MISSISSIPPI STATE UNIVERSITY

UNIVERSITY COMMITTEE ON COURSES AND CURRICULA

A MEMORANDUM

DATE: April 16, 2014

TO: UCCC Members

FROM: Kirk Swortzel, Chair

SUBJECT: May 1, 2014 Meeting

Enclosed are the minutes from the meeting on March 21, 2014 and the agenda and course proposals for the meeting on **Thursday, May 1, 2014 at 9:00 a.m.** The May meeting will be held in Room 307 of Griffis Hall. The annual UCCC luncheon will also be held in Griffis Hall. Details about the luncheon will be sent later. Please contact the UCCC office if you are unable to attend.

Thank you.

Enclosures: March 21, 2014 Meeting Minutes
Course/Curriculum Proposals

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AGENDA
UNIVERSITY COMMITTEE ON COURSES AND CURRICULA
May 1, 2014

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

AGRICULTURE AND LIFE SCIENCES

Modification	ADS 1114	Animal Science
Addition	ADS 1121	Animal Science Laboratory
Addition	AIS 3013	Field Experience in AIS
Modification	AIS 3803	Leadership Development in Agriculture & Life Science
Addition	AIS 3813	Team Leadership for Agriculture & Life Science
Addition	AIS 4703/6703	Experiential Learning Programs in Agriculture
Addition	AIS 8100	Creative Component Project in AEE
Addition	AIS 8603	Teaching Internship in AEE I
Addition	AIS 8613	Teaching Internship in AEE II
Modification	AIS 8693	Philosophical Foundations of Agriculture & Human Sciences
+Distance	HS 4833	The Hospitalized Child

ARCHITETURE, ART AND DESIGN

Addition	ART 4683	Photography Internship

ARTS AND SCIENCES

Addition	CRM/SO 3123	Policing and Society
Addition	CRM/SO 4343	Media, Crime, and Justice
Modification	EN 4303/6303	Craft of Poetry
Modification	EN 4313/6313	Craft of Fiction
Modification	REL 1213	Introduction to Old Testament
Modification	REL 1223	Introduction to the New Testament
Addition	PHI 4173/6173	Philosophy of Biology
Addition	PSY 8753	Cognitive Science Skills & Professional Issues
+Distance	SO 2203	Cultural and Racial Minorities
Modification	SO 3213	Introduction to Social Research
Modification	SO 3313	Deviant Behavior
Addition	SO 4503/6503	Gender and Work
+Distance	ST 8114	Statistical Methods

BUSINESS

Addition	FIN 4743/6743	Consumer Finance
Modification	MKT 2221	Golf Professional Development I
Modification	MKT 2223	Introduction to Golf Swing Instruction

EDUCATION

Add+Distance	CCL 8193	Seminar in Community College Leadership
Addition	COE 8143	Grief Counseling for Loss and Bereavement
Addition	COE 8743	Counseling LGBTQ: Awareness, Mental Health & Advoc.

Addition	COE 8753	Stress Management Counseling
Addition	EDF 8243	Middle School Diversity
Add+Distance	EDF 9913	Dissertation Seminar
Add+Distance	EDS 8653	Issues of Accountability in Secondary Education
Add+Distance	EDS 8663	Improving Instruction in Secondary Schools
Modification	EDS 4633/6633	Methods of Teaching Mathematics
Modification	EDS 4643/6643	Methods of Teaching Social Studies
Modification	EDS 4653/6653	Methods of Teaching Science
Modification	EDS 4673/6673	Methods of Teaching Language Arts
Modification	EDS 4683/6683	Methods in Foreign Language Teaching II
Addition	EDX 4103/6103	Introduction to Teaching Students with Intellectual and Developmental Disabilities
Addition	PE 1271	Advanced Strength and Conditioning

ENGINEERING

Add+Distance	ME 8373	Integrated Computational Materials Engineering

VETERINARY MEDICINE

Modification	CVM 4113	Large Animal Clinical Experience II
Modification	CVM 4223	Small Animal Primary Care Clinical Experience
Modification	CVM 5011	Professional Development I
Addition	CVM 5812	Behavior for the Companion Animal Veterinarian

4. Degree proposals by college/school:

AGRICULTURE AND LIFE SCIENCES

Modification	BS	Agricultural Information Science-Teaching and Agricultural Leadership
Modification	BS	Animal and Dairy Sciences
Modification	BS	Human Sciences/Apparel, Textiles, and Merchandising
Modification	MS	Agricultural Ext. Edu.-Teaching and Leadership

ARTS AND SCIENCES

Modification	BA	Criminology

BUSINESS

Modification	BBA	Marketing/PGA Golf Management

EDUCATION

Modification	MA	Community College Education (Distance)
Modification	MS	Secondary Education
Modification	BS	Special Education
Modification	MS	Workforce Education Leadership (Distance)

University Committee on Courses and Curricula
Mississippi State University
March 21, 2014

Present: Amy Adkerson, Tyler Camp, Amy Crumpton, Dana Franz, Jim Fowler, Kevin Hunt, Mitzy Johnson, Ben Magbanua, Pat Matthes, Lynda Moore, Rob Moore, Bob Otondo, Emily Owen, Tommy Parker, John Riggins, John Rigsby, Wes Schilling, Kathy Sherman-Morris, Jack Smith, Barry Stewart, Pam Sullivan, Kirk Swortzel, Jenny Turner, Mark Welch, Robert Wolverton

Excused: Russell Carr, Dipangkar Dutta, Kathy Gilliland, Kelly Moser, Sunny Patel, Melinda Pilkinton, Steve Taylor, Vemitra White

Absent: Kari Babski-Reeves

Proxies: Jo Jo Dodd for Summer Smith

Guests: Mary Kathryn Barbier, Jessica Graves, Kim Hall, Jason Keith, Linda Morse, Jane Parish, Julie Parker, Joel Paz, Moe Sepehrifar, Joe Wilmoth

Swortzel called the meeting to order at 1:30 p.m. on Friday, March 21, 2014 in room 324 of the Colvard Student Union. The February 21, 2014 UCCC minutes were reviewed. Crumpton moved to approve the minutes, and Stewart seconded the motion. The February 21, 2014 UCCC minutes were approved unanimously.

Franz moved to approve the addition of Maymester for PS 1001 First Year Experience. Otondo seconded the motion. Dr. Linda Morse appeared in support of the proposal. Dr. Morse explained that this is the one hour credit course that is designed for high school students who participate in Boys' State on the Mississippi State Campus. Committee members were concerned that there is not a grading method outlined in the proposal, and the proposal does not indicate this course will only be used for Boys' State. Welch moved to pass the proposal contingent upon the above concerns being addressed. Crumpton seconded the motion. The motion to pass PS 1001 contingent upon the outlined concerns being addressed was approved unanimously.

Otondo moved to approve the addition of HI 4343 Immigration and Ethnicity in the United States. Crumpton seconded the motion. Committee members pointed out that the prerequisite is not contained in the course description, and the course description does not include information that this is a three hour lecture. Crumpton moved to pass the proposal contingent upon the above concerns being addressed. Hunt seconded the motion. The motion to pass HI 4343 contingent upon the outlined concerns being addressed was approved unanimously.

Sherman-Morris moved to approve the addition of distance delivery to ST 8114 Statistical Methods. Welch seconded the motion. Dr. Moe Sepehrifar appeared in support of the proposal. Committee members had questions and discussion about: whether the lectures would be synchronized or taped; the lack of required contact hours for the lab portion of the course; the method of delivery; the lack of letters of support from MAFAES and Extension; no identified target audience; and the need to have the Campus 1 and Campus 5 tables beside each other so the proposal is easier to read. Hunt moved to table

the proposal. Franz seconded the motion. The motion to table the distance delivery of ST 8114 Statistical Methods was approved unanimously.

Sherman-Morris moved to approve FLG 4533/6533 Art, Politics, and Propaganda. Crumpton seconded the motion. Committee members pointed out that the cover sheet does not indicate that this is a split level course, and in the course description "the" does not need to be included before the words "equivalent" and "instructor." Crumpton moved to pass the proposal contingent upon the above concerns being addressed. Welch seconded the motion. The motion to pass FLG 4533/6533 contingent upon the outlined concerns being addressed was approved unanimously.

Otondo moved to approve the modifications to ACC 8112 Fin. & Acc. Report Analysis, BIS 8112 Management Information Technology & Systems, BL 8112 Law, Business Ethics, and Dispute Resolution, MGT 8112 Leadership Skills for Managerial Behavior, and the modification to the Project Management concentration of the MBA. Moore seconded the motion. Committee members suggested that the proposals need to be clear that the classes will be offered in Meridian. Otondo stated he would add language to the proposals to make it clear that the courses will be offered in Meridian. The motion to approve was passed unanimously.

Franz moved to approve the addition of EDX 6813 and the addition of distance delivery to EDX 6813. Sherman-Morris seconded the motion. Committee members pointed out that the proposal cover sheet does not include the addition of distance delivery and suggested the cover sheet be amended. The motion to approve was approved unanimously.

Franz moved to approve the modifications of EPY 4053 Psychology & Education of the Mentally Retarded and EPY 3553 Gifted/Creativity, the addition of EPY 4683 Junior/Senior Seminar in Educational Psychology, and the modification of the Bachelor in Science in Educational Psychology. Otondo seconded the motion. Dr. Linda Morse appeared in support of the proposals. For EPY 4683, committee members asked why the course is called a "seminar" in the course title, but the proposal indicates the class is a lecture and practicum in the course description and method of delivery. Committee members also questioned why two codes were used for the method of instruction since only one code can be used. Committee members were also concerned that there were not enough contact hours to justify a three hour course. For EPY 3553, Committee Members pointed out the proposed graduate school course grading scale needs to be adjusted, and an instructor of record needs to be added for the graduate level course. For the modification of the program, committee members pointed out that six departments are affected by the new classes that are being offered. Letters of support were not attached from the six affected departments: Psychology, Human Sciences, Sociology, Management, Kinesiology, and Instructional Systems and Workforce Development. Crumpton moved to pass the course proposals and the program modification contingent upon the above concerns being addressed. Stewart seconded the motion. The motion to pass contingent was approved unanimously.

Sherman-Morris moved to approve the modifications to EP 2013, EP 3183, EP 3304, EP 3613, EP 4113, EP 4123, EP 4133, EP 4143, EP 4183, EP 4503, EP 4603, EP 4703 EP 4803, EP 4810, KI 2023, KI 2603 and the modification of the Bachelor of Science in Kinesiology. Franz seconded the motion. Dr. Kim Hall appeared in support of the proposals. Dr. Hall explained that the proposals add no new courses but permit existing courses to be taught in Meridian. Dr. Hall explained that the Food, Nutrition and Health Promotion course will not be offered in Meridian, and she would submit a new course proposal form with that course deleted and a new program proposal with the course deleted. Committee

members noted that the course cover sheet lists the biology courses that will be offered, but that the course proposal does not list the biology courses. The biology courses need to be added to the course proposal. A letter of support from the Biology Department is included as part of the proposals. Crumpton moved to pass the proposals contingent upon the above concerns being addressed. Otondo seconded the motion. The motion to pass the proposal modifications contingent was approved with one abstention.

Fowler moved to approve the addition of PTE 3902 Petroleum Engineering Lab 1, PTE 3903 Reservoir Fluid Properties, PTE 3912 Petroleum Engineering Lab 2, PTE 3953 Reservoir Rock Properties and Fluid Flow, PTE 3963 Drilling, PTE 3973 Petroleum Production Operations, PTE 4903 Reservoir Engineering 1, PTE 4913 Reservoir Engineering 2, PTE 4923 Completion Design, PTE 4953 Formation Evaluation, PTE 4963 Oil Recovery Methods, PTE 4993 Petroleum Economic Analysis, and the addition of a Bachelor of Science degree in Petroleum Engineering. Welch seconded the motion. Committee members pointed out that for PTE 3902 and PTE 3912 there are only 30 contact hours listed, and the participation grades in the proposals for PTE 3902 and PTE 3912 are listed as 15 percent which is above the recommended 10 percent. A committee member recommended that the new courses that include the word "reservoir" in the title should have "petroleum" inserted in the title to avoid confusion with other programs. A committee also pointed out that there is not a letter of support from the Geosciences Department. Hunt moved to pass the proposals contingent upon the above concerns being addressed. Crumpton seconded the motion. The motion to pass the proposals contingent was approved unanimously.

Fowler moved approve the addition of ECE 8333 and the addition of distance deliver of ECE 8333. The motion was approved unanimously.

Hunt moved to approve the addition of FO 4513/6513 Forestry and Conservation. Franz seconded the motion. The motion was approved unanimously.

Hunt moved to approve the deletion of the Forest Entrepreneurship Certificate. Franz seconded the motion. The motion was approved unanimously.

Stewart moved to approve the addition of LA 4653/6653 Study Abroad: Gardens and Urban Spaces. Schilling seconded the motion. The motion was approved unanimously.

Schilling moved to approve the modification of ABE 1073 Agricultural Mechanics, ABE 2173 Internal Combustion Engine Technology, ABE 4163 Machinery Management for Agro-Ecosystems, the addition of ABE 1083 Technology Design II, the deletion of ABE 4453/6453 Cotton Ginning Systems Management and ABE 4823 Capstone Survey, and the modification of the Bachelor of Science in Agricultural Engineering Technology and Business. Stewart seconded the motion. The Committee pointed out that the program proposal includes the new course numbers for the Animal and Dairy Science courses. The Animal and Dairy Science proposals must be approved before this program proposal can be approved. For ABE 4163, members of the committee pointed that there is a typographical error under 4(e) of the proposal. Franz moved to pass the proposals contingent upon the above concerns being addressed. Sherman-Morris seconded the motion. The motion to pass contingent was approved with two abstentions.

Stewart moved to approve the modification of ADS 114 Animal Science, ADS 1121 Animal Science Laboratory, ADS 3223 Horse Management, ADS 3221 Practicum in Horse Care & Management, ADS

4115/6115 Animal Nutrition, ADS 4213/6213 Livestock Nutrient Requirements and Formulation of Rations, ADS 4324/6324 Beef Cattle Production, ADS 4423 Animal and Dairy Science Internship, ADS 4814 Dairy Farm Management, ADS 4221 Animal and Dairy Sciences Senior Seminar, and the Bachelor of Science in Animal and Dairy Science; the deletion of ADS 4222/6222 Small Ruminant & Diversified Livestock Production; the addition of ADS 4223/6223 Goat and Sheep Production, ADS 4211/6211 Goat and Sheep Production Laboratory, ADS 4321/6321 Beef Cattle Laboratory, ADS 4440 Research Experience Practicum, ADS 4520 Livestock Extension Experience, ADS 4523/6523 Internet-Based Management in Livestock Industries, ADS 4811/6811 Dairy Farm Management Laboratory, ADS 4111 Swine Production and Management Laboratory, ADS 8533 Beef Cattle Systems Management; and the addition of distance delivery for ADS 4223/6223 Goat and Sheep Production, ADS 4211/6211 Goat and Sheep Production Laboratory, ADS 4523/6523 Internet-Based Management in Livestock Industries, ADS 8533 Beef Cattle Production Systems Management. Otondo seconded the motion. For ADS 1114, committee members pointed out that the proposal does not include any course content for the committee to review. The committee was also concerned that the method of delivery is not clear. Franz moved to table ADS 8533. Rigsby seconded the motion. The motion to table passed with one abstention. For ADS 1121, committee members pointed out the prerequisite is prior credit or concurrent enrollment in ADS 1114. Franz moved to table the ADS 1121. Welch seconded the motion. The motion to table was approved with one abstention. The committee pointed that ADS 3223, ADS 3221, ADS 4223/6223, ADS 4211/6211, ADS 4324/6324, ADS 4321/6321, ADS 4440, ADS 4814, ADS 4811/6811, and ADS 4111 are also affected by the ADS 1114. For ADS 4115/6115, committee members were concerned that the prerequisite was not worded correctly. For ADS 4213/6213, the grading scale needs to be revised. For ADS 4423, the internship is being changed to variable credit, and the description indicates it is repeatable. A staff member from the Registrar's Office indicated the class will be recorded as repeatable for up to 3 credits. For ADS 4523/6523, the committee pointed out the proposal has conflicting dates for when the courses begins. For ADS 4221, the committee members were concerned there was no senior status prerequisite. For ADS 8533, committee members pointed out that the catalog description needs to be clarified. The contact hours for the face to face portion of the course also need to be reviewed. Stewart moved to pass ADS 3223, ADS 3221, ADS 4115/6115, ADS 4213/6213, ADS 4222/6222, ADS 4223/6223, ADS 4211/6211, ADS 4223/6223, ADS 4211/6211, ADS 4223/6223, ADS 4211/6211, ADS 4324/6324, ADS 4321/6321, ADS 4423, ADS 4440, ADS 4520, ADS 4523/6523, ADS 4814, ADS 4811/6811, ADS 4111, ADS 4221, ADS 8533, ADS 8533 contingent upon the above concerns being addressed. Schilling seconded the motion. The motion to pass contingent was approved unanimously. Franz moved to table the degree modification proposal for the Bachelor of Science in Animal and Dairy Science. Riggins seconded the motion. The motion to table the degree modification proposal for Animal and Dairy Science was approved unanimously.

