE 8363 Research in Music Education

Name: Dr. Matthew Daniels

Rank: Assistant Professor

Disciplines: Music Education (Vocal), Music Performance, Opera

Current Workload: Voice Lessons, Voice Class, Vocal Pedagogy, Opera

Specific Courses to be taught: MUE 6102 Vocal Pedagogy, MUA 6441 Applied Performance (Voice)

Name: Dr. Jacqueline Edwards-Henry

Rank: Professor

Disciplines: Piano, Piano Pedagogy, Class Piano, Harpsichord

Current Workload: Piano, Piano Pedagogy, Class Piano

Specific Courses to be taught: MU 6422 Functional Piano Skills, MUA 6441 Applied Performance (Piano)

Name: Ms. Sheri Falcone

Rank: Instructor

Disciplines: Music Education (Instrumental), Music Performance

Current Workload: Clarinet & Saxophone Lessons, Woodwind Methods, Woodwind Ensemble, Clarinet Choir, Saxophone Ensemble

Specific Courses to be taught: MUA 6441 Applied Performance (Clarinet, Saxophone)

Name: Dr. Jeanette Fontaine

Rank: Assistant Professor

Disciplines: Music Education (Vocal), Music Performance, Opera

Current Workload: Voice Lessons, Voice Class, Vocal Pedagogy, Opera

Specific Courses to be taught: MUE 6102 Vocal Pedagogy, MUA 6441 Applied Performance (Voice)

Name: Dr. Matthew Haislip

Rank: Instructor

Disciplines: Music Education (Instrumental), Music Performance, Music History

Current Workload: Horn Lessons, Horn Choir, Brass Choir, Brass Quintet, History and Appreciation of American Music, Music Theory, Ear Training

Specific Courses to be taught: MUA 6441 Applied Performance (Horn), MU6023 Seminar in Music Theory

Name: Dr. Richard Human

Rank: Associate Professor

Disciplines: Music Education (Instrumental), Music Performance, Music History

Current Workload: Trombone, Euphonium, Tuba Lessons, Trombone Choir, Brass Choir, Brass Quintet, History and Appreciation of Music Specific Courses to be taught: MUA 6441 Applied Performance (Trombone, Euphonium, Tuba)

Name: Dr. Anthony Kirkland

Rank: Assistant Professor

Disciplines: Music Education (Instrumental), Music Performance

Current Workload: Trumpet Lessons, Trumpet Choir, Brass Choir, Brass Quintet, Instrumental Methods, Brass Pedagogy Courses to be taught: MUA 6441 Applied Performance (Trumpet)

Name: Barry E. Kopetz

Rank: Professor

Disciplines: Music Education (Instrumental), Music Performance, Composition & Music Arranging, Conducting

Current Workload: Department Head, Orchestra, Band Arranging, History of Rock and Roll

Specific Courses to be taught: MUE 6033 Current Topics in Music Education, MU 6402 Instrumental Arranging, MU 6482 Wind Band Literature, MUA 6451 Applied Composition, MUA 6461 Applied Conducting, MUE 8363 Research in Music Education, MUE 7000 Final Project in Music Education

Name: Catherine G. Kopetz

Rank: Lecturer

Disciplines: Music Education (Choral & General), Music Performance, Piano, Conducting

Current Workload: Piano Lessons, Student Intern Observation, Women's Chorus, Foundations of Music Education, Elementary Music Methods

Specific Courses to be taught: MUE 6202 The Child Voice: Development and Repertoire, MUE 6212 Elementary Music Pedagogy, MUE 6222 Media, Materials and Resources for the Elementary Music Specialist, MUE 6232 Instructional Design for the Elementary Music Program

Name: Ms. Elva Kaye Lance

Rank: Director of Bands & Instructor

Disciplines: Music Education (Instrumental), Music Performance

Current Workload: Instrumental Conducting, Marching Band, Concert Band, Rehearsal Techniques, Assessment, Wind Band Literature

Specific Courses to be taught: MUE 6302 Instrumental Pedagogy I, MUE 6312 Instrumental Pedagogy II, MUE 6332 Instrumental Pedagogy III, MUE 6332 Instructional Design for the Instrumental Music Program, MU 6482 Wind Band Literature, MUA 6461 Applied Conducting

Name: Dr. Ryan Landis

Rank: Instructor

Disciplines: Music Education (Vocal), Music Performance, Opera, Ear Training

Current Workload: Voice Lessons, Voice Class, Vocal Pedagogy, Opera

Specific Courses to be taught: MUE 6102 Vocal Pedagogy, MUA 6441 Applied Performance (Voice)

Name: Dr. Karen Murphy

Rank: Instructor

Disciplines: Music Education (Keyboard), Music Performance

Current Workload: Piano Lessons, Class Piano, Collaborative Piano

Specific Courses to be taught: MUA 6441 Applied Performance (Piano)

Name: Dr. Gary Packwood

Rank: Associate Professor

Disciplines: Music Education (Choral & Vocal), Music Performance  
 Current Workload: Mixed Chorus, Women's Chorus, Rehearsal Techniques, Assessment, Conducting, Choral Literature  
 Specific Courses to be taught: MUE 6033 Current Topics in Music Education, MUE 7000 Final Project in Music Education, MUE 6112 Choral Literature and Rehearsal Techniques I, MUE 6132 Choral Literature and Rehearsal Techniques II, MUE 6132 Choral Program Development and Curricular Structure, MUA 6461 Applied Conducting

Name: Dr. Michael Patilla  
 Rank: Associate Professor  
 Disciplines: Music Performance, Music Appreciation  
 Current Workload: Guitar Lessons, Guitar Ensemble, Guitar Pedagogy, History of Rock and Roll  
 Specific Courses to be taught: MUA 6441 Applied Performance (Guitar), MUE 6432 Functional Guitar Skills

Name: Dr. Ryan Ross  
 Rank: Assistant Professor  
 Disciplines: Music History  
 Current Workload: Survey of Western Music I & II, History and Appreciation of Music  
 Specific Courses to be taught: MU 6013 Seminar in Music History

Name: Ms. Tricia Whiteside  
 Rank: Lecturer  
 Disciplines: Music Education (Instrumental), Music Performance,  
 Current Workload: Violin & Viola Lessons, String Pedagogy, String Literature  
 Specific Courses to be taught: MUA 6441 Applied Performance (Violin, Viola)

Name: Dr. Rosângela Sebba  
 Rank: Professor  
 Disciplines: Music Performance (Keyboard), Music Fundamentals  
 Current Workload: Piano, Collaborative Piano, Music Theory, Ear Training  
 Specific Courses to be taught: MUA 6441 Applied Performance (Piano), MU6023 Seminar in Music Theory

Name: Dr. James Sobaskie  
 Rank: Associate Professor  
 Disciplines: Music Theory, Music Fundamentals, Composition  
 Current Workload: Music Theory, Music Fundamentals, Form & Analysis, Orchestration, Composition  
 Specific Courses to be taught: MU6023 Seminar in Music Theory, MU 6493 Music Theory Seminar: Vocal Music of Franz Schubert, MU 6503 Music Theory Seminar: Vocal Music of Gabriel Faure, MUA 6451 Applied Composition

Name: Dr. Clifton Taylor  
 Rank: Associate Professor  
 Disciplines: Music Education (Instrumental), Music Performance, Conducting  
 Current Workload: Instrumental Conducting, Marching Band, Concert Band, Conducting, Jazz Band, Rehearsal Techniques  
 Specific Courses to be taught: MUE 6302 Instrumental Pedagogy I, MUE 6312 Instrumental Pedagogy II, MUE 6332 Instrumental Pedagogy III, MU 6402 Instrumental Arranging, MU 6482 Wind Band Literature, MUA 6451 Applied Composition, MUA Applied Conducting, MUE 6472 Jazz Techniques for the Music Educator, MUA 6461 Applied Conducting

- Describe the library holdings relevant to the proposed program, noting strengths and weaknesses. If there are guidelines for the discipline, do current holdings meet or exceed standards?