Schilling moved to approve the modification of HS 3803 Child Care Procedures, HS 3823 Designing Child Care Programs, and HS 4834 The Hospitalized Child; the addition of HS 3843 Guiding Young Children's Behavior and Social Development and HS 4832 Child Life Clinical; the addition of distance learning for HS 4834 The Hospitalized Child; and the modification of the Bachelor of Science in Human Development and Family Studies. Rigsby seconded the motion. Committee members pointed out that the catalog description for HS 4832 needs to be revised to reflect that the course is a four hours laboratory. Committee members also pointed out that the degree modification will have to be passed contingent because the degree modification contains HS 3000. HS 3000 was passed contingent at a previous UCCC meeting but was never cleared of the contingency. Schilling moved to approve HS 3803, HS 3823, HS 3803, and HS 4834. Rigsby seconded the motion. The motion to approve passed unanimously. Schilling moved to pass HS 4832 and the degree modification contingent upon the above concerns being

addressed. Rigsby seconded the motion. The motion to pass contingent was approved unanimously.

Schilling moved to approve the addition of PSS 2111 Turfgrass Management Lab and PSS 2113 Introduction to Turfgrass Science; the modification of PSS 4414/6414 and the modification of the Bachelor of Science in Agronomy: Golf and Sports Turf Management. Sherman-Morris seconded the motion. A member of the staff of the Registrar's Office asked if the old classes would be treated as equivalents to the new classes, and Dr. Barry Stewart responded that they would. The motion to approve passed unanimously.

Schilling moved to approve LA 4653/6653 Study Abroad: Gardens and Urban Spaces. Steward seconded the motion. The motion passed unanimously.

Franz moved to approve the deletion of the minor in Human Sciences: Apparel, Textiles and Merchandising. Stewart seconded the motion. Sherman-Morris seconded the motion. The motion passed unanimously.

Rigsby moved to approve the addition of an undergraduate minor in Biochemistry, a graduate minor in Biochemistry/MS, and a graduate minor in Biochemistry/Ph.D. Franz seconded the motion. Committee members pointed out that the catalog description for the MS and Ph.D. refers to an undergraduate minor instead of a graduate minor. Schilling moved to pass the graduate minor in Biochemistry/MS and the graduate minor in Biochemistry/Ph.D. contingent upon the catalog description being corrected. Stewart seconded the motion. The motion to pass contingent was approved unanimously. The committee voted on the motion to approve the undergraduate minor in Biochemistry , and the motion passed unanimously.

Schilling moved to adjourn. Franz seconded the motion. The motion to adjourn passed unanimously.

The meeting was adjourned at 5:55 p.m.

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Ag & Life Sciences **Department:** Animal and Dairy Sciences

Contact Person: Jessica Graves **Mailstop:** 9815 **E-mail:** jgraves@ads.msstate.edu

Nature of Change: Credit Hour **Date Initiated:** **Effective Date:** 08/2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
ADS	1114	Animal Science	(4)

Current Catalog Description:

Three hours lecture. Two hours laboratory. Fundamental principles and practical application of livestock, dairy, and poultry science. (ADS majors must earn a C or better to graduate)

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
ADS	1113	Animal Science	(3)

New or Modified Catalog Description:

Three hours lecture. Fundamental principles of livestock, dairy, and poultry science. (ADS majors must earn a C or better to graduate)

	Approved:	*Date:*
Department Head	John Blanton	December 18, 2013
Chair, College or School Curriculum Committee		2/24/2014
Dean of College or School	FOR CH	2/24/14
Chair, University Committee on Courses and Curricula		
Chair, Graduate Council (if applicable)		
Chair, Deans Council		

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Approved: John Blanks *Date:* December 18, 2013

Department Head

Chair, College or School Curriculum Committee

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

1. CATALOG DESCRIPTION

Current course: Three hours lecture. Two hours laboratory. Fundamental principles and practical application of livestock, dairy, and poultry science. (ADS majors must earn a C or better to graduate)

Modified course: Three hours lecture. Fundamental principles of livestock, dairy, and poultry science. (ADS majors must earn a C or better to graduate)

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

a. Decrease course credit from 4 hours to 3 hours.
b. Change course number from 1114 to 1113.
c. Include Online, Internet, or Web-based to Method of Delivery.

3. JUSTIFICATION AND LEARNING OUTCOMES

Student enrollment in the Department of Animal and Dairy Sciences is expected to continue to increase, causing a need to offer Animal Science more frequently and or increasing the maximum enrollment. In addition to an increase in ADS student enrollment, the course is also a service course for students in other departments within the College of Agriculture and Life Sciences. Currently, class capacity in the lecture portion of the course is limited due to available space in laboratory sessions. In an effort to more efficiently and effectively meet the demand for this course to be taught, we are proposing to separate the lecture and lab. By doing so, the lecture will continue to be offered as a traditional, face-to-face lecture, but the content may also be delivered in an online format. This will allow for more students to take the course and will be especially beneficial to those in other departments who may not be required to take the Animal Science Laboratory.

Learning outcomes:

a. Expose students to generalities and some specifics of animal sciences.
b. Expose students to various livestock terminology, breeds of livestock, performances, management practices, principles of production, usages, general care, products, and importance to mankind.
c. Equip students with a general knowledge base of animal science and to provide them an opportunity to form a sound knowledge base upon which they can further expand their specific knowledge regarding animal agriculture depending upon their specific desires and career goals.

4. ADDITIONAL INFORMATION

a. COURSE SYMBOL: No Change
b. COURSE NUMBER: 1113
    i. First Digit: No Change
    ii. Second and Third Digit: No Change
    iii. Fourth Digit: Change to make course 3 credits.
c. COURSE TITLE: No Change

d. CREDIT HOURS: Credit hours being reduced from 4 hour to 3 credit hour course. Although lecture and lab are to be separated, there is no change in the course content or contact hours for the lecture portion of the previous ADS 1114 Animal Science course.

e. PREREQUSITE/CO-REQUISITE: No Change
f. METHOD/HOURS OF INSTRUCTION:
C - Lecture

g. METHOD OF DELIVERY:
F - Face to Face OR
O – Online, Internet, web-based

Justification for changing "method of delivery": There are many potential benefits to our students and faculty by offering the course as a Campus 1, online course.

1) It would allow flexibility to instructor(s) during summer months to oversee other academic responsibilities.
2) It would increase the Department's summer course offerings.
3) It would increase flexibility to maximize student enrollment, particularly those of other departments who are not required to take the laboratory component of this course.

h. COURSE DESCRIPTION:
Current course: ADS 1114. Animal Science. (4) Three hours lecture. Two hours laboratory. Fundamental principles and practical application of livestock, dairy, and poultry science. (ADS majors must earn a C or better to graduate)

Modified course: ADS 1113. Animal Science. (3) Three hours lecture. Fundamental principles of livestock, dairy, and poultry science. (ADS majors must earn a C or better to graduate)

i. COURSE CONTENT: There is no change in current course content and content for the proposed (ADS 1113).

CURRENT Lecture Content

I. Introduction (3 contact hours)
II. Terminology (2 contact hours)
III. Contribution to Humans (1 contact hour)
IV. Equine (4 contact hours)
    a. Introduction
    b. Industries
    c. Breed identification
    d. Production & Management
V. Bovine: Beef (6 contact hours)
    a. Introduction
    b. Structure of Industry
    c. Breed identification
    d. Production & Management
VI. Bovine: Dairy (4 contact hours)
    a. Introduction

b. Industry
c. Breed identification
d. Production & Management

VII. Swine (4 contact hours)
a. Introduction
b. Structure of Industry
c. Breed identification
d. Production & Management

VIII. Poultry (3 contact hours)
a. Introduction
b. Structure of Industry
c. Production & Management

IX. Meat Science (3 contact hours)
a. Growth & Development
b. Harvest
c. Meat Quality

X. Sheep & Goat (4 contact hours)
a. Introduction
b. Industry
c. Breed identification
d. Production & Management

XI. Physiology Systems (4 contact hours)
a. Lactation
b. Reproduction
c. Nutrition

XII. Issues in Agriculture (3 contact hours)

XIII. EXAMS (4 contact hours)

Total Hours = 45

CURRENT Laboratory Course Content

I. Terminology, Lab Safety, & Facilities (2 contact hours)
II. Farm Basics: Equipment & Resources (2 contact hours)
III. Horse Lab (2 contact hours)
IV. Animal Behavior & Welfare (2 contact hours)
V. Beef Lab (2 contact hours)
VI. Facilities Design/Record Keeping (2 contact hours)
VII. Dairy Lab (2 contact hours)
VIII. Animal Health & Anatomy (2 contact hours)
IX. Swine Lab (2 contact hours)
X. Sheep/Goat (2 contact hours)
XI. Nutrition (2 contact hours)
XII. Poultry Lab (2 contact hours)
XIII. Harvest (2 contact hours)
XIV. Reproduction (2 contact hours)
XV. Laboratory Final (2 contact hours)

Total Hours = 30

MODIFIED Lecture Content

I. Introduction (3 contact hours)
II. Terminology (2 contact hours)
III. Contribution to Humans (1 contact hour)
IV. Equine (4 contact hours)
    a. Introduction
    b. Industries
    c. Breed identification
    d. Production & Management
V. Bovine: Beef (6 contact hours)
    a. Introduction
    b. Structure of Industry
    c. Breed identification
    d. Production & Management
VI. Bovine: Dairy (4 contact hours)
    a. Introduction
    b. Industry
    c. Breed identification
    d. Production & Management
VII. Swine (4 contact hours)
    a. Introduction
    b. Structure of Industry
    c. Breed identification
    d. Production & Management
VIII. Poultry (3 contact hours)
    a. Introduction
    b. Structure of Industry
    c. Production & Management
IX. Meat Science (3 contact hours)
    a. Growth & Development
    b. Harvest
    c. Meat Quality
X. Sheep & Goat (4 contact hours)
    a. Introduction
    b. Industry
    c. Breed identification
    d. Production & Management
XI. Physiology Systems (4 contact hours)
    a. Lactation
    b. Reproduction
    c. Nutrition
XII. Issues in Agriculture (3 contact hours)
XIII. EXAMS (4 contact hours)

Total Hours = 45

5. GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)

N/A

6. METHOD OF EVALUATION

Grading Criteria:

Class attendance	(42 sessions @ 2 pts each)	84 points (9.5%)
Class Quizzes	(5 @ 20 pts each)	100 points (11.3%)
Class Exams	(3 @ 100 pts each)	300 points (33.9%)
Farm Journal Writing Assignment		100 points (11.3%)
Concept Maps	(2 @ 25 pts each)	50 points (5.7%)
Final Exam		250 points (28.3%)
Total		884 points

Grading Scale:

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

Attendance: As a freshman level course, attendance is monitored and in-class participation is highly encouraged.

Quizzes: Comprehension of subject material will be assessed by quizzing students on current topics discussed in class. In addition to scheduled and/or announced quizzes, unannounced quizzes will be given. In an effort to incorporate more writing in the classroom, the format of the unannounced quizzes may be more non-traditional, in that students will be challenged to think and write critically about a topic given (related to current topic being discussed in class).

Exams: Comprehension of subject material will be assessed by the administration of 3 exam during the semester in addition to a final comprehensive exam.

Farm Journal Writing Assignment: In an effort to participate in the writing to learn initiative and aid students in the retention and comprehension of course material, students will write a scientific paper based on an animal agriculture article. Students will learn the basics of developing a sound scientific paper.

7. ACADEMIC MISCONDUCT

All University regulations and requirements regarding academic misconduct will be followed.

8. TARGET AUDIENCE

Undergraduate students enrolled at Mississippi State University who wish to get a basic understanding of the livestock, dairy and poultry sciences.

9. SUPPORT

Letter attached.

10. EFFECTIVE DATE
08/2014

11. PLANNED FREQUENCY
Fall, Summer, Spring

12. PROPOSED 24 CHARACTER ABBREVIATION
No Change

13. PROPOSAL CONACT PERSON
Jessica Graves, Undergraduate Coordinator
jgraves@ads.msstate.edu

ADS 1113 Animal Science

FALL 2014

Time: *Lecture:* M W F @ 9:00-9:50
119 Ballew Hall

Office Hours:
Appointment only. Please call or email for instructor availability.

Instructor: Ms. Jessica M. Graves
4021 Wise Center
Mississippi State, MS 39762
Phone: 662-325-2936
Fax: 662-325-8873
Email: jgraves@ads.msstate.edu

Online Reference/Textbook: www.iCEVonline.com/graves
Other Reference Textbooks:

SCIENTIFIC FARM ANIMAL PRODUCTION, 2012. Robert E. Taylor and Thomas G. Field. Tenth edition. Prentice Hall, Inc. Upper Saddle River, New Jersey.

INTRODUCTION TO ANIMAL SCIENCE Global: Biological, Social, and Industry Perspectives. W. Stephen Damron. Fifth edition. Pearson Education, Inc. Upper Saddle River, New Jersey.

Objectives:

To introduce students to the general and broad field of the sciences of common farm animals and to learn more about their importance and relationships to American agriculture and the general economy. Students should gain general basic principles of livestock production through discussions of terminology, animal anatomy, genetics and breeding, growth and body composition, physiology, general nutrition, and meat science.

- Expose the student to generalities and some specifics of animal sciences.
- Expose the student to various livestock terminology, various breeds of livestock, performances, management practices, principles of production, usages, general care, products, and importance to mankind.
- Equip students with a general knowledge base of animal science and to provide them an opportunity to form a sound knowledge base upon which they can further expand their specific knowledge regarding animal agriculture depending upon their specific desires and career goals.

Class Activities and Procedures:

- Class consists of three, 50 minute lectures per week combined with visual presentations and some guest speakers.
- Attendance **strongly encouraged** (part of final grade) – roll may be taken at random times during class. ***No excused absences will be given for work, vacations, forgetting about class, etc.***

- **Be advised that signing in for another student on the attendance sheet FOR ANY REASON is an Honors Code violation. All individuals involved will be handled accordingly before the Honors Council.**
- Classroom discussion interaction with professor on questions asked is encouraged.
- Quizzes are designed to take approximately 10 minutes at the BEGINNING or END of the class period. Once the quizzes have been collected, the quiz is over so please arrive promptly to class. **No make-ups for quizzes will be given.**
- Make-ups for exams or the final exam will only be allowed if your absence is truly excusable as determined by the following:
  (a) Engaged in an authorized MSU activity (verified in writing by a university official or faculty member prior to absence.)
  (b) Illness as verified by a medical doctor's written excuse.
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- Graded exams will be returned to discuss in class but will be collected afterwards and will not leave the room. **Should you leave with your graded exam, you will earn a zero. No exceptions.**

Note: Any **make-up exams require pre-approval** from the instructor and only due to above noted conditions. Prior notification of absence is advised ASAP by phone call or email to my office.

Grading Criteria:

Class attendance	(42 sessions @ 2 pts each)	84 points (9.5%)
Class Quizzes	(5 @ 20 pts each)	100 points (11.3%)
Class Exams	(3 @ 100 pts each)	300 points (33.9%)
Farm Journal Writing	Assignment	100 points (11.3%)
Concept Maps	(2 @ 25 pts each)	50 points (5.7%)
Final Exam		250 points (28.3%)
Total		884 points

Grading Scale:

	(points required)
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	Less than 60%

The final grade for the course will be based on your accumulated total points as a percentage of the total possible points.

Course Content:

I. Introduction (3 contact hours)
II. Terminology (2 contact hours)
III. Contribution to Humans (1 contact hour)
IV. Equine (4 contact hours)
  a. Introduction
  b. Industries
  c. Breed identification
  d. Production & Management
V. Bovine: Beef (6 contact hours)

a. Introduction
b. Structure of Industry
c. Breed identification
d. Production & Management

VI. Bovine: Dairy (4 contact hours)
a. Introduction
b. Industry
c. Breed identification
d. Production & Management

VII. Swine (4 contact hours)
a. Introduction
b. Structure of Industry
c. Breed identification
d. Production & Management

VIII. Poultry (3 contact hours)
a. Introduction
b. Structure of Industry
c. Production & Management

IX. Meat Science (3 contact hours)
a. Growth & Development
b. Harvest
c. Meat Quality

X. Sheep & Goat (4 contact hours)
a. Introduction
b. Industry
c. Breed identification
d. Production & Management

XI. Physiology Systems (4 contact hours)
a. Lactation
b. Reproduction
c. Nutrition

XII. Issues in Agriculture (3 contact hours)

XIII. EXAMS (4 contact hours)

Quizzes and Exams:

Quizzes will cover assigned text readings and class material since the last quiz. Fact sheet material will be covered on each quiz as assigned. **No make-up quizzes will be given**. Exams will focus on material since the last exam, except fact sheet material which will be on each exam. Exams will be given in the regular class time period unless previously announced with a designated time and place suitable for the majority of the class.

See schedules on next page

Quizzes:	Exams:
# 1:	#1:
# 2:	# 2:
# 3:	# 3:
# 4: Unannounced	
# 5: Unannounced	

Comprehensive Final Exam: TBA

Policy Regarding Missing an Examination: Extenuating circumstances may cause you to miss a regularly scheduled examination. If you know you have a conflict, you are expected to visit with the instructor about the situation as soon as possible and definitely before the scheduled examination date. A make-up for an hour exam or final exam will only be given for **pre-approved excused absences** or **extremely extenuating circumstances** as determined by the instructor. If you are not excused, you will receive a **zero** if you do not take the examination as scheduled.

Spelling: There should be an extreme desire of all students to properly spell all words. For this course, all livestock breeds and livestock terminology must be spelled correctly on quizzes and exams. Breeds should also be capitalized. Point deduction will be made for these errors.

Attendance: As noted in the grading criteria, there are points earned for each scheduled class period and lab. It is the student's responsibility to attend class/lab or to initiate arrangements for missed work and/or assignments, exams, etc. Note above statements concerning make-up exams. The instructor may give unannounced quizzes during any lecture or lab to determine class attendance and material comprehension.

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http://www.msstate.edu/dept/audit/1008.html

Other: All bibbed caps are to be removed prior to any quiz or exam. Food and drinks are prohibited during quizzes and exams. Leaving class and re-entering for the purposes of answering phone calls, messages, etc. is prohibited except in special emergency situations which should be brought to the attention of the professor before class begins. Chit chat with your neighbor is distracting to others and to me. Please be respectful of other classmates and the instructor in this regard. Such distractions will not be tolerated.

This syllabus was written with the intent of following the guidelines as written. However, due to unforeseen circumstances or needs, the instructor reserves the right to make changes.

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Ag & Life Sciences **Department:** Animal and Dairy Sciences

Contact Person: Jessica Graves **Mailstop:** 9815 **E-mail:** jgraves@ads.msstate.edu

Nature of Change: New Course **Date Initiated:** **Effective Date:** 08/2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
ADS	1121	Animal Science Laboratory	(1)

New or Modified Catalog Description:

(Prerequisite: Prior credit or concurrent enrollment in ADS 1113.) Two hours laboratory. Practical application of essential knowledge and skills needed in the livestock, dairy and poultry science.

Approved: John Blanton Department Head	*Date:* December 18, 2013
Chair, College or School Curriculum Committee	
Dean of College or School	
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

1. CATALOG DESCRIPTION

(Prerequisite: Prior credit or concurrent enrollment in ADS 1113.) Two hours laboratory. Practical application of essential knowledge and skills needed in the livestock, dairy and poultry science.

DETAILED COURSE OUTLINE

I. Terminology, Lab Safety, & Facilities (2 contact hours)
- Introduction to basic terminology needed for the course. Discussion and instruction of rules and expectations to maintain a safe laboratory environment. Students will be familiarized with location of facilities that will be used for lab purposes.

II. Farm Basics: Equipment & Resources (2 contact hours)
- Introduction and discussion of essential equipment, tools and materials that are often utilized on animal production settings.

III. Horse Lab (2 contact hours)
- Students will learn essential terminology, skills and management techniques as it relates to the equine industry.

IV. Animal Behavior & Welfare (2 contact hours)
- Introduction to behavior of the livestock species in a way that students may apply the information to safely and properly handle livestock species. Current animal welfare "hot topics" as it relates to animal production agriculture will be discussed.

V. Beef Lab (2 contact hours)
- Students will learn essential terminology, skills and management techniques as it relates to beef cattle production.

VI. Facilities Design/Record Keeping (2 contact hours)
- Introduction to reading and interpreting pedigrees, understanding the process of animal registration, and recording keeping management techniques. Students will learn what information is important to collect and keep track of in order to have a sound recording keeping system.
- Introduction and evaluation of facility types, designs and purposes as related to livestock and poultry species.

VII. Dairy Lab (2 contact hours)
- Students will learn essential terminology, skills and management techniques as it relates to the dairy industry.
-

VIII. Animal Health & Anatomy (2 contact hours)
- Introduction to vaccination and deworming protocols for multiple livestock species, in addition to learning visual appraisal techniques to determine the health status of animals. In addition, students learn basic anatomy of livestock species.

IX. Swine Lab (2 contact hours)
- Students will learn essential terminology, skills and management techniques as it relates to swine industry.

X. Nutrition (2 contact hours)
- Students will learn about different types and forms of feeds and forages. They will also get first-hand experience collecting rumen fluid samples, learning about equipment used to analyze feed samples, and gain and understanding of different types of digestive tracts.

XI. Sheep & Goat Lab (2 contact hours)
- Students will learn essential terminology, skills and management techniques as it relates to sheep and goat production.

XII. Poultry Lab (2 contact hours)
- Students will learn essential terminology, skills and management techniques as it relates to poultry industry.

XIII. Harvest (2 contact hours)
- Students will learn proper handling and procedures to humanely harvest meat animals. Specie used will be determined based on availability and production needs of the Mississippi State University Meat Laboratory.

XIV. Reproduction (2 contact hours)
- Students are introduced to breeding techniques, essential equipment for artificial insemination procedures, estrus synchronization, and other reproductive management practices of the livestock and poultry industries.

XV. Laboratory Final (2 contact hours)
- Student's understanding of content will be assessed by a comprehensive final examination.

2. METHOD OF EVALUATION

Student performance will be evaluated by weekly assignments, attendance and participation, quizzes, and exams. Students will complete weekly assignments related to the topic covered in lab. Assignments may vary in type. Including, but not limited to:

- Writing assignments
- Online discussions
- Problem solving
- Review of literature (related to topic)

Grading Criteria:

Attendance & participation	15 sessions @ 3 pts each	45 (9.6%)
Weekly Assignments	14 assignments @ 10 pts	140 (29.8%)
Quizzes	3 quizzes @ 20 pts	60 (12.7%)
Mid-term		100 (21.3%)
Final Exam		125 (26.6%)
Total Points		470

Grading Scale:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Below 60%

3. JUSTIFICATION & LEARNING OUTCOMES

Many students entering the Department of Animal and Dairy Sciences strive to be intricately involved in the animal science industries in various capacities. A large portion of students in the Department aspire to become veterinarians, however, they have little to no prior livestock experience. This course is designed to give all students the opportunity to gain practical knowledge and skills that will equip them for their career goals in the field of animal sciences. In addition to gaining practical application, students are expected to have a sound understanding of the "science" of animal science. This course will meet both of these expectations by incorporating information that is used both on day-to-day operations and more applied research settings.

Much of the content for this new course has been taught as part of the non-credit producing laboratory of ADS 1114 Animal Science. Due to the increasing demand to offer the Animal Science course to students outside the Department of Animal and Dairy Sciences, we are proposing to separate lecture and lab in an effort to more efficiently and effectively meet the teaching demand. This increases flexibility of not only ADS students, but also those in other majors who may or may not necessarily be required to take the lab component of Animal Science.

Learning outcomes:

a. Teach students practical application of skills utilized in the livestock and poultry industries that will prepare them for more advance courses in animal and dairy sciences.
b. Expose students to several types of livestock operations and management techniques as a way to expand their understanding of animal production settings.
c. Foster a hands-on learning environment where students are challenged to learn new concepts and apply to those concepts in a 'real-world' setting.

4. ACADEMIC MISCONDUCT

All University regulations and requirements regarding academic misconduct will be followed.

5. TARGET AUDIENCE

Undergraduate students majoring in Animal and Dairy Sciences who wish to gain practical experience in industry under the supervision of professional in the field of animal and/or dairy sciences.

6. SUPPORT

Letter attached.

7. INSTRUCTOR OF RECORD

N/A

8. GRADUATE STUDENT REQUIREMENTS

N/A

9. PLANNED FREQUENCY

Fall, Spring

10. EXPLANATION OF ANY DUPLICATION

N/A

11. METHOD OF INSTRUCTION

L. Laboratory

12. METHOD OF DELIVERY

F. Face to face

13. PROPOSED C.I.P. NUMBER

01.0901

14. PROPOSED 30-CHARACTER ABBREVIATION

Animal Science Laboratory

15. PROPOSED SEMSETR EFFECTIVE

08/2014

16. PROPOSAL CONTACT PERSON

Jessica M. Graves, Undergraduate Coordinator
jgraves@ads.msstate.edu

ADS 1114 Animal Science
SPRING 2014

Time: *Lecture:* M W F @ 9:00-9:50
119 Ballew Hall

Lab Locations & Sections:
4036 Wise Center or Farm Units

Tuesday: 12:30 – 2:20
2:30 – 4:20
Wednesday: 1:00 – 2:50
3:00 – 4:50

Instructor: Ms. Jessica M. Graves
4021 Wise Center
Mississippi State, MS 39762
Phone: 662-325-2936
Fax: 662-325-8873
Email: jgraves@ads.msstate.edu

Office Hours:
Appointment only. Please call or email for instructor availability.

Reference Materials:

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Objectives:

To introduce students to the general and broad field of the sciences of common farm animals and to learn more about their importance and relationships to American agriculture and the general economy. Students should gain general basic principles of livestock production through discussions of terminology, animal anatomy, genetics and breeding, growth and body composition, physiology, general nutrition, and meat science.

- Expose the student to generalities and some specifics of animal sciences.
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- Equip students with a general knowledge base of animal science and to provide them an opportunity to form a sound knowledge base upon which they can further expand their specific knowledge regarding animal agriculture depending upon their specific desires and career goals.

Class Activities and Procedures:

- Class consists of three, 50 minute lectures per week combined with visual presentations and some guest speakers.
- Attendance **strongly encouraged** (part of final grade) – roll may be taken at random times during class. ***No excused absences will be given for work, interviews, vacations, forgetting about class, etc.***

- **Be advised that signing in for another student on the attendance sheet FOR ANY REASON is an Honors Code violation. All individuals involved will be handled accordingly before the Honors Council.**
- Classroom discussion interaction with professor on questions asked is encouraged.
- Quizzes are designed to take approximately 10 minutes at the BEGINNING or END of the class period. Once the quizzes have been collected, the quiz is over so please arrive promptly to class. **No make-ups for quizzes will be given.**
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  (c) Other extenuating circumstances (only considered by the instructor after office visit)
- Graded exams will be returned to discuss in class but will be collected afterwards and will not leave the room. **Should you leave with your graded exam, you will earn a zero. No exceptions.**

Note: Any **make-up exams require pre-approval** from the instructor and only due to above noted conditions. Prior notification of absence is advised ASAP by phone call or email to my office.

Grading Criteria:

Class attendance	(42 sessions @ 2 pts each)	84 points
Lab attendance	(14 sessions @ 2 pts each)	28 points
Class Quizzes	(5 @ 20 pts each)	100 points
Class Exams	(4 @ 100 pts each)	400 points
Farm Journal Writing Assignment		100 points
Lab Quizzes/ Assignments (13 @ 10 pts each)		130 points
Concept Maps	(2 @ 20 pts each)	40 points
Lab Final Exam		125 points
Final Exam		200 points
Total		1207 points

Grading Scale:

	(points required)
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	Less than 60%

The final grade for the course will be based on your accumulated total points as a percentage of the total possible points.

Quizzes and Exams:

Quizzes will cover assigned text readings and class material since the last quiz. Fact sheet material will be covered on each quiz as assigned. **No make-up quizzes will be given.** Exams will focus on material since the last exam, except fact sheet material which will be on each exam. Exams will be given in the regular class time period unless previously announced with a designated time and place suitable for the majority of the class.

See schedules on next page

Quizzes:
1: January 24th
2: February 19th
3: March 28th
4: Unannounced
5: Unannounced

Exams:
#1: February 7th
2: March 7th
3: April 11th
#4: Included during Final Exam

Lab Final Exam: **April 30th @ 5:30 PM (Location: 119 Ballew Hall)**

Comprehensive Final Exam: Wednesday, May 7th @ 8-11 a.m.
(119 Ballew Hall)

Policy Regarding Missing an Examination: Extenuating circumstances may cause you to miss a regularly scheduled examination. If you know you have a conflict, you are expected to visit with the instructor about the situation as soon as possible and definitely before the scheduled examination date. A make-up for an hour exam or final exam will only be given for **pre-approved excused absences** or **extremely extenuating circumstances** as determined by the instructor. If you are not excused, you will receive a **zero** if you do not take the examination as scheduled.

Spelling: There should be an extreme desire of all students to properly spell all words. For this course, all livestock breeds and livestock terminology must be spelled correctly on quizzes and exams. Breeds should also be capitalized. Point deduction will be made for these errors.

Attendance: As noted in the grading criteria, there are points earned for each scheduled class period and lab. It is the student's responsibility to attend class/lab or to initiate arrangements for missed work and/or assignments, exams, etc. Note above statements concerning make-up exams. The instructor may give unannounced quizzes during any lecture or lab to determine class attendance and material comprehension.

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http://www.msstate.edu/dept/audit/1008.html

Other: All bibbed caps are to be removed prior to any quiz or exam. Food and drinks are prohibited during quizzes and exams. Leaving class and re-entering for the purposes of answering phone calls, messages, etc. is prohibited except in special emergency situations which should be brought to the attention of the professor before class begins. Chit chat with your neighbor is distracting to others and to me. Please be respectful of other classmates and the instructor in this regard. Such distractions will not be tolerated.

This syllabus was written with the intent of following the guidelines as written. However, due to unforeseen circumstances or needs, the instructor reserves the right to make changes.

Laboratory Schedule

Spring 2014

Week	Date	Topic	Location
1	1/14 & 1/15	Terminology, Lab Safety & Facilities	4036 Wise
2	1/21 & 1/22	Farm Basics: Equipment & Resources	TBA
3	1/28 & 1/29	Animal Health & Anatomy	TBA
4	2/4 & 2/5	Record Keeping	4036 Wise
5	2/11 & 2/12	Facilities Design	TBA
6	2/18 & 2/19	Horse	Horse Unit
7	2/25 & 2/26	Beef	Beef Unit
8	3/4 & 3/5	Dairy	Dairy Unit
SPRING BREAK			
9	3/18 & 3/19	Sheep/Goat	Physiology Unit
10	3/25 & 3/26	Swine	Physiology Unit
11	4/1 & 4/2	Poultry	Poultry Farm
12	4/8 & 4/9	Harvest	Ballew Hall
13	4/15 & 4/16	Nutrition	Beef Unit
14	4/22 & 4/23	Reproduction	CVM
15	4/30	Lab FINAL @ 5:30 PM	119 Ballew Hall

This is a **TENTATIVE** schedule and is subject to change. Be sure to notate changes as announced in class. Animal availability and other related events are uncertain at this time, therefore, the instructor reserves the right to alter the order and/or location of labs and/or exams.

ADS 1121 Animal Science Laboratory

FALL 2014

Meeting Time: Tuesday
12:30 – 2:20
2:30 – 4:20
Wednesday
1:00 – 2:50
3:00 – 4:50

Meeting Location(s):
4036 Wise Center or Farm Units

Instructor: Ms. Jessica M. Graves
4021 Wise Center
Mississippi State, MS 39762
Phone: 662-325-2936
Fax: 662-325-8873
Email: jgraves@ads.msstate.edu

Office Hours:
Appointment only. Please call or email for instructor availability.

Class Activities and Procedures:

- Labs will meet each week for 2 hours.
- Proper laboratory attire is required, which includes long pants and closed-toe shoes.
- Attendance **strongly encouraged** (part of final grade) – roll may be taken at random times during class. ***No excused absences will be given for work, vacations, forgetting about class, etc.***
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Grading Criteria:

Lab attendance	(15 sessions @ 3 pts each)	45 points (9.6%)
Lab Assignments	(14 @ 10 pts each)	140 points (29.8%)
Quizzes	(3 @ 20 pts each)	60 points (12.7%)
Lab Midterm		100 points (21.3%)
Lab Final Exam		125 points (26.6%)
Total		470 points

Grading Scale:

	(points required)
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B	80 – 89%
C	70 – 79%
D	60 – 69%
F	Less than 60%

The final grade for the course will be based on your accumulated total points as a percentage of the total possible points.

Week	Date	Topic	Location
1	8/19 & 8/20	Terminology, Lab Safety & Facilities	4036 Wise
2	8/26 & 8/27	Farm Basics: Equipment & Resources	TBA
3	9/2 & 9/3	Horse	Horse Unite
4	9/9 & 9/10	Animal Behavior & Welfare	4036 Wise
5	9/16 & 9/17	Beef	Beef Unit
6	9/23 & 9/24	Facilities Design/Record Keeping	TBA
7	9/30 & 10/1	Dairy	Dairy Unit
8	10/7 & 10/8	Animal Health & Anatomy	TBA
9	10/14 & 10/15	Swine	Physiology Unit
10	10/21 & 10/22	Nutrition	TBA
11	10/28 & 10/29	Sheep/Goat	Physiology Unit
12	11/4 & 11/5	Poultry	Poultry Farm
13	11/11 & 11/12	Harvest	Ballew Hall
14	11/18 & 11/19	Reproduction	CVM
	11/25 & 11/26	*THANKSGIVING HOLIDAY*	
15	12/2	Lab FINAL @ 5:30 PM	119 Ballew Hall

Laboratory Schedule

FALL 2014

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Ag & Life Sciences **Department:** Animal and Dairy Sciences

Contact Person: Jessica Graves **Mailstop:** 9815 **E-mail:** jgraves@ads.msstate.edu

Nature of Change: New Course **Date Initiated:** **Effective Date:** 08/2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
ADS	1121	Animal Science Laboratory	(1)

New or Modified Catalog Description:

(Prerequisite: Prior credit or concurrent enrollment in ADS 1113.) Two hours laboratory. Practical application of essential knowledge and skills needed in the livestock, dairy and poultry science.

Approved:	*Date:*
John Blanton Department Head	December 18, 2013
Chair, College or School Curriculum Committee	2/24/2014
for GH Dean of College or School	2/24/14
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

1. CATALOG DESCRIPTION

(Prerequisite: Prior credit or concurrent enrollment in ADS 1113.) Two hours laboratory. Practical application of essential knowledge and skills needed in the livestock, dairy and poultry science.

DETAILED COURSE OUTLINE

I. Terminology, Lab Safety, & Facilities (2 contact hours)
- Introduction to basic terminology needed for the course. Discussion and instruction of rules and expectations to maintain a safe laboratory environment. Students will be familiarized with location of facilities that will be used for lab purposes.

II. Farm Basics: Equipment & Resources (2 contact hours)
- Introduction and discussion of essential equipment, tools and materials that are often utilized on animal production settings.

III. Horse Lab (2 contact hours)
- Students will learn essential terminology, skills and management techniques as it relates to the equine industry.

IV. Animal Behavior & Welfare (2 contact hours)
- Introduction to behavior of the livestock species in a way that students may apply the information to safely and properly handle livestock species. Current animal welfare "hot topics" as it relates to animal production agriculture will be discussed.