**Mitchell Memorial Library Holdings in the disciplines most pertinent to Music Education, July 2015**

Library of Congress Classes	Holdings
(LB) Theory and practice of education	24,932
(M) Music	7,281
(ML) Literature on music	5,691
(MT) Instruction and study of music	2,190
Total	40,094

The strength of the Mississippi State collection is based on Mitchell Memorial Library having strong undergraduate research materials, and strong graduate materials on the Theory and Practice of Education. Other strengths include superior libraries in choral and instrumental literature, both readily accessible to graduate students, and a music listening collection which includes over 12,000 recordings donated to MSU by MPB Radio. The weakness of the library collection is in the subject areas pertaining to jazz studies and instrumental arranging. These subject areas are easily remedied, and resources to improve these areas have been allocated by the Head of the Department of Music for this purpose.

8. Describe the procedures for evaluation of the program and its effectiveness in the first six years of the program, including admission and retention rates, program outcome assessments, placement of graduates, changes in job market need/demand, ex-student/graduate surveys, or other procedures.

Evaluation procedures of the master's program and its effectiveness will take place on an annual basis for the first three years of the summer master's program. This will include evaluative surveys of all graduate students that address: 1) the relevance of the course of study, 2) the effectiveness of the course of study, and 3) program outcome assessments. These surveys will be reviewed and analyzed by the Area Coordinator of Music Education annually. Data will be shared with all faculty teaching courses in the degree program for the purpose of improving instruction, closing the loop at the conclusion of the instruction cycle.

The Master of Music Education degree at Mississippi State University is planned as a hybrid degree, allowing working teachers to keep their current jobs while pursuing graduate studies. It is intended to improve the quality of the teaching of current practitioners, and the hybrid nature of the program will allow graduate students to take intense summer courses as well as evening courses, a portion of which will take place online. Current technologies will be utilized so that collaborative work is possible at all times. This will necessitate a different approach to the analysis of placement of graduates. It is expected that most graduate students entering the program will already be employed, and have a minimum of two years of teaching experience. The Area Coordinator will track student employment of all program graduates, though it is expected that most of the data will reflect the ongoing employment of our students.

Recently, the state of Mississippi has witnessed a decrease in the number of teachers holding music teaching positions. This may be attributed to a number of factors (i.e. school financial issues), though one clear factor is that the state's universities are not producing enough teachers to fill the available positions. In order to change the trajectory of this situation, it is imperative that we not only train and keep first year teachers, we must improve the quality of those already working in the schools. It is partly for this purpose that the MSU summer master's program is needed. Demand for such experienced teachers who have chosen to add to their skill and knowledge will provide the modeling necessary to raise the number of students who could become future music educators.

Finally, it is important to assess the long-term impact of the new degree program. Follow-up surveys will be sent to all graduates beginning at the conclusion of the third year of the program, collecting data that is intended to improve the instructional quality of the graduate program. Further, the survey will gather information that addresses how the MSU program may contribute to the "continuous improvement" aspect of teaching in the public schools of Mississippi.

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

There are several factors that have led to the estimated numbers of MSU graduates expected in the first six years. First and foremost, MSU is located in a rural section of the state, and there are no degree programs in the immediate vicinity providing graduate study in music. It is fully expected that the hybrid nature of part of the classes will encourage participation from a substantial portion of those teachers seeking to do a master's degree within an environment that emphasizes summer study along with online graduate opportunities. The first three years should see a large number of current Mississippi teachers enroll in the program.