V. Beef Lab (2 contact hours)
- Students will learn essential terminology, skills and management techniques as it relates to beef cattle production.

VI. Facilities Design/Record Keeping (2 contact hours)
- Introduction to reading and interpreting pedigrees, understanding the process of animal registration, and recording keeping management techniques. Students will learn what information is important to collect and keep track of in order to have a sound recording keeping system.
- Introduction and evaluation of facility types, designs and purposes as related to livestock and poultry species.

VII. Dairy Lab (2 contact hours)
- Students will learn essential terminology, skills and management techniques as it relates to the dairy industry.
-

VIII. Animal Health & Anatomy (2 contact hours)
- Introduction to vaccination and deworming protocols for multiple livestock species, in addition to learning visual appraisal techniques to determine the health status of animals. In addition, students learn basic anatomy of livestock species.

IX. Swine Lab (2 contact hours)
- Students will learn essential terminology, skills and management techniques as it relates to swine industry.

X. Nutrition (2 contact hours)
- Students will learn about different types and forms of feeds and forages. They will also get first-hand experience collecting rumen fluid samples, learning about equipment used to analyze feed samples, and gain and understanding of different types of digestive tracts.

XI. Sheep & Goat Lab (2 contact hours)
- Students will learn essential terminology, skills and management techniques as it relates to sheep and goat production.

XII. Poultry Lab (2 contact hours)
- Students will learn essential terminology, skills and management techniques as it relates to poultry industry.

XIII. Harvest (2 contact hours)
- Students will learn proper handling and procedures to humanely harvest meat animals. Specie used will be determined based on availability and production needs of the Mississippi State University Meat Laboratory.

XIV. Reproduction (2 contact hours)
- Students are introduced to breeding techniques, essential equipment for artificial insemination procedures, estrus synchronization, and other reproductive management practices of the livestock and poultry industries.

XV. Laboratory Final (2 contact hours)
- Student's understanding of content will be assessed by a comprehensive final examination.

2. METHOD OF EVALUATION

Student performance will be evaluated by weekly assignments, attendance and participation, quizzes, and exams. Students will complete weekly assignments related to the topic covered in lab. Assignments may vary in type. Including, but not limited to:

- Writing assignments
- Online discussions
- Problem solving
- Review of literature (related to topic)

Grading Criteria:

Attendance & participation	15 sessions @ 3 pts each	45 (9.6%)
Weekly Assignments	14 assignments @ 10 pts	140 (29.8%)
Quizzes	3 quizzes @ 20 pts	60 (12.7%)
Mid-term		100 (21.3%)
Final Exam		125 (26.6%)
Total Points		470

Grading Scale:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Below 60%

3. JUSTIFICATION & LEARNING OUTCOMES

Many students entering the Department of Animal and Dairy Sciences strive to be intricately involved in the animal science industries in various capacities. A large portion of students in the Department aspire to become veterinarians, however, they have little to no prior livestock experience. This course is designed to give all students the opportunity to gain practical knowledge and skills that will equip them for their career goals in the field of animal sciences. In addition to gaining practical application, students are expected to have a sound understanding of the "science" of animal science. This course will meet both of these expectations by incorporating information that is used both on day-to-day operations and more applied research settings.

Much of the content for this new course has been taught as part of the non-credit producing laboratory of ADS 1114 Animal Science. Due to the increasing demand to offer the Animal Science course to students outside the Department of Animal and Dairy Sciences, we are proposing to separate lecture and lab in an effort to more efficiently and effectively meet the teaching demand. This increases flexibility of not only ADS students, but also those in other majors who may or may not necessarily be required to take the lab component of Animal Science.

Learning outcomes:

a. Teach students practical application of skills utilized in the livestock and poultry industries that will prepare them for more advance courses in animal and dairy sciences.
b. Expose students to several types of livestock operations and management techniques as a way to expand their understanding of animal production settings.
c. Foster a hands-on learning environment where students are challenged to learn new concepts and apply to those concepts in a 'real-world' setting.

4. ACADEMIC MISCONDUCT

All University regulations and requirements regarding academic misconduct will be followed.

5. TARGET AUDIENCE

Undergraduate students majoring in Animal and Dairy Sciences who wish to gain practical experience in industry under the supervision of professional in the field of animal and/or dairy sciences.

6. SUPPORT

Letter attached.

7. INSTRUCTOR OF RECORD

N/A

8. GRADUATE STUDENT REQUIREMENTS

N/A

9. PLANNED FREQUENCY

Fall, Spring

10. EXPLANATION OF ANY DUPLICATION

N/A

11. METHOD OF INSTRUCTION

L. Laboratory

12. METHOD OF DELIVERY

F. Face to face

13. PROPOSED C.I.P. NUMBER

01.0901

14. PROPOSED 30-CHARACTER ABBREVIATION

Animal Science Laboratory

15. PROPOSED SEMSETR EFFECTIVE

08/2014

16. PROPOSAL CONTACT PERSON

Jessica M. Graves, Undergraduate Coordinator
jgraves@ads.msstate.edu

ADS 1121 Animal Science Laboratory

FALL 2014

Meeting Time: Tuesday
12:30 – 2:20
2:30 – 4:20
Wednesday
1:00 – 2:50
3:00 – 4:50

Meeting Location(s):
4036 Wise Center or Farm Units

Instructor: Ms. Jessica M. Graves
4021 Wise Center
Mississippi State, MS 39762
Phone: 662-325-2936
Fax: 662-325-8873
Email: jgraves@ads.msstate.edu

Office Hours:
Appointment only. Please call or email for instructor availability.

Class Activities and Procedures:

- Labs will meet each week for 2 hours.
- Proper laboratory attire is required, which includes long pants and closed-toe shoes.
- Attendance **strongly encouraged** (part of final grade) – roll may be taken at random times during class. ***No excused absences will be given for work, vacations, forgetting about class, etc.***
- **Be advised that signing in for another student on the attendance sheet FOR ANY REASON is an Honors Code violation. All individuals involved will be handled accordingly before the Honors Council.**
- Classroom discussion interaction with professor and/or teaching assistants on questions asked is encouraged.
- Quizzes are designed to take approximately 10 minutes at the BEGINNING or END of the class period. Once the quizzes have been collected, the quiz is over so please arrive promptly to class. **No make-ups for quizzes will be given.**
- Make-ups for exams or the final exam will only be allowed if your absence is truly excusable as determined by the following:
  (a) Engaged in an authorized MSU activity (verified in writing by a university official or faculty member prior to absence.)
  (b) Illness as verified by a medical doctor's written excuse.
  (c) Other extenuating circumstances (only considered by the instructor after office visit)
- Graded exams will be returned to discuss in class but will be collected afterwards and will not leave the room. **Should you leave with your graded exam, you will earn a zero. No exceptions.**

  Note: Any **make-up exams require pre-approval** from the instructor and only due to above noted conditions. Prior notification of absence is advised ASAP by phone call or email to my office.

Policy Regarding Missing an Examination: Extenuating circumstances may cause you to miss a regularly scheduled examination. If you know you have a conflict, you are expected to visit with the instructor about the situation as soon as possible and definitely before the scheduled examination date. A make-up for an hour exam or final exam will only be given for **pre-approved excused absences** or **extremely extenuating circumstances** as determined by the instructor. If you are not excused, you will receive a **zero** if you do not take the examination as scheduled.

Spelling: There should be an extreme desire of all students to properly spell all words. For this course, all livestock breeds and livestock terminology must be spelled correctly on quizzes and exams. Breeds should also be capitalized. Point deduction will be made for these errors.

Attendance: As noted in the grading criteria, there are points earned for each scheduled class period and lab. It is the student's responsibility to attend class/lab or to initiate arrangements for missed work and/or assignments, exams, etc. Note above statements concerning make-up exams. The instructor may give unannounced quizzes during any lecture or lab to determine class attendance and material comprehension.

Honor Code:
"As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."
In accordance with AOP 12.07, violations will be sent before the Honor Council.
http://www.honorcode.msstate.edu/policy/

Cell phone policy:
In accordance with AOP 10.08 regarding Classroom Regulations:
Cell Phones and Electronic Devices in the Classroom: In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited in the classroom unless authorized by the instructor.
http://www.msstate.edu/dept/audit/1008.html

Other: All bibbed caps are to be removed prior to any quiz or exam. Food and drinks are prohibited during quizzes and exams. Leaving class and re-entering for the purposes of answering phone calls, messages, etc. is prohibited except in special emergency situations which should be brought to the attention of the professor before class begins. Chit chat with your neighbor is distracting to others and to me. Please be respectful of other classmates and the instructor in this regard. Such distractions will not be tolerated.

Grading Criteria:

Lab attendance	(15 sessions @ 3 pts each)	45 points (9.6%)
Lab Assignments	(14 @ 10 pts each)	140 points (29.8%)
Quizzes	(3 @ 20 pts each)	60 points (12.7%)
Lab Midterm		100 points (21.3%)
Lab Final Exam		125 points (26.6%)
Total		470 points

Grading Scale:

	(points required)
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	Less than 60%

The final grade for the course will be based on your accumulated total points as a percentage of the total possible points.

Laboratory Schedule

FALL 2014

Week	Date	Topic	Location
1	8/19 & 8/20	Terminology, Lab Safety & Facilities	4036 Wise
2	8/26 & 8/27	Farm Basics: Equipment & Resources	TBA
3	9/2 & 9/3	Horse	Horse Unite
4	9/9 & 9/10	Animal Behavior & Welfare	4036 Wise
5	9/16 & 9/17	Beef	Beef Unit
6	9/23 & 9/24	Facilities Design/Record Keeping	TBA
7	9/30 & 10/1	Dairy	Dairy Unit
8	10/7 & 10/8	Animal Health & Anatomy	TBA
9	10/14 & 10/15	Swine	Physiology Unit
10	10/21 & 10/22	Nutrition	TBA
11	10/28 & 10/29	Sheep/Goat	Physiology Unit
12	11/4 & 11/5	Poultry	Poultry Farm
13	11/11 & 11/12	Harvest	Ballew Hall
14	11/18 & 11/19	Reproduction	CVM
	11/25 & 11/26	***THANKSGIVING HOLIDAY***	
15	12/2	Lab FINAL @ 5:30 PM	119 Ballew Hall

This is a **TENTATIVE** schedule and is subject to change. Be sure to notate changes as announced in class or distributed via email. Animal availability and other related events are uncertain at this time, therefore, the instructor reserves the right to alter the order and/or location of labs and/or exams.

MISSISSIPPI STATE UNIVERSITY™

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

December 17, 2013

To the College of Agriculture and Life Science Curriculum Committee,

The Undergraduate Curriculum Committee of the Animal and Dairy Sciences department voted unanimously and fully supports the addition of ADS 1121 Animal Science Laboratory as a new course which will complement ADS 1113 Animal Science as a credit producing laboratory. Please consider supporting this proposal.

Undergraduate Curriculum Committee Members include:

Jessica M. Graves (Chair)
Brett Crow
Carolyn E. Huntington
Jamie E. Larson
Caleb O. Lemley
Shengfa Liao
Erdogan Memili
Molly Nicodemus
Brian J. Rude
Trent Smith
Stephanie Hill-Ward

Kindly,

Jessica M. Graves

Jessica M. Graves, M.S.
Animal and Dairy Sciences
Undergraduate Coordinator & Instructor
4021 Wise Center
Box 9815
Mississippi State, MS 39762
Office: 662-325-2936
Fax: 662-325-8873

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Agriculture and Life Sciences **Department:** School of Human Sciences

Contact Person: Gaea Hock **Mail Stop:** 9745 **E-mail:** gwimmer@humansci.msstate.edu

Nature of Change: Addition **Date Initiated:** Spring 2014 **Effective Date:** Fall 2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours

Current Catalog Description:

N/A

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
AIS	3013	Field Experience in AIS	(3)

New or Modified Catalog Description:

AIS 3013. Field Experience in AIS. (Prerequisite: Consent of Instructor). Supervised field experience for agricultural information science students in approved settings; pre-internship experiential learning opportunity. (May be repeated one time).

Approved: ***Date:***

Michael E. Newman — 2-26-14
Department Head

[signature] — 3/25/14
Chair, College or School Curriculum Committee

[signature] for GH — 3/26/14
Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

PROPOSED COURSE ADDITION

1. CATALOG DESCRIPTION

AIS 3013. Field Experience in AIS. (Prerequisite: Consent of Instructor). Supervised field experience for agricultural information science students in approved settings; pre-internship experiential learning opportunity. (May be repeated one time).

2. DETAILED COURSE OUTLINE

Current Course Topic Outline and Clock Hours:

I. Role of observations in your professional development (1 hour)
II. Strategies related to effective teaching (1 hour)
III. Agricultural Education Instructors- roles and responsibilities (1 hours)
IV. Extension Agents- roles and responsibilities (1 contact hour)
V. Strategies of effective observation (2 Contact Hours)
VI. How to evaluate a total agricultural education program (3 Contact Hours)
VII. The role of paperwork and maintaining program funding through MDE/USDA (1 contact hour)
VIII. Make specific observations about classroom and laboratory instruction in a program. (1 contact hour)
IX. Make specific observations about FFA fundraising and chapter meetings (1 contact hour)
X. Experiential Learning Programs (1 Contact Hour)
XI. School and community support from agricultural education programs (1 contact hour)
XII. Impact of agricultural education instructors/agents (1 contact hour)
XIII. Community service in an FFA Chapter/4-H club (1 contact hour)

Course breakdown:
Lecture = 16 contact hours
Observation/Field Experience = 120 contact hours

3. METHOD OF EVALUATION

Assignment	Points
In-Class Discussion	150
Placement Preference Form	25
Communication with Teacher/Agent	25
Observations	300
Observation Reflection Papers	150
Teaching/Extension Immersion Experiences	150
Lesson Plan & Delivery	100
Professional Ethics	50
Course Portfolio	50
Total	**1000**

Grading Scale	
1000-900	A
899-800	B
799-700	C
699-600	D
< 599	F

See the attached syllabus for more details on methods of evaluation, including out of class (field experience) expectations.

4. JUSTIFICATION AND LEARNING OUTCOMES
    a. Justification

    Students in AIS do not currently have a required field experience to acquaint them with the nuances of careers in agricultural information science (specifically high school agricultural education and extension education). This course will provide an opportunity to apply concepts, skills, and strategies in a real-world setting. This course will also allow students to complete learning activities to strengthen and supplement their learning in the degree program. Finally, this course will help students become more attractive to their future employers.

    b. Learning Outcomes

- Apply academic theory and research to professional settings.
- Utilize observation techniques to collect data on teaching/Extension effectiveness
- Participate in representative career experiences in AIS.
- Interact with professionals in the field.
- Develop professionalism.
- Clarify career goals.
- Compare and contrast at least two different agricultural education facilities (either school or Extension based)
- Identify strengths and weaknesses in at least two different agricultural education programs (either school or Extension based)
- Identify exceptional ideas (either school or Extension based) and discuss how you will utilize them in the future.

5. Academic Misconduct

The following statement is included in the syllabus and will guide efforts to prevent academic misconduct:

Mississippi State University has an approved Honor Code which applies to all students. As a result of completing registration at MSU, every student agrees to the following statement:

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

It is the aim of the faculty of Mississippi State University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension. Additional information can be found in the Honor Code (http://www.honorcode.msstate.edu/) regarding cheating, plagiarism, and software use.

6. Target Audience

AIS majors (mainly sophomore and junior level)

7. Support

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

8. Instructor of Record

   N/A

9. Graduate Student requirements

   N/A

10. Planned Frequency

    Fall semester and as needed based on enrollment in the program

11. Explanation of duplication:

    We are not aware of any courses at MSU that duplicate content in this course.

12. Method of instruction:

    E

13. Method of delivery

    F

14. Proposed C.I.P. number:

    01.0801

15. Proposed 24 character abbreviations

    Field Experience in AIS

16. Proposed semester effective:

    Fall 2014

17. Other appropriate information

    See attached syllabus

AIS 3013

Field Experience in Agricultural Information Science
Fall 2014

Instructor:
Dr. Gaea Hock
Office: 204 Lloyd Ricks Watson Building Phone: 662-325-7834
E-mail: gwimmer@humansci.msstate.edu
Office hours: Open door policy and/or by appointment

Catalog Description

AIS 3013. Field Experience in AIS. (Prerequisite: Consent of Instructor). Supervised field experience for agricultural information science students in approved settings; pre-internship experiential learning opportunity. (May be repeated one time).

Course Description

Course is designed to give prospective teachers and extension agents the opportunity to help bridge the gap between classroom theory and teaching/extension work. Emphasis will be on observation of and participation in school, Extension, and community organizations and programs.

Required Text

There is no required text for the course. Additional references and readings will be posted on the course website using myCourses.

Course Objectives

1. Apply academic theory and research to professional settings.
2. Utilize observation techniques to collect data on teaching/Extension effectiveness
3. Participate in representative career experiences in AIS.
4. Interact with professionals in the field.
5. Develop professionalism.
6. Clarify career goals.
7. Compare and contrast at least two different agricultural education facilities (either school or Extension based)
8. Identify strengths and weaknesses in at least two different agricultural education programs (either school or Extension based)
9. Identify exceptional ideas (either school or Extension based) and discuss how you will utilize them in the future.

Travel Requirement

Some travel is required in order for you to visit the schools/offices. We will work together to identify programs for you to attend that are beneficial for your professional growth. This course will require you to travel to at least three different agricultural education programs/Extension offices across the state. This will require you to be gone from Mississippi State University for at least three full days during the semester, but you will also have weekend and evening events as

well. I will provide a note for you to give your instructors to explain the importance of your absence in classes in order to fulfill the requirement for this course, but we will work to make your time away from other courses to a minimum.