Second, there are several members of the faculty who hold national and international reputations in their fields. It is projected that once the program is advertised that there will be ample numbers of graduate students from other states who will wish to pursue graduate studies in music in order to have the opportunity for advanced work with exceptional musician/teachers. Each year for the past two years, there have been numerous requests for information and degree program outlines from potential graduate students. An important assumption made in our planning is that due to the hybrid nature of our course offerings, there will be graduate students who will enroll in only select classes (i.e. Band Arranging) in order to have the opportunity to study with an internationally recognized composer. A portion of these students, over time, will later decide to pursue the master's degree once they have taken two or three such classes.

Third, once the degree program is underway, the online presence of our courses, as well as the impact of social media, will increase our numbers. Students no longer think about progress toward a degree in one way, especially at the graduate level. Short, intense classes are possible, varying in length from one week to five weeks. This holds special attraction for working adults, and it is believed that our potential graduate student population is even healthier than initially projected.

Finally, it has become more common over the past twenty years for professional musicians (i.e. orchestral musicians) to view teaching as an important part of making a living. It is a fact that a number of professional musicians, after experiencing a purely performance career, find their way into a master's program with the goal of becoming certified to teach in the public schools. As this pool of potential teachers seeks graduate opportunities, the master's program at MSU will be well-aligned to provide these musicians with the courses and experiences required to be successful.

Department of Music Degree Creation  
Master of Music Education  
List of Courses

All of the below courses are newly created courses.

### **Music Courses**

MU 8013 Seminar in Music History Research  
Three hours graduate seminar. (Pre-requisite: Admission to MME Degree Program.)  
Develops knowledge and skills necessary to conduct advanced research in subjects relating to music history.

MU 8023 Seminar in Music Theory  
3 credit hours. (Pre-requisite: Admission to MME Degree Program). Directed study and discussion of topics in music theory, emphasizing individual analysis, writing and presentation.

MU 8402 Advanced Instrumental Arranging  
Two hours lecture. (Prerequisites: admission to MME degree program; or permission of instructor). Description of course. Advanced scoring practice in arranging music for concert, marching, jazz bands, and small instrumental ensembles.

MU 8412 World Drumming  
Two hours lecture. (Pre-requisite: Admission to MME Degree Program). An introduction to drum techniques, traditional rhythms, performance practices, ensemble organization, and musical concepts of selected world drumming traditions.

MU 8422 Keyboard Skills for Music Educators  
Two credit hours. (Prerequisite: Admission to MME Degree Program). Group piano course designed to help music educators improve keyboard skills for playing parts and accompaniments, singing and playing, playing from lead sheets, improvisation, and sight playing.

MU 8482 Wind Band Literature  
Two hours lecture. (Prerequisite: admittance to the MME program) The study of the literature and history of the concert band (Renaissance to present era.)

### **Applied Music Courses**

MUA 8440 Individual Studio Instruction  
1-2 credit hours. (Pre-requisite: Admission to MME Degree Program). Designed to provide students with advanced, professional-level instruction on a primary or



secondary instrument/voice area. Pedagogical techniques and practices frequently used in instructing younger musicians will also be covered

**MUA 8450 Applied Composition**

1-2 credit hours. (Pre-requisite: Admission to MME Degree Program). Instruction in compositional techniques through the completion of creative projects commensurate with the student's interest and ability as well as acceptable to and appropriate for graduate music study.

**MUA 8460 Applied Conducting**

1-2 hour studio. (Pre-requisite: Admission to MME Degree Program.) Individual study of selected scores and conducting techniques. Instruction will be by private studio study with independent practice required.

## **Music Education Courses**

**MUE 8033 Current Topics in Music Education**

Three hours lecture. (Prerequisite: Graduate students admitted to MSU Master of Music Education degree program) An investigation of current topics impacting music education classrooms.