Methods for Assessing Learning Objectives
The expected learning outcomes for the course will be assessed through class discussion and participation, activities, papers and observation hours.

Assignments
In-Class Discussion (150 points)
We will meet as a group once a week to discuss your experiences and supplement your observations. This is also when you will be asked to come prepared after reading related text excerpts.

Placement Preferences Form (25 points)
Complete the form provided that outlines your background experiences, expectations of the early field experience and potential locations for your experience.

Communication with Field Experience Teacher/Agent (25 points)
Contact your early field experience hosts and provide proof of this contact via e-mail along with your plans for observation dates to the instructor.

Observations (300 Points)
You will be asked to complete a minimum of 120 contact hours in agricultural information science related environments (classrooms, greenhouses, Extension office, ag mechanics shop, animal lab, etc.) over the course of the semester. The division of the hours will be determined at the start of the semester and agreed upon by the student and the instructor.

Observation Reflection Papers (150 points)
Write a paper and collect artifacts of your field experiences. You are required to conduct a field experience at a minimum of three different sites over the course of the semester.

Teaching/Extension Immersion Experiences (150 Points)
Students are to fully participate in the class by assisting the teacher/Extension agent, not just observing.

Lesson Plan and Delivery (100 points)
Student will prepare and teach one lesson in a classroom or Extension-based location. Plans will be developed and approved by the local teacher/Extension agent prior to teaching. Student will submit all lesson plan materials with pictures and examples used in giving the presentation. A reflection summary of the outcome of the teaching experience should also be included.

Professional Ethics (50 Points)
Student will participate in a discussion of ethical practice in the classroom/Extension office and with students/members. Student will research and present a summary of current issues in ethical practice in the classroom. Research will include effective methods for preventing/avoiding inappropriate behavior.

Course Portfolio (50 points)
Keep all course related documents and artifacts in a 3-ring binder as a course portfolio. Students will submit the portfolio at the conclusion of the course.

*** It is your responsibility to pick up your notebook from Dr. Hock's office once grades have been posted so that you have your grade and items before your next assignment is due.**

Attendance
It is essential that you attend class and are an active member of the class. Throughout the semester you will be asked to read the required readings and contribute to class discussions. Because of the structure of this course, it is not advisable to miss scheduled class meetings.
It is the student's responsibility to ask a fellow student for any notes or handouts that were missed.
DO NOT EMAIL ME AND ASK IF YOU MISSED ANYTHING IMPORTANT!

Assignment	Points
In-Class Discussion	150
Placement Preference Form	25
Communication with Teacher/Agent	25
Observations	300
Observation Reflection Papers	150
Teaching/Extension Immersion Experiences	150
Lesson Plan & Delivery	100
Professional Ethics	50
Course Portfolio	50
Total	**1000**

Grading Scale	
1,000 – 900	A
899-800	B
799-700	C
699-600	D
< 599	F

Course Policies

Attendance

Attending each class meeting is an essential element for success in the course. Much of the course material will be absorbed through discussion, small group participation, and activities. University approved field trips, competitive events, leadership development events and illnesses are considered legitimate absences **with documentation**. If you miss class for an excused reason, you are responsible for getting missed work and notes. Work missed for unexcused absences will receive no credit.

Late Assignments

Late assignments are highly discouraged. **All late assignments will be penalized 10 percent per day for each day after the deadline, up to a maximum of one week. After one week from the original due date, the assignment will not be accepted.** If an emergency arises that will require students to turn an assignment in late, or if a student will be absent for a university approved function, they must submit documentary proof of the emergency or the university function. If an emergency does arise, students should call the instructor immediately (662-325-7834). For absences related to university functions, students must work with the instructor at least two weeks in advance to develop a plan to complete any missed work.

Extra Credit

Extra credit assignments, if offered, will be available to the class as a whole. No individual extra credit assignments will be given.

Required Readings

While there is no required textbook for this course, you will be asked to complete assigned readings that relate to and strengthen concepts discussed during lecture. Lectures will include a discussion of the readings and structured reflection of your observations.

Online Resources

myCourses will be used to post grades, lecture notes, and assignment guidelines/rubrics. Lecture notes and other materials will be posted by 5pm the day before the class in which they are needed. If they are not posted, they will be provided in class.

Academic Integrity

Mississippi State University has an approved Honor Code which applies to all students. As a result of completing registration at MSU, every student agrees to the following statement:

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

It is the aim of the faculty of Mississippi State University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension. Additional information can be found in the Honor Code (http://www.honorcode.msstate.edu/) regarding cheating, plagiarism, and software use.

Computer Use

Laptop computers can be used for note taking in class. ***However, if you want to use your laptop in class, you must sit on the first two rows in the classroom.*** The first time I see that computers are being

used for activities other than note taking during class time I will change my policy to "no computers in class."

Cell Phones

Cell phones are to **remain OFF and out of sight** during class. Cell phone policy: In accordance with Academic Operating Policy 10.08 (approved July 12, 2005) and in order to limit classroom disruptions, as well as to protect against academic misconduct, students' use of cell phones, messaging devices, and other electronic devices is prohibited. In this class, students are required to put cell phones in the silent mode and stow in backpack or purse while attending class. Cell phones may not be used as calculators or clocks at any time during class.

Students with Disabilities

Any student, who, because of a disability, may require special arrangements in order to meet the course requirements, should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Disability Support Services during the instructor's office hours. Please note, instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Disability Support Services has been provided. For additional information, you may contact the Disability Support Services office at 01 Montgomery Hall or 662-325-3335.

Grade Dispute

At some point in this course, you may disagree with a grade you receive on an assignment. Here are some guidelines to follow in the case of a grade dispute:

- You are encouraged to take sufficient time, **a minimum of 24 hours before responding**, to think about your grade, review your assignment or test, and respond to me in writing. I will only review your grade if you provide me with a written response explaining your perspective and rationale concerning your grade.
- You may send this response to me via email or bring it to class. Your argument should be well-reasoned and based on evidence. It does not have to be long, but there should be a good rationale for why the grade should be changed.
- Your written argument **must be submitted within seven (7) days** of the time the work was returned to you or the grade was posted or received. After seven days, no assignment grades will be considered for change.
- Schedule a meeting with me to further discuss your grade and bring your graded assignment with you to the meeting.

Course Schedule*

Week	Date	Topic	Reading/Assignment Due Date
1		Introduction - Identify commonalities among students in the course - Describe the role of observations in your professional development	
2		- Discuss strategies you have experienced related to effective teaching - Write your personal goals you would like to accomplish in your field experience	
3		A day in the life of an Agricultural Education Instructor - List the three components of a complete program visit: Classroom, SAE and FFA - Discuss the role of each component in the total program and how it could be observed - List expectations for early field experience visits and plans for observation	**Placement Preferences Form DUE**
4		A day in the life of an Extension Agent - Roles and Responsibilities of Extension agents - Guest Speaker - How can higher school agriculture teachers and Extension agents work together?	
5		Strategies of effective observation - Demonstrate how to track the observation method "Selective Verbatim" - Demonstrate how to track the observation method "Verbal Flow" - Utilize the "scripting" method to track a lesson - Describe "Setting the context" and its role in student learning - Evaluate a set of directions given.	**Communication with Teacher/Agent DUE**
6		Strategies of effective observations - Demonstrate how to track the observation method "At Task" - Demonstrate how to track the observation method "Class Traffic" - Discuss "Student engagement" and its role in student learning. - Discuss methods to serve special needs students. -	
7		Discussion of 1st ALL DAY observation - Evaluate a total agricultural education	**Observation Reflection paper #1 DUE**

		program - Identify the strengths and weaknesses of classroom instruction - Identify the strengths and weaknesses of an FFA chapter - Identify the strengths and weaknesses of SAE programs	
8		Continue Discussion of Observations	**Immersion Reflection #1 DUE**
9		Continue Discussion of Observations Professional Ethics Discussion	
10		Discussion of 2nd ALL DAY observation - Discuss the role of paperwork and maintaining program funding through MDE - Make specific observations about classroom and laboratory instruction in a program. - Make specific observations about FFA fundraising and chapter meetings Identify challenges instructors face in maintaining SAE programs	**Observation Reflection paper #2 DUE**
11		Continue Discussion of Observations	**Immersion Reflection #2 DUE**
12		Continue Discussion of Observations	**Professional Ethics paper DUE**
13		Discussion of 3rd ALL DAY observation - Discuss how the people in the school and community support the agricultural education program - Describe the impact that an agricultural education instructor has on the classroom instruction - Discuss CDEs and community service in an FFA Chapter - Research SAE program in detail, describe at least one program in its entirety	**Observation Reflection paper #3 DUE**
14		Continue discussion of Observations	**Immersion Reflection #3 DUE**
15		**Continue discussion of Observations**	**Lesson Plan & Delivery DUE** **Final portfolio with artifacts DUE**
16		Wrap-up Day	

*This schedule is subject to change at the instructor's discretion. Students will be notified of any changes.

MISSISSIPPI STATE UNIVERSITY

School of Human Sciences

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

March 4, 2014

Dr. Michael Cox
Chair, CALS Curriculum Committee
Box 9555
Mississippi State, MS 39762

Dr. Michael Cox:

The School of Human Sciences Curriculum Committee has reviewed the proposal for the addition of AIS 3013 Field Experience in AIS, and we fully support the proposal. We believe this addition reflects the necessary preparations for the successful completion of the AIS degree.

Sincerely,

Joe D. Wilmoth, Chair

Laura Downey, Member

Charles Freeman, Member

Julie Parker, Member

Tommy Phillips, Member

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

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: College of Agriculture & Life Science **Department:** School of Human Science

Contact Person: Laura Lemons **Mail Stop:** 9745 **E-mail:** llemons@humansci.msstate.edu

Nature of Change: Modify **Date Initiated:** February 7, 2014 **Effective Date:** Fall 2014

Current Listing in Catalog:
Symbol AIS **Number** 3803 **Title** Leadership Development in Agriculture & Life Sciences
Credit Hours
(3)

Current Catalog Description:

Three hours lecture. Fall semester Dynamic interactions of personal characteristics, knowledge and expertise; inter-personal influence; professional commitment; organizational planning and goals; and power for effective leadership in agricultural professions

New or Modified Listing for Catalog:
Symbol AIS **Number** 3803 **Title** Foundations of Leadership for Agriculture & Life Sciences
Credit Hours
(3)

New or Modified Catalog Description:
Three hours lecture. Foundational theories and principles of leadership emphasizing personal characteristics, leadership styles, power and influence, group dynamics, and managing change for effective leadership in agriculture.

Approved: Michael E. Newman **Department Head**	***Date:*** 2-26-14
 Chair, College or School Curriculum Committee	3/25/14
for GH **Dean of College or School**	3/26/14
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

COURSE MODIFICATION

1. CATALOG DESCRIPTION

Current Course: AIS 3803 Leadership Development in Agriculture & Life Sciences: Three hours lecture. Dynamic interactions of personal characteristics, knowledge and expertise; inter-personal influence; professional commitment; organizational planning and goals; and power for effective leadership in agricultural professions

Modified Course: AIS 3803 Foundations of Leadership for Agriculture & Life Sciences: Three hours lecture. Foundational theories and principles of leadership emphasizing personal characteristics, leadership styles, power and influence, group dynamics, and managing change for effective leadership in agriculture.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

a. The course title change reflects the modification to focus on theoretical foundations of leadership as applied in agriculture and life sciences

b. The course description change also reflects the modification to focus on theoretical foundations and principles of leadership as applied in agriculture and life sciences.

c. The course content modifications will reflect a change to focus solely on theoretical foundations and principles of leadership, removing the content specific to team leadership and group dynamics.

3. JUSTIFICATION AND LEARNING OUTCOMES

Justification: The modification to this course is necessary to allow students to learn more completely the fundamental theoretical foundations and principles of leadership. Currently, the course contains about 50% theory and concepts and 50% team leadership and group dynamics. As it stands, this course attempts to provide both theoretical foundations and in-depth application in the course of one semester. Much of the feedback from students has illustrated their struggle with the amount of content being delivered in the course. A modification of this course to focus solely on theoretical and conceptual foundations of leadership provides an opportunity to develop a sequential course focused on team leadership and group dynamics in which students can experience practical application of the learned theories and concepts. Further, evidence from similar academic programs suggests that there is a need for a basic course on leadership theory and concepts on which to build the applied leadership courses.

Learning outcomes:

a. Students will possess a working knowledge of the fundamental theories and concepts of leadership.
b. Students will develop an understanding of their own personal characteristics and preferred leadership style.
c. Students will be able to identify the leadership characteristics and style of others.
d. Students will develop professional management and human relation skills.
e. Students will be able to articulate how leadership theories and concepts are applied throughout the agriculture industry.

4. ADDITIONAL INFORMATION

a. COURSE SYMBOL

No modification

b. COURSE NUMBER

No modification

c. COURSE TITLE

The course title will be changed from Leadership Development in Agriculture and Life Sciences to Foundations of Leadership for Agriculture and Life Sciences

d. CREDIT HOURS

No modification

e. PREREQUISITE

No modification

f. METHOD/HOURS OF INSTRUCTION

No modification

g. METHOD OF DELIVERY: No modification

h. COURSE DESCRIPTION: The course description will be changed to more accurately reflect the needed focus on theoretical foundations and principles of leadership as applied to agriculture and life science. The modified description will provide a clearer understanding of the material learned in the course, and indicate that it is a foundational course for leadership studies in agriculture and life sciences.

Current description: AIS 3803 Leadership Development in Agriculture & Life Sciences: Three hours lecture. Dynamic interactions of personal characteristics, knowledge and expertise; inter-personal influence; professional commitment; organizational planning and goals; and power for effective leadership in agricultural professions

Modified description: AIS 3803 Foundations of Leadership for Agriculture & Life Sciences: Three hours lecture. Foundational theories and principles of leadership emphasizing personal characteristics, leadership styles, power and influence, group dynamics, and managing change for effective leadership in agriculture.

i. COURSE CONTENT: The content modifications including eliminating the team leadership and group dynamics lessons and expanding the breadth and depth of fundamental leadership theories and concepts. This modified course will provide the theoretical basis upon which application of leadership is built. For students majoring in AIS-leadership concentration, it is expected to be the first in a sequence of courses that build to a capstone internship experience. For students outside the major, this foundational course will provide the theoretical and conceptual support for leadership content that appears intermittently and inherently throughout students' coursework. We do not offer a course focused solely on leadership theory contextualized in agriculture, currently. (See attached syllabi for current and modified courses)

Current Course Outline
The current course is taught as a MWF 50 minute face-to-face lecture.

Introduction to leadership	1 contact hour
Leadership Defined	1 contact hour
Leadership Theories overview	2 contact hours
Leadership Characteristics	1 contact hour
Personality (Trait) Theories - Personality theories overview - Practical application of personality theory - Personality assessments/reflection	5 contact hours - 2 hours - 1 hour - 2 hours
Motivation theory	2 contact hours
Situational Leadership	1 contact hour
Power & Influence	3 contact hours
Leader-Member Exchange	1 contact hour
Groups vs. Teams	1 contact hour
Team Beginnings	1 contact hour
Servant Leadership	1 contact hour
Goal Setting	1 contact hour
Using WordPress to communicate	1 contact hour
Team Processes	1 contact hour
Team Processes	1 contact hour
Team Leadership	1 contact hour
Values	1 contact hour
Service Learning	6 contact hours

- What is Service-learning in leadership? - Designing service-learning in leadership - Practical application of service-learning	- 1 contact hour - 2 contact hours - 3 contact hours
Decision Making	2 contact hours
Conflict management	3 contact hours
Effective Communication	2 contact hours
Diversity	1 contact hour
Exams - Exam 1 - Exam 2 - Final	5 contact hours - 1 contact hour - 1 contact hour - 3 contact hours
Total	45 contact hours

Modified Course Outline

Introduction to leadership	1 contact hour
Leadership Defined	1 contact hour
Leadership Theories overview	2 contact hours
Leadership Characteristics	1 contact hour
Personality (Trait) Theories - Personality theories overview - Practical application of personality theory - Personality assessments/reflection	5 contact hours - 2 hours - 1 hour - 2 hours
Motivation Theory	2 contact hours
Situational Leadership	2 contact hours
Power & Influence	3 contact hours
Leader-Member Exchange	2 contact hours
Team leadership	1 contact hour
Change	1 contact hour
Conflict Management	2 contact hours
Servant Leadership	1 contact hour
Culture & Leadership	2 contact hours
Gender/Women in Leadership	1 contact hour
Authentic leadership	1 contact hour
Transformational Leadership - What is transformational leadership? - Application of transformational leadership - Transformational leadership in action	5 contact hours - 1 hour - 1 hour - 3 hours
Charisma	2 contact hours
Followership	1 contact hour
Ethics	2 contact hours
Values	1 contact hour
Vision statements	1 contact hour
Exams - Exam 1 - Exam 2 - Final	5 contact hours - 1 contact hour - 1 contact hour - 3 contact hours
Total	**45 contact hours**

5. GRADUATE STUDENT REQUIREMENTS

None

6. METHOD OF EVALUATION

The modification to the method of evaluation in the course are in **bold** below.

Assignment	Points
Exams	300
Test 1- 100 points	
Test 2- 100 points	
Final- 100 points	
Activities (Count 10 @ **20 points each**)	200
Reflection Questions (**10** @ 10 points each)	100
REEL Life paper	100
MBTI Reflection	100
StrengthsQuest Reflection	100
Personal Leadership Development	**50**
Vision Statement	**50**
Participation/Attendance	
Total	1000

Grading Scale	
900-1000	A
800-899	B
700-799	C
600-699	D
< 600	F

OUT OF CLASS WORK

Reading outside of class is currently required, and will remain.
Written papers are required to be completed out of class and will remain.
Currently, a student must choose a movie to watch out of class for the REEL Life paper. Under the modification, the movie will be shown in class, and all students will write their paper (outside of class) on the movie chosen by the instructor.

7. ACADEMIC MISCONDUCT

While this is not a distance learning course, all written assignments will be submitted electronically, so that plagiarism prevention software can be utilized.

8. TARGET AUDIENCE

The target audience for this course includes undergraduate students, specifically those majoring in AIS or AGS. In addition, I would expect the enrollment to include students from other CALS/CFR disciplines.

9. SUPPORT

A letter of support from the School of Human Sciences committee is included.

Current Course syllabus

AIS 3803

Leadership Development in Agriculture and Life Sciences
Spring 2014
15 Lloyd Ricks Watson Building
MWF 11:00am - 11:50am

Instructor:
Dr. Laura Lemons
Office: 215 Lloyd Ricks Watson Building
Phone: 662- 325-1804
E-mail: llemons@humansci.msstate.edu
Office hours: Open door policy and/or by appointment

School of Human Sciences Links: "Like" us on Facebook. Follow us on Twitter (HumanSciences)!

Course Description

Students in this course will study the impact of organized groups and leaders on the development of societies as well as the transmission of cultural norms. Principles and techniques involved in forming and directing organizations and providing effective leadership will also be examined.

Textbooks

Northouse, P. G. (2013). *Leadership: Theory and Practice (6th edition).* Sage: Thousand Oaks, CA.

Rath, T. & Clifton, D.O. (2004). *How full is your bucket? Positive strategies for work and life.*
*Must get NEW to have code to use. (Paperback is an international version and will not have the code.)
You can also get the 2009 edition. **DO NOT WAIT UNTIL THE LAST MINUTE TO ORDER.**

Course Objectives

The course is designed to help the student accomplish the following objectives.

Leadership

- Define leadership and explain how leadership is provided to groups.
- Describe various leadership theories and styles.
- Identify leaders in agriculture, society, education, etc. and explain their leadership styles.
- Differentiate between power, control, and leadership.
- Provide historical examples of the use of power and control and their effect on group dynamics.

Group Organization

- Explain how organized groups facilitate the transmission of cultural values and norms.
- Describe how learning, personality, motivation, perceptions, beliefs, and attitudes affect groups.
- Explain the need for groups and how they can be organized.
- Develop strategies for facilitating group decision-making.
- Describe the importance and impact of group dynamics on the success of organized groups.
- Identify group conflict and give examples of groups that have dissolved due to conflict.
- Explain the importance of communication in a group organization.
- Describe the group's role in formulating agricultural, political, economic, and religious policies.

Service-Learning

- Demonstrate communication skills by working in groups and listening to service-learning partners.

- Demonstrate leadership skills in conducting group activities.
- Demonstrate team building skills.

Methods for Assessing Learning Objectives

The expected learning outcomes for the course will be assessed through class participation, a book review, papers, a service learning project and written exams.

Assignments

Exams (300 points)

- Three exams will be given during the semester (Two exams and one comprehensive final). The tests will assess your knowledge of the concepts discussed during class lectures and presented in the text, handouts and class notes. Each test is worth 100 points.

Class Participation (100 points)

- Throughout the semester there will be in-class activities you will be asked to complete. In order to receive the points you must be in attendance. There will not be any make-up activities offered. Each activity is worth 10 points with a maximum score of 100 points.

Leadership in REEL Life (50 points)

- You will be asked to analyze the media that you watch (movies, television, etc) and identify examples of the concepts taught in this course. You will write a paper that illustrates a connection of leadership concepts from "reel" life to real life.

MBTI Review and Reflection (100 points)

- Early in the semester, you will complete the MBTI assessment. During one class lecture, you will be given your results, and participate in a discussion. You will use this information to write a paper describing your personal results and reflecting on the meaning and impact of your profile as it relates to leadership.

Strengths Finder Profile Activities & Paper (100 points)

- One of the required texts for this course, *How Full is Your Bucket?*, has the Strengths Finders Profile code in it. You will complete the profile and corresponding activities. In addition, you will write a paper to reflect on the results of the Strengths Finders Profile.

Service Learning Project (300 points)

- You will work in a team to complete a service learning project with a community partner. Goals specific to the activity will be due before the event. Each group will be required to complete eight volunteer hours together. After the project is completed the group will make a presentation to the class and write a paper summarizing the project.

Reflections on Leadership Learning (50 points)

- During the course of the semester, you will be assigned five (5) sets of reflection questions to respond to. These questions will be due at the beginning of the class following the class period in which they are assigned. The questions are designed to help students connect the course content to leadership they experience in their real life.

Attendance

It is essential that you attend class and are an active member of the class. Throughout the semester you will be asked to read the required texts and contribute to class discussions.

Students may have up to three absences, excused or otherwise, without penalty. No questions will be asked, and no excuses need to be provided. However, **the student will not be able to make up any participation**

points or in-class assignments missed. It is the student's responsibility to ask a fellow student for any notes or handouts that were missed. **DO NOT EMAIL ME AND ASK IF YOU MISSED ANYTHING IMPORTANT!** Exceptions to this rule are explained below in the attendance section. After 3 unexcused absences 10 points will be deducted for every absence from the class participation points. **Students coming in to class more than 10 minutes late will not receive credit for attendance on that day.**

Grading Policy

• **Exams**	**(3 @ 100)**	**300**
○ Exam 1		
○ Exam 2		
○ Final Exam		
• **REEL Life Papers**		**50**
• **MBTI Review and Reflection**		**100**
• **Strengths Finder Profile Paper**		**100**
• **Service Learning Project**		**300**
• **Reflections on Leadership Questions**		**50**
• **Class Activities Participation (10 @ 10)**		**100**
Total Points Available		**1000**

Grading Scale

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

Course Policies

Attendance

Attending each class meeting is an essential element for success in the course. Much of the course material will be absorbed through discussion, small group participation, and activities. University approved field trips, competitive events, leadership development events and illnesses are considered legitimate absences **with documentation.** If you will be gone please inform the instructor before your absence and provide necessary documentation. If you are ill and miss class, only a note from the doctor or clinic will make the absence excused. If you miss class for an excused reason, you are responsible for getting missed work and notes. Work missed for unexcused absences will receive no credit.

Late Assignments

Late assignments are highly frowned upon. **All late assignments will be penalized 10 percent per day for each day after the deadline, up to a maximum of one week. After one week from the original due date, the assignment will not be accepted.** If an emergency arises that will require students to turn an assignment in late, or if a student will be absent for a university approved function, they must submit documentary proof of the emergency or the university function. If an emergency does arise, students should call the instructor immediately (662-325-7834). For absences related to university functions, students must work with the instructor at least two weeks in advance to develop a plan to complete any missed work.

Extra Credit

Extra credit assignments, if offered, will be available to the class as a whole. No individual extra credit assignments will be given.

Missing an Exam

Missing an exam is never a good idea, however circumstances may arise in which you may be unable to take the exam on the scheduled day. You must inform the instructor of the reason you will be missing the exam at least **one week prior to** the day of the exam. You must take the exam within one week of the originally scheduled date. (This is NOT a 'get out of jail free' card for when you are not prepared to take the exam on the date scheduled). If you do not inform the instructor prior to missing an exam you will not be allowed to make it up.

Academic Integrity

Mississippi State University has an approved Honor Code which applies to all students. As a result of completing registration at MSU, every student agrees to the following statement:

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

It is the aim of the faculty of Mississippi State University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension. Additional information can be found in the Honor Code (http://www.honorcode.msstate.edu/) regarding cheating, plagiarism, and software use.

Classroom Behavior

Students are expected to be respectful of fellow classmates, instructors, and guests in our classroom. Behavior that is distracting to the teacher or to other students will not be tolerated. Absolutely no tobacco products of any kind in the classroom. Inappropriate behavior will result in, minimally, a request to leave class.

Computer/Tablet Use

Taking notes is encouraged and strongly recommended. Laptop computers and tablets can be used for note taking in class. ***However, if you want to use your laptop in class, you must sit on the first two rows in the classroom.*** The first time I see that any laptops or tablets being used for activities other than note taking during class time I will change my policy to "no computers/tablets in class."

Cell Phones

Cell phones are to **remain OFF and out of sight** during class. Cell phone policy: In accordance with Academic Operating Policy 10.08 (approved July 12, 2005) and in order to limit classroom disruptions, as well as to protect against academic misconduct, students' use of cell phones, messaging devices and other electronic devices is prohibited. In this class, students are required to put cell phones in the silent mode and stow in backpack or purse while attending class. Cell phones may not be used as calculators or clocks at any time during class.

Students with Disabilities

Any student, who, because of a disability, may require special arrangements in order to meet the course requirements, should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Disability Support Services during the instructor's office hours. Please note, instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Disability Support Services has been provided. For additional information, you may contact the Disability Support Services office at 01 Montgomery Hall or 662-325-3335.

Online Resources

MyCourses– MyCourses will be used to post grades, notes guides, and assignment guidelines/rubrics. Lecture guides and other materials will be posted by 5pm the day before the class in which they are needed. If they are not posted, they will be provided in class.

Here's how you log in:

a. go to: mycourses.msstate.edu
b. enter your NetID and NetPassword
d. click on the name of the course
e. click on the icon representing your need
    1. Course Content –Notes guides for PowerPoint slides presented in class
    2. Assignments – Individual assignment instructions and grading rubrics
    3. Assessments- Take a quiz or test
    3. My Grades –Review your grades on assignments

Grade Dispute

At some point in this course, you may disagree with a grade you receive on an assignment. Here are some guidelines to follow in the case of a grade dispute:

- You are encouraged to take sufficient time, **a minimum of 24 hours before responding**, to think about your grade, review your assignment or test, and respond to me in writing. I will only review your grade if you provide me with a written response explaining your perspective and rationale concerning your grade.
- You may send this response to me via email or bring it to class. Your argument should be well-reasoned and based on evidence. It does not have to be long, but there should be a good rationale for why the grade should be changed.
- Your written argument **must be submitted within seven (7) days** of the time the work was returned to you or the grade was posted or received. After seven days, no assignment grades will be considered for change.
- Schedule a meeting with me to further discuss your grade and bring your graded assignment with you to the meeting.

Veterans, Service Members, and Dependents

My office is designated as a "Green Zone" as part of the initiative to support student veterans by the G.V. "Sonny" Montgomery Center for American's Veterans and Mississippi State University. Please feel free to approach me at any time with any needs or concerns you may have, regarding this class or any other issues. Thank you for your service.

Course Outline*

		Topic	Reading/Due Dates
1	Jan 13	Introduction/Course Outline	
	Jan 15	Leadership Characteristics	
	Jan 17	Leadership Defined/ Leadership Theories	Northouse, Chapter 1, pg 1-14 Bass, *Concepts of Leadership* Kotter, *What Leaders Really Do* Yukl, Chapter 1, *Introduction, The Nature of Leadership* **DUE: Reflection Qs #1**
2	**Jan 20**	**NO CLASS: University Holiday**	
	Jan 22	MBTI Administration- Dr. Akers	
	Jan 24	**NO CLASS: Dr. Lemons out of town**	
3	Jan 27	Personality (Trait) Theories	Northouse, Chapter 2
	Jan 29	Personality (Trait) Theories	
	Jan 31	Personality (Trait) Theories	
4	Feb 3	**NO CLASS : Dr. Lemons out of town**	
	Feb 5	Motivation Theory	Hughes, U*nderstanding and Influencing Follower Motivation* **DUE: Reflection Qs #2**
	Feb 7	Situational Leadership	Northouse, Chapter 5 **DUE: StrengthsFinder Assignment and Paper**
5	Feb 10	Power & Influence	Yukl, Chapter 6, *Sources of Power and Influence* Fritz, Chapter 13
	Feb 12	Power & Influence	*Guest speaker- Dr. White*
	Feb 14	Power & Influence	
6	Feb 17	Leader-Member Exchange *Exam #1 content ends here*	Northouse, Chapter 8, pg 147-158 **DUE: Reflection Qs #3**
	Feb 19	Groups vs. Teams	
	Feb 21	**EXAM 1**	
7	Feb 24	Team Beginnings	
	Feb 26	Servant Leadership/Service Learning	Fritz, Chapter 18
	Feb 28	Goal Setting	Fritz, Ch 7
8	Mar 3	MBTI- Guest lecture Dr. Akers	**DUE: SLP proposal, goals, community partner information**
	Mar 5	WordPress **(online lecture)**	
	Mar 7	**Service Learning workday**	**DUE: SLP website & first blog**
	Mar 10-14	**No Class: SPRING Break**	
9	Mar 17	Team Processes	**DUE: MBTI paper** **DUE: Reflective Qs #4**
	Mar 19	Team Processes	
	Mar 21	Team Leadership *Exam #2 content ends here*	Northouse, Chapter 12, pg 241-260
10	Mar 24	Values	Fritz, Chapter 6
	Mar 26	Service Learning Team Meetings w Lemons	
	Mar 28	**Exam 2**	
11	Mar 31	Decision Making	
	Apr 2	Decision Making	

	Apr 4	Service Learning Team meetings w Lemons	**DUE: Reel Life paper**
12	Apr 7	Conflict management	Fritz, Chapter 12
	Apr 9	Conflict management	
	Apr 11	Conflict management	
13	Apr 14	Effective Communication	Fritz, Chapters 2, 3, 10
	Apr 16	Effective Communication	**DUE: Reflective Qs #5**
	Apr 18	**NO CLASS- GOOD FRIDAY**	
14	Apr 21	Service Learning Project Presentations	**DUE: Service Learning Websites**
	Apr 23	Service Learning Project Presentations	**DUE: SLP Websites**
	Apr 25	Service Learning Project Presentations	**DUE: SLP Websites**
15	Apr 28	Diversity	
	Apr 30	Last Day of Class Review for final	
16	May 8 (Thursday)	FINAL 12 – 3pm	

*This schedule is subject to change at the instructor's discretion. Students will be notified of any ch

Modified syllabus

AIS 3803

Foundations of Leadership in Agriculture and Life Sciences
Fall 2014
15 Lloyd Ricks Watson Building
MWF 9:00am - 9:50am

Instructor:
Dr. Laura Lemons
Office: 215 Lloyd Ricks Watson Building
Phone: 662- 325-1804
E-mail: llemons@humansci.msstate.edu
Office hours: Open door policy and/or by appointment

School of Human Sciences Links: "Like" us on Facebook. Follow us on Twitter (HumanSciences)!

Course Description

Foundational theories and principles of leadership emphasizing personal characteristics, leadership styles, power and influence, group dynamics, and managing change for effective leadership in agriculture.

Textbooks

Northouse, P. G. (2013). *Leadership: Theory and Practice (6th edition).* Sage: Thousand Oaks, CA.

Rath, T. & Clifton, D.O. (2004). *How full is your bucket? Positive strategies for work and life.*
*Must get **NEW** to have code to use. (Paperback is an international version and will not have the code.)
You can also get the 2009 edition. **DO NOT WAIT UNTIL THE LAST MINUTE TO ORDER.**

Learning outcomes:

a. Students will possess a working knowledge of the fundamental theories and concepts of leadership.
b. Students will develop an understanding of their own personal characteristics and preferred leadership style.
c. Students will be able to identify the leadership characteristics and style of others
d. Students will develop professional management and human relation skills
e. Students will be able to articulate how leadership theories and concepts are applied throughout the agriculture industry

Methods for Assessing Learning Outcomes

The expected learning outcomes for the course will be assessed through class participation and discussion, a movie review, papers, and written exams.

Assignments

Exams (300 points)

- Three exams will be given during the semester (Two exams and one final). The tests will assess your knowledge of the concepts discussed during class lectures and presented in the text, handouts and class notes. Each test is worth 100 points.

Activities/Class Participation (200 points)

- Throughout the semester there will be in-class activities you will be asked to complete. In order to receive the points you must be in attendance. There will not be any make-up activities offered. Each activity is worth 20 points with a maximum score of 200 points.

Reflections on Leadership Learning (100 points)

- During the course of the semester, you will be assigned ten (10) sets of reflection questions to respond to. These questions will be due at the beginning of the class following the class period in which they are assigned. The questions are designed to encourage students to complete the assigned reading and help students connect the course content to leadership they experience in their real life.

Leadership in "Reel" Life (100 points)

- During the semester, the instructor will choose a movie to be viewed in class. You will write a paper that illustrates a connection of leadership concepts from "reel" life to real life.

MBTI Review and Reflection (100 points)

- Early in the semester, you will complete the MBTI assessment. During one class lecture, you will be given your results, and participate in a discussion. You will use this information to write a paper describing your personal results and reflecting on the meaning and impact of your profile as it relates to leadership.

Strengths Finder Profile Activities & Paper (100 points)

- One of the required texts for this course, *How Full is Your Bucket?*, has the Strengths Finders Profile code in it. You will complete the profile and corresponding activities. In addition, you will write a paper to reflect on the results of the Strengths Finders Profile.

Personal Leadership Development Paper (50 points)

- Throughout the semester you will be introduced to leadership principles. To fully understand and recognize the importance of being a leader you are asked to assume a leadership role. At the end of the semester you will write about your experience and relate it to the concepts covered during this course.

Vision Statement (50 points)

- You will write your vision statement in terms of your leadership goals.

Attendance

It is essential that you attend class and are an active member of the class. Throughout the semester you will be asked to read the required texts and contribute to class discussions.

Students may have up to three absences, excused or otherwise, without penalty. No questions will be asked, and no excuses need to be provided. However, **the student will not be able to make up any participation points or in-class assignments missed.** It is the student's responsibility to ask a fellow student for any notes or handouts that were missed. Exceptions to this rule are explained below in the attendance section. *** After 3 unexcused absences 10 points will be deducted for every absence from the class participation points. **Students coming in to class more than 10 minutes late will not receive credit for attendance on that day.** ***

Grading Policy

• **Exams**	**(3 @ 100)**	300
○ Exam 1		
○ Exam 2		
○ Final Exam		
• **Class Activities Participation**	**(10 @ 20)**	200
• **Reflection Questions (10 @ 10)**		100
• **Reel Life Paper**		100
• **MBTI Review and Reflection**		100
• **Strengths Finder Profile Paper**		100
• **Personal Leadership Development**		50
• **Vision Statement**		50
• **Participation/Attendance**		
Total Points Available		1000

Grading Scale

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

Course Policies

Attendance

Attending each class meeting is an essential element for success in the course. Much of the course material will be absorbed through discussion, small group participation, and activities. University approved field trips, competitive events, leadership development events and illnesses are considered legitimate absences **with documentation.** If you will be gone please inform the instructor before your absence and provide necessary documentation. If you are ill and miss class, only a note from the doctor or clinic will make the absence excused. If you miss class for an excused reason, you are responsible for getting missed work and notes. Work missed for unexcused absences will receive no credit.

Late Assignments

Late assignments are highly frowned upon. **All late assignments will be penalized 10 percent per day for each day after the deadline, up to a maximum of one week. After one week from the original due date, the assignment will not be accepted.** If an emergency arises that will require students to turn an assignment in late, or if a student will be absent for a university approved function, they must submit documentary proof of the emergency or the university function. If an emergency does arise, students should call the instructor immediately (662-325-1804). For absences related to university functions, students must work with the instructor at least two weeks in advance to develop a plan to complete any missed work.

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Classroom Behavior

Students are expected to be respectful of fellow classmates, instructors, and guests in our classroom. Behavior that is distracting to the teacher or to other students will not be tolerated. Absolutely no tobacco products of any kind in the classroom. Inappropriate behavior will result in, minimally, a request to leave class.

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Taking notes is encouraged and strongly recommended. Laptop computers and tablets can be used for note taking in class. ***However, if you want to use your laptop in class, you must sit on the first two rows in the***

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Here's how you log in:

a. go to: mycourses.msstate.edu
b. enter your NetID and NetPassword
d. click on the name of the course
e. click on the icon representing your need
    1. Course Content –Notes guides for PowerPoint slides presented in class
    2. Assignments – Individual assignment instructions and grading rubrics
    3. Assessments- Take a quiz or test
    3. My Grades –Review your grades on assignments

Grade Dispute

At some point in this course, you may disagree with a grade you receive on an assignment. Here are some guidelines to follow in the case of a grade dispute:

- You are encouraged to take sufficient time, **a minimum of 24 hours before responding**, to think about your grade, review your assignment or test, and respond to me in writing. I will only review your grade if you provide me with a written response explaining your perspective and rationale concerning your grade.
- You may send this response to me via email or bring it to class. Your argument should be well-reasoned and based on evidence. It does not have to be long, but there should be a good rationale for why the grade should be changed.
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- Schedule a meeting with me to further discuss your grade and bring your graded assignment with you to the meeting.

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Course Outline*

		Topic	Reading/Due Dates
1	Aug 18	Introduction/Course Outline	
	Aug 20	Leadership Characteristics	ACTIVITY
	Aug 22	Leadership Defined/ Leadership Theories	Northouse, Chapter 1, pg 1-14 Bass, *Concepts of Leadership* Kotter, *What Leaders Really Do* Yukl, Chapter 1, *Introduction, The Nature of Leadership*
2	Aug 25	Leadership theories overview, cont.	
	Aug 27	MBTI Administration- Guest lecture	
	Aug 29	Personality (Trait) Theories	Northouse, Chapter 2
3	**Sept 1**	**NO CLASS: University Holiday**	
	Sept 3	Personality (Trait) Theories	
	Sept 5	Personality (Trait) Theories	ACTIVITY
4	Sept 8	Motivation theory	Hughes, *Understanding and Influencing Follower Motivation*
	Sept 10	Motivation Theory, cont.	
	Sept 12	Situational Leadership	Northouse, Chapter 5 **DUE: StrengthsFinder Paper**
5	Sept 15	Situational Leadership, cont	
	Sept 17	Power & Influence	Yukl, Chapter 6, *Sources of Power and Influence* Fritz, Chapter 13
	Sept 19	Power & Influence	
6	Sept 22	Power & Influence *Exam #1 content ends here*	ACTIVITY
	Sept 24	MBTI- Guest lecture	
	Sept 26	**EXAM 1**	
7	Sept 29	Leader-Member Exchange	Northouse, Chapter 8, pg 147-158
	Oct 1	Team leadership	Northouse, Chapter 12, pages 287-307 **DUE: MBTI paper**
	Oct 3	Change	Yukl, Chapter 10, Leading Change in Organizations
8	Oct 6	Conflict Management	Fritz, Resolving Conflict
	Oct 8	Conflict management, cont.	ACTIVITY
	Oct 10	Servant Leadership	Fritz, Chapter 18
9	Oct 13	Culture & Leadership	Northouse, Chapter 15
	Oct 15	Culture & Leadership, cont *Exam #2 content ends here*	ACTIVITY
	Oct 17	Gender/Women in Leadership	Northouse, Ch 14
10	Oct 20	Review day from Exam 1	
	Oct 22	**Exam 2**	
	Oct 24	**NO CLASS- Fall Break**	
11	Oct 27	Authentic leadership	Northouse ch 11
	Oct 29	Transformational Leadership	Northouse, Chapter 9, pages 171-190 Yukl, Chapter 9, Transformational & Cultural Leadership
	Oct 31	Transformational leadership, cont.	ACTIVITY
12	Nov 3	Movie Review (transformational)	

	Nov 5	Movie Review (transformational)	
	Nov 7	Movie Review (transformational)	
13	Nov 10	Charisma	Nadler, Beyond the Charismatic Leader
	Nov 12	Charisma, cont.	
	Nov 14	Followership	Yukl, Chapter 5, Dyadic Role-Making Theories and Followership, pages 128-140 **DUE: REEL life paper**
14	Nov 17	Ethics	Northouse, Chapter 15, pages 377-394
	Nov 19	Ethics	
	Nov 21	Values	Fritz, Values
15	Nov 24	Vision statements	**DUE: Personal Leadership Development paper**
	Nov26-28	**NO CLASS- THANKSGIVING**	
	Dec 1	Last Day of Class Review for final	**DUE: Vision Statements**
16	Dec 8-11	FINAL	

*This schedule is subject to change at the instructor's discretion. Students will be notified of any cha

MISSISSIPPI STATE UNIVERSITY

School of Human Sciences

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

March 4, 2014

Dr. Michael Cox
Chair, CALS Curriculum Committee
Box 9555
Mississippi State, MS 39762

Dr. Michael Cox:

The School of Human Sciences Curriculum Committee has reviewed the proposal for the modification of AIS 3803 Foundations of Leadership for Agriculture and Life Sciences, and we fully support the proposal. We believe this modification more accurately reflects the content taught in this course.

Sincerely,

Joe D. Wilmoth, Chair

Laura Downey, Member

Charles Freeman, Member

Julie Parker, Member

Tommy Phillips, Member

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

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: College of Agriculture & Life Science **Department:** School of Human Science

Contact Person: Laura Lemons **Mail Stop:** 9745 **E-mail:** llemons@humansci.msstate.edu

Nature of Change: Addition **Date Initiated:** February 7, 2014 **Effective Date:** Spring 2015

Current Listing in Catalog:
Symbol **Number** **Title** **Credit Hours**
( )

Current Catalog Description:

RECEIVED
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CALS MAFES

New or Modified Listing for Catalog:
Symbol AIS **Number** 3813 **Title** Team Leadership for Agriculture & Life Sciences
Credit Hours
(3)

New or Modified Catalog Description:
Three hours lecture. Strategies and techniques for building and leading a successful team. Self-assessment, team-building skills, and experiential activities in teamwork are emphasized and contextualized specifically in agriculture and life sciences.

Approved: Michael E. Newman	**Department Head**	*Date:* 3-25-14
	Chair, College or School Curriculum Committee	3/26/14
For GH	**Dean of College or School**	3/26/14
	Chair, University Committee on Courses and Curricula	
	Chair, Graduate Council (if applicable)	
	Chair, Deans Council	

COURSE ADDITION

School of Human Science

1. CATALOG DESCRIPTION

AIS 3813. Team Leadership in Agriculture & Life Sciences. (3) Three hours lecture. Strategies and techniques for building and leading a successful team. Self-assessment, team-building skills, and experiential activities in teamwork are emphasized and contextualized specifically in agriculture and life sciences.

2. DETAILED COURSE OUTLINE

I.	Introduction/Class Overview	1.5 contact hours
II.	Introduction to "Teams"	1.5 contact hours
III.	Team Beginnings	1.5 contact hours
IV.	Agricultural Team Processes	1.5 contact hours
V.	The New Team Leader in Agriculture	1.5 contact hours
VI.	Stages of groups development	4.5 contact hours
	- Tuckman & Jensen's stages of group development	1.5 contact hours
	- Identifying stages of group development in "Reel" life	3 contact hours
VII.	Cooperation and Competition in the agriculture industry	1.5 contact hours
VIII.	Communication	3 contact hours
IX.	Agricultural Team Meetings	1.5 contact hours
X.	Managing Conflict	1.5 contact hours
XI.	Managing Group Process	1.5 contact hours
XII.	Power and Social Influence in agriculture	1.5 contact hours
XIII.	Decision Making	1.5 contact hours
XIV.	Problem Solving	1.5 contact hours
XV.	Creativity	1.5 contact hours
XVI.	Diversity in agricultural work teams	1.5 contact hours
XVII.	Agricultural Teams at Work	1.5 contact hours
XVIII.	Virtual Teams	1.5 contact hours
XIX.	Evaluating & Rewarding Teams	1.5 contact hours
XX.	Leading a Service-Learning Team	6 contact hours
	- What is service-learning?	1.5 contact hours
	- Designing a team service-learning project	1.5 contact hours
	- Practicing & reflecting on team leadership in service-learning	1.5 contact hours
	- Communicating service-learning projects	1.5 contact hours
Exams		6 contact hours
Total		45 contact hours

3. METHOD OF EVALUATION

Assignment	Points
Exams	300
Activities (8 @ 25 points each)	200
Stages of Group Development Paper	100
Team Service-Learning Project	300
Team Presentation	50
Team Development Paper	50
Participation/Attendance	
Total	**1000**

Grading Scale	
900-1000	A
800-899	B
700-799	C
600-699	D
< 600	F

OUT OF CLASS WORK

5-8 hours outside class time will be required for student teams to complete their service-learning project, as outlined in the syllabus and accompanying assignment sheet.

4. JUSTIFICATION & LEARNING OUTCOMES

a. Justification: This course is a necessary addition in combination with the proposed modification of the

existing AIS 3803 Leadership Development in Agriculture and Life Sciences to AIS 3803 Foundations of Leadership in Agriculture and Life Sciences. The modified AIS 3803 will focus on fundamental theoretical foundations and concepts of leadership. The team dynamics and team leadership learning units will be removed from AIS 3803 to this new course, AIS 3813, Team Leadership in Agriculture and Life Sciences. The primary feedback I received from students during the first semester I taught AIS 3803 Leadership Development in Agriculture and Life Sciences, was that there was too much content in each class, and the learning of concepts was rushed. The addition of AIS 3813 Team Leadership in Agriculture and Life Sciences will allow for the modification of AIS 3803 such that there is more time to teach/learn the theories of leadership, while the proposed AIS 3813 will allow ample time to learn and apply the concepts of leadership in teams and group dynamics.

b. Learning Outcomes: At the completion of course, students should be able to:

1. Compare team basics, requirements, and processes and the impact on organizations.
2. Apply team-building skills, knowledge, and intervention through experiential activities.
3. Identify characteristics of various personality types.
4. Formulate a plan for handling conflict.
5. Recognize and demonstrate the role of the facilitator and team leader.
6. Become more aware of personal effectiveness, strengths, and opportunities for improvement.
7. Explore issues related to ethnicity, gender, cultural diversity, and equality in teambuilding.
8. Select methods of evaluating and rewarding team performance.

5. ACADEMIC MISCONDUCT

This course is taught face-to-face; however, papers will be submitted through myCourses so that anti-plagiarism software can be utilized.

6. TARGET AUDIENCE

The target audience for this course includes AIS and AGS majors, as well as students in CALS/CFR outside this major.

7. SUPPORT

Letter of support from the School of Human Sciences is included.

8. INSTRUCTOR OF RECORD

Dr. Laura Lemons

9. GRADUATE STUDENT REQUIREMENT

n/a

10. PLANNED FREQUENCY

This course will be offered in the spring semester.

11. EXPLANATION OF ANY DUPLICATION

The content for this course is being pulled from the existing AIS 3803 Foundations of Leadership in Agriculture and Life Sciences (formerly Leadership Development in Agriculture and Life Sciences). A proposal has been submitted to modify the existing AIS 3803 to focus solely on the fundamental theories and concepts of leadership contextualized in agriculture, and remove the content related to group dynamics and leadership in teams. It is our belief then, that the new course proposed, AIS 3813, Team Leadership in Agriculture and Life Sciences, does not duplicate a significant portion of any other course. This learning of group dynamics and team leadership skills will be contextualized specifically in agriculture, making it unique from other courses offered.

12. METHOD OF INSTRUCTION CODE

C. Lecture

13. METHOD OF DELIVERY

F Face to face

14. PROPOSED CIP NUMBER

01.0801

15. PROPOSED 24-CHARACTER ABBREVIATION

Team Leadership ALS

16. PROPOSED SEMESTER EFFECTIVE

Spring 2015

17. OTHER APPROPRIATE INFORMATION

Syllabus attached

18. PROPOSAL CONTACT PERSON

Laura Lemons, 325-1804

Proposed Course Syllabus
This course will meet 2 days/week for 75 minutes

AIS 3813

Team Leadership in Agriculture and Life Sciences

Spring 2015
15 Lloyd Ricks Watson Building
T/Th 9:30am-10:45am

Instructor:
Dr. Laura Lemons
Office: 215 Lloyd Ricks Watson
Phone: 325-1804
E-mail: llemons@humansci.msstate.edu

Course Description

Strategies and techniques for building and leading a successful team. Self-assessment, team-building skills, and experiential activities in teamwork are emphasized. (AIS 3803 recommended).

Required Texts

Group Dynamics for Teams, Daniel Levi, 4th edition.
Levi, D. (2014). *Group Dynamics for Teams* (4th ed). Sage Publications.

Supplemental Texts

How to Lead Work Teams, Fran Rees, 2nd edition.
Rees, F. (2001). *How to lead work teams* (2nd ed). San Francisco, CA: Jossey-Bass/Pfeiffer.

Learning Team Skills, Arthur Bell & Dayle Smith, 2nd edition.
Bell, A. & Smith, D. (2011). *Learning Team Skills* (2nd ed). Prentice Hall.

Recommend previous coursework:

AIS 3803

Expected Learning Outcomes:

- Compare team basics, requirements, and processes and the impact on organizations.
- Apply team-building skills, knowledge, and intervention through experiential activities.
- Identify characteristics of various personality types.
- Formulate a plan for handling conflict.
- Recognize and demonstrate the role of the facilitator and team leader.
- Become more aware of personal effectiveness, strengths, and opportunities for improvement.
- Explore issues related to ethnicity, gender, cultural diversity, and equality in teambuilding.
- Select methods of evaluating and rewarding team performance.

Methods for Assessing Learning Objectives

The expected learning outcomes for the course will be assessed through class discussion and participation, activities, exams, papers, and a service-learning team project.

Assignments

Exams (300 points)

Two tests will be given during the semester, each valued at 100 points. These tests are designed to test your knowledge of the material in the readings, activities and classroom discussions. They will consist of multiple-choice, true/false and short answer. In addition, a cumulative final will be given at the end of the semester that is worth 100 points.

Activities (200 points)

On certain days the class will participate in activities designed to illustrate team leadership concepts and theories. Each activity is worth 25 points. Completion of the activity will result in the student receiving credit for the assignment. Failure to complete the activity will result in no credit. The best 8 scores for the semester will count. There will be no make-up work of these assignments. (8 @ 25pts/ea)

Stages of Group Development Paper (100 points)

Students will view a movie in class. They will write a paper identifying and evaluating the concept of group development, specifically, Tuckman & Jensen's stages.

Service Learning Team Project (300 points)

Students will be assigned to a team in order to complete a service-learning project. The project will require the team to meet outside of class time to select, prepare, and conduct a service-learning project benefiting a local organization. Grading procedures will be discussed in detail when the project is assigned.

Service-Learning Team Presentation (50 points)

Student teams will present a short summary about their service-learning project to the class. Full team participation is required.

Team Development Paper (50 points)

Throughout the semester you will be introduced to team leadership principles and will participate in several team building activities. You will serve as a team leader as well as a team member. At the end of the semester you will write about your experiences and relate it to the concepts covered during this course. **(It will be extremely helpful for you to keep notes during the semester so when the paper is due you will be able to effectively write about your experiences.)**

Attendance & Class Participation

It is essential that you attend class and are an active member of the class. Throughout the semester you will be asked to read the required texts and contribute to class discussions.

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	Contact hours	Date T/Th 75min.	Course Topic	Reading
1	1.5	Jan. 13	Introduction/Class Overview	Levi- Chapter 1
	1.5	Jan. 15	Introduction to "Teams"	Rees- Chapters 1 &2 Levi- Chapter 2
2	1.5	Jan. 20	Team Beginnings	Rees- Chapter 3 Levi- Chapter 3
	1.5	Jan. 22	Team Processes	Levi- Chapter 4 Rees- Chapter 4
3	1.5	Jan. 27	The New Team Leader	Rees- Chapter 6
	1.5	Jan 29	Stages of groups development	
4	1.5	Feb 3	Stages of Group Development	Movie review
	1.5	Feb. 5	Stages of Group Development	Movie review
5	1.5	Feb. 10	Cooperation and Competition	Levi- Chapter 5 Rees- Chapter 5
	1.5	Feb. 12	Communication	Levi- Chapter 6 Rees- Chapter 7
6	1.5	Feb.17	Communication Activity Day	No Class Activity due
	1.5	Feb. 19	Team Meetings	Rees- Chapter 9 & 10 &11 & 12 Paper due March 19th
7	1.5	Feb. 24	Managing Conflict	Levi- Chapter 7
	1.5	Feb 26	TEAM WORKDAY	MANDATORY Meeting with Lemons
8	1.5	March 3	**Test 1** (lectures 1-9)	
	1.5	March 5	Managing Group Process	Rees- Chapter 13
			SPRING BREAK MARCH 9-13	
9	1.5	March 17	Power and Social Influence	Levi- Chapter 8
	0	March 19	TEAM WORKDAY	
10	1.5	March 24	Decision Making	Levi- Chapter 9
	1.5	March 26	Problem Solving	Levi- Chapter 11 Rees- Chapter 14
11	1.5	March 31	TEAM WORKDAY	Project completed by the end of this week(end)
	1.5	April 2	Creativity	Levi- Chapter 12
12	1.5	April 7	Diversity	Levi- Chapter 13
	1.5	April 9	**Test 2** (lectures 10-16)	
13	1.5	April 14	Teams at Work	Levi- Chapter 16
	1.5	April 16	Virtual Teams	Levi- Chapter 15 Rees- Chapter 8
14	1.5	April 21	Evaluating & Rewarding Teams	Levi- Chapter 18
	1.5	April 23	Final Team Project Presentation	
15	1.5	April 28	Final Team Project Presentation	
	3	May 1-7	Final Exam	

***This schedule is subject to change at the instructor's discretion. Students will be notified of any changes.**

MISSISSIPPI STATE UNIVERSITY

School of Human Sciences

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

March 4, 2014

Dr. Michael Cox
Chair, CALS Curriculum Committee
Box 9555
Mississippi State, MS 39762

Dr. Michael Cox:

The School of Human Sciences Curriculum Committee has reviewed the proposal for the addition of AIS 3813 Team Leadership for Agriculture and Life Sciences, and we fully support the proposal. We believe this addition reflects the necessary preparations for the successful completion of the degree program.

Sincerely,

Joe D. Wilmoth, Chair

Laura Downey, Member

Charles Freeman, Member

Julie Parker, Member

Tommy Phillips, Member

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

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Ag & Life Sciences **Department:** School of Human Sciences

Contact Person: Kirk Swortzel **Mail Stop:** 9745 **E-mail:** kswortzel@ais.msstate.edu

Nature of Change: Add **Date Initiated:** 2/14 **Effective Date:** Spring 15

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
AIS	4703/6703	Experiential Learning Programs in Agriculture	(3)

New or Modified Catalog Description:

Theory and practice in planning experiential learning projects for youth in agriculture; roles and responsibilities of teachers and extension agents in supervising and evaluating programs.

Approved: Michael E. Newman		*Date:* 2-26-14
Department Head		
		3/25/14
Chair, College or School Curriculum Committee		
FOR GH		3/26/14
Dean of College or School		
Chair, University Committee on Courses and Curricula		
Chair, Graduate Council (if applicable)		
Chair, Deans Council		

1. Catalog Description

AIS 4703/6703. Experiential Learning Programs in Agriculture. Three hours lecture. Theory and practice in planning experiential learning projects for youth in agriculture; roles and responsibilities of teachers and extension agents in supervising and evaluating programs.

2. Detailed Course Outline

I. Foundations of Experiential Learning in Agriculture (3 hrs)
   A. Course Introduction
   B. Historical Foundations of Experiential learning
   C. Agriculture Teacher/Extension Agent Roles in Experiential Learning

II. Using School and Community Data to Plan Experiential Learning Programs (2 hrs)

III. Overview of Experiential Learning Programs in Agriculture (4 hrs)
   A. Defining Experiential Learning in Agriculture (1 hr)
   B. Types of Experiential Learning Activities (2 hrs)
   C. Non-Traditional Experiential Learning Projects in Agriculture (1 hr)

IV. Planning Experiential Learning Programs (2 hrs)

V. Supervising and Evaluating Experiential Learning Projects (2 hrs)

VI. Working with Youth Livestock Programs in Mississippi (3 hrs)

VII. Recordkeeping Procedures (10 hrs)
   A. Keeping Records for Experiential Learning Projects (2 hrs)
   B. Record Keeping Methods in Extension Education (4 hrs)
   C. Using Computer-Based Record Keeping Systems (4 hrs)

VIII. Recognizing Youth for Experiential Learning Programs (6 hrs)
   A. Reasons for Recognition (1 hr)
   B. Recognition Opportunities in Extension Education (2 hrs)
   C. Recognition Opportunities in Agriculture Classrooms (3 hrs)

IX. Research Support for Experiential Learning Programs (1 hr)

X. Resources for Experiential Learning Projects (1 hr)

XI. Ethical Issues with Experiential Learning (1 hr)

XII. Child Labor Regulations and Experiential Learning Projects (1 hr)

XIII. Integrating Instruction, Experiential Learning, and Recognition Opportunities (1 hr)

XIV. Evaluating Award Applications (3 hrs)

XV. Poster Presentations, Course Wrap Up, and Review (1 hr)

XVI. Midterm Exam (1 hr)

XVII. Final Exam (3 hrs)

3. Method of Evaluation

1. Class Attendance and Participation (10 percent of the final grade)

Students are expected to be in class each class period, arrive to class on time, and participate in class discussions and activities.

2. Experiential Learning Philosophy (10 percent of the final grade)

Students will write a three page paper, using information from class discussion, readings, and outside sources, on their philosophy of how classroom instruction, youth organizations, and experiential learning projects relate to the total agriculture program.

3. School/Community Profile (15 percent of the final grade; 10 percent for graduate students)

Each student will be assigned a school district or a county extension office in which to do a school/community profile. Using data from the US Census, USDA, department of education, and school web sites, develop a profile of that school, the community, and local agriculture. For the school, the profile should contain school demographics for students and faculty, administrative structure, current information about agriculture science programs, and student performance on state tests. For the community, the profile should include demographics and major industries. For agriculture, include local commodities and agribusinesses. This profile should not exceed 5 typed pages.

4. Record Book Project (20 percent of the final grade; 15 percent for graduate students)

Each student will be provided data of a fictitious student. Using that data, the student will complete the online SAE record book at www.theaet.com (teacher education students) or an appropriate 4-H record book (leadership students).

5. Award Application Activity (10 percent of the final grade)

Based on the record book assignment completed earlier, students will complete an appropriate award application based on the records in the record book.

6. Application Evaluation Activity (5 percent of the final grade)

Each student will assist in the evaluation of award applications or degree applications based on a student's experiential learning project. Applications will be provided either from the State FFA Office or State 4-H Office for review. Students will work with a current teacher or extension agent in evaluating applications.

7. Homework Assignments (10 percent of the final grade)

Students will be assigned homework assignments throughout the semester to reinforce theories taught in class.

8. Midterm Exam (10 percent of the final grade)

9. Final Exam (10 percent of the final grade)

10. Poster Presentation (Graduate Students Only) (10 percent of the final grade)

Graduate students enrolled in this course will develop and present a poster presentation on an aspect of experiential learning projects as approved by the instructor.

Grading Scale:

A = 89.5 to 100.0
B = 79.5 to 89.4
C = 69.5 to 79.4
D = 59.5 to 69.4
F = 0 to 59.4

4. Justification and Learning Outcomes

A total agricultural education program (whether conducted in a formal or a non-formal setting) has three vital components: instruction, experiential learning, and leadership development. Students participating in a program should experience all three components in an equal fashion and all three should be connected to one another.

Originally, agricultural education programs and the students involved in such programs provided opportunities in and participated in all three components equally. However, as the times have changed and as the roles and responsibilities of agricultural educators and extension agents have changed, so has the nature of agricultural education programs. Instruction and leadership development still have a major focus, but the experiential learning component has become nearly void.

In recent years, the agricultural education profession (particularly teacher educators) has focused on defining what experiential learning is in agriculture and how to promote the importance of experiential learning within the profession. Task forces have been established and national summits have been conducted with leaders in the profession on the topic. It is the consensus of those attending these summits that the focus of experiential learning must begin with the preparation of educators at the university level who in turn will with today's youth on establishing experiential learning projects.

To help alleviate the void in Mississippi and the surrounding states, we are proposing to develop a course for teacher education students (both undergraduate and graduate) and extension agents to help them learn about the importance of experiential learning programs and how to work with youth in establishing such programs.

Specific learning outcomes will be

a. define and describe the importance of having experiential learning programs in agriculture
b. assist youth in establishing experiential learning programs that are age-appropriate and assist youth in meeting their career objectives
c. assist youth in seeking appropriate recognition avenues for participating in experiential learning programs

5. Academic Misconduct

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

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

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the

processes of the Honor Code. For additional information please visit: http://www.msstate.edu/dept/audit/1207A.html

6. Target Audience

The target audience for this course would be undergraduate students in agricultural information science (both the teaching and leadership concentrations) and graduate students completing the Master of Science degree in Agricultural and Extension Education (teaching concentration). Other individuals interesting in learning about experiential learning programs in agriculture would also be welcomed.

7. Support

A letter of support from the School of Human Sciences Curriculum Committee is included at the end of this proposal.

8. Instructor of Record

Dr. Kirk A. Swortzel or Dr. Gaea Hock

9. Graduate Student Requirements

Graduate students enrolled in this course will develop and present a poster presentation on an aspect of experiential learning projects as approved by the instructor.

10. Planned Frequency

Spring Semesters

11. Explanation of Any Duplication

Information about experiential learning is briefly introduced in AIS 2413 – Introduction to Agricultural Information Science. However, this course will be much more detailed and provide the "nuts and bolts" on why students in agricultural education should conduct experiential learning programs.

12. Method of Instruction Code

B. Lecture

13. Method of Delivery

F. Face to Face
I. Interactive Video – we will offer this class via interactive video every other semester to allow graduate students throughout the state to take this course. This will be done in conjunction with the face-to-face offering in Starkville.

14. Proposed CIP Number

01.0801

15. Proposed 30-Character Abbreviation

Experiential Learning Ag

16. Proposed Semester Effective

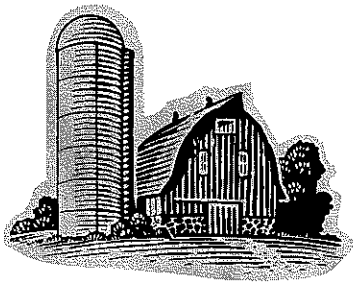
Spring 2015

17. Other Appropriate Information

Not applicable

18. Proposal Contact Person

Kirk A. Swortzel, kswortzel@ais.msstate.edu, 325-7837



AIS 4703/6703 - Experiential Learning Programs in Agriculture

Spring 2015

Catalog Description

Theory and practice in planning experiential learning projects for youth in agriculture; roles and responsibilities of teachers and extension agents in supervising and evaluating programs.

Course Objectives

After completing the course, students will be able to:

1. Define experiential learning
2. Describe the benefits of youth participating in experiential learning projects
3. Assist youth in planning experiential learning projects based on individual and community needs
4. Describe the types of experiential learning projects youth can conduct
5. Advise and supervise youth experiential learning projects
6. Develop a plan for evaluating experiential learning projects
7. Evaluate experiential learning projects
8. Assist youth in seeking appropriate recognition for conducting experiential learning projects
9. Demonstrate professionalism when working with youth on experiential learning projects

Required Textbooks

Phipps, L.J., Osborne, E. W., Dyer, J.E., & Ball, A. (2008). *Handbook on agricultural education in public schools* (6th edition). Albany, NY: Delmar.

Additional references and readings will be posted on the course website through Blackboard. You will need your university Net ID and password to access this site.

Academic Misconduct

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

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

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information please visit: http://www.msstate.edu/dept/audit/1207A.html

Cell Phone Policy

In accordance with Academic Operating Policy 10.08 (approved July 12, 2005) and in order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited. In this class, students are required to put cell phone in the silent mode and stow in backpack while attending class and laboratory sessions. Cell phones may not be used as calculators or clocks at any time during class and laboratory sessions.

Assessment of Student Progress

1. **Class Attendance and Participation (10 percent of the final grade)**

   Students are expected to be in class each class period, arrive to class on time, and participate in class discussions and activities.

2. **Experiential Learning Philosophy (10 percent of the final grade)**

   Students will write a three page paper, using information from class discussion, readings, and outside sources, on their philosophy of how classroom instruction, youth organizations, and experiential learning projects relate to the total agriculture program.

3. **School/Community Profile (15 percent of the final grade; 10 percent for graduate students)**

   Each student will be assigned a school district or a county extension office in which to do a school/community profile. Using data from the US Census, USDA, department of education, and school web sites, develop a profile of that school, the community, and local agriculture. For the school, the profile should contain school demographics for students and faculty, administrative structure, current information about agriculture science programs, and student performance on state tests. For the community, the profile should include demographics and major industries. For agriculture, include local commodities and agribusinesses. This profile should not exceed 5 typed pages.

4. **Record Book Project (20 percent of the final grade; 15 percent for graduate students)**

   Each student will be provided data of a fictitious student. Using that data, the student will complete the online SAE record book at www.theaet.com (teacher education students) or an appropriate 4-H record book (leadership students).

5. **Award Application Activity (10 percent of the final grade)**

   Based on the record book assignment completed earlier, students will complete an appropriate award application based on the records in the record book.

6. **Application Evaluation Activity (5 percent of the final grade)**

   Each student will assist in the evaluation of award applications or degree applications based on a student's experiential learning project. Applications will be provided either from the State FFA Office or State 4-H Office for review. Students will work with a current teacher or extension agent in evaluating applications.

7. **Homework Assignments (10 percent of the final grade)**

   Students will be assigned homework assignments throughout the semester to reinforce theories taught in class.

8. **Midterm Exam (10 percent of the final grade)**

9. **Final Exam (10 percent of the final grade)**

10. **Poster Presentation (Graduate Students Only) (10 percent of the final grade)**

    Graduate students enrolled in this course will develop and present a poster presentation on an aspect of experiential learning projects as approved by the instructor.

Grading Scale:

A = 89.5 to 100.0
B = 79.5 to 89.4
C = 69.5 to 79.4
D = 59.5 to 69.4
F = 0 to 59.4

Late Assignment Policy:

Late assignments will be graded as follows:

- Within 24 hours late (1 day), minus 5% from overall grade on assignment
- Within 72 hours late (3 days), minus 10% from overall grade on assignment
- Within 120 hours late (5 days), minus 15% from overall grade on assignment
- After 120 hours late (5 days), students will earn a "0" on the assignment – NO QUESTIONS ASKED!

Class Schedule

Date	Lesson Topic
January 12	Course Introduction
January 14	Historical Foundations of Experiential Learning
January 16	Agriculture Teacher/Extension Agent Roles in Experiential Learning
January 19	NO CLASS: MLK Holiday
January 21 & 23	Collecting School and Community Data to Plan Experiential Programs
January 26	Defining Experiential Learning in Agriculture
January 28 & 30	Types of Experiential Learning Projects
February 2	Non-Traditional Experiential Learning Projects in Agriculture
February 4 & 6	Planning Experiential Learning Projects
February 9 & 11	Supervising Experiential Learning Projects
February 13, 16, & 18	Working with Youth Livestock Programs in Mississippi
February 20 & 23	Keeping Records for Experiential Learning Projects
February 25, 27, March 2 & 4	Record Keeping Methods in Extension Education
March 6	Mid Term Examination
March 9, 11, & 13	NO CLASS: Spring Break
March 16, 18, 20, & 23	Using Computer-Based Record Keeping Systems for Experiential Learning Projects
March 25	Reasons for Recognizing Students in Experiential Learning
March 27 & 30	Specific Recognition Programs for Experiential Learning Projects in Extension
April 1	Specific Recognition Programs for Experiential Learning Projects in Agriculture Classrooms
April 3	NO CLASS: Good Friday
April 6 & 8	Specific Recognition Programs for Experiential Learning Projects in Agriculture Classrooms
April 10	Research Support for Experiential Learning Programs
April 13	Resources for Experiential Learning Projects
April 15	Ethical Issues with Experiential Learning and Recognition Programs

April 17	Child Labor Regulations and Experiential Learning Projects
April 20	Integrating Instruction, Experiential Learning, and Recognition Programs
April 22, 24, & 27	Evaluating Award Applications
April 29	Poster Presentations, Course Wrap Up, and Review for Final Exam
May 1 – 7	FINAL EXAM

MISSISSIPPI STATE UNIVERSITY

School of Human Sciences

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

March 4, 2014

Dr. Michael Cox
Chair, CALS Curriculum Committee
Box 9555
Mississippi State, MS 39762

Dr. Michael Cox:

The School of Human Sciences Curriculum Committee has reviewed the proposal for the addition of AIS 4703/6703 Experiential Learning Programs in Agriculture, and we fully support the proposal. We believe this addition reflects the necessary preparations for the successful completion