**MUE 8102 Advanced Vocal Pedagogy**

Two hours lecture. (Pre-requisite: Admission to MME Degree Program) Body alignment, respiration, phonation, resonance, articulation, vocal health, and the developmental stages of the voice. Concepts and topics addressed can be applied to both one-on-one teaching (voice lessons, vocal coachings) and group situations (class voice, choral ensembles).

**MUE 8112 Seminar in Choral Literature**

Two hours lecture. (Prerequisite: Admission to MME Degree Program.) An intensive study a specific area of choral literature. The content of this course will vary from semester to semester. Emphasis is placed upon in-depth study of selecting and interpreting choral literature.

**MUE 8122 Techniques of Choral Conducting**

Two hours lecture. (Prerequisite: Admission to MME Degree Program.) An examination of appropriate choral techniques for the secondary choral music program.

**MUE 8132 Choral Program Development and Curricular Structure**

Two hours lecture. (Prerequisite: Admission to MME Degree Program.) Design and implementing a program and process for success in the choral music program.

MUE 8202 The Child Voice

Two hours lecture. (Pre-requisite: Admission to MME Degree Program.) Exploration of the unique pedagogical and literature requirements of the young singer (children and adolescents) in both solo and choral settings.

MUE 8212 Elementary Music Pedagogy

Two hours lecture. (Prerequisite: Graduate Music Education Majors) Research and experiential-based study of the pedagogies, curricula, media and literature designed for the elementary child.

MUE 8222 Media, Materials and Resources for the Elementary Music Specialist

Two hours lecture. (Prerequisite: Admittance to the MME degree program) A survey of media, materials, resources, equipment, repertoire, facility designs, and technology for the elementary music specialist. Learning to budget, prioritize, and effectively apply findings for teacher effectiveness and student achievement will also be included.

MUE 8232 Instructional Design for the Elementary Music Program

Two hours lecture. (Prerequisite: Graduate Music Education Majors) Research and theoretical-based study of instructional design models for the elementary music curriculum. Standards, assessment, repertoire, methodology and technology will provide a framework for designing and evaluating elementary music curricula and learning outcomes.

MUE 8302 Advanced Woodwind Pedagogy

Two hours lecture. (Pre-requisite: Admission to MME Degree Program). Teaching methodology and materials for woodwind instruments in the middle and high school band setting, including performance benchmarks and appropriate repertoire for solo, chamber winds and concert ensembles.

MUE 8312 Seminar in Brass and Percussion Pedagogy

Two hours seminar. (Prerequisite: Graduate Music Education Majors) Directed study and discussion of topics of brass and percussion pedagogy and performance.

MUE 8322 Wind Band Conducting and Rehearsal Techniques

Two hours lecture. (Pre-requisite: Admission to MME Degree Program.) An investigation of selected scores, advanced conducting and rehearsal techniques for the wind band.

MUE 8332 Instructional Design for the Instrumental Music Program

2 credit hours. (Pre-requisite: Admission to MME Degree Program). Developing and implementing appropriate conceptual frameworks, pedagogical approaches, materials and assessment for the secondary school instrumental program.

MUE 8363 Research in Music Education

Three hours lecture. (Pre-requisite: Admission to MME Degree Program). Research methodology; research reports, the function of research in developing and conducting

educational programs; and research methods, designs, and techniques used in education.

**MUE 8432 Guitar in the Classroom**

Two hours lecture. (Pre-requisite: Admission to MME degree program.) The process of creating and implementing a guitar program in a public school, or the inclusion of guitar in a pre-existing music program.

**MUE 8472 Jazz Techniques for the Music Educator**

Pre-requisite: Admission to MME Degree Program. Two hours lecture. Materials, methods, and techniques for teaching instrumental jazz to K-12 students, including an overview of jazz history and styles and a pedagogical approach to teaching beginning improvisation.

**MUE 9012 Final Project in Music Education**

Two hours directed independent study. (Pre-requisite: Admission to MME Degree Program.) Directed study, emphasizing intense research, analysis, and synthesis of an approved topic central to the field of music education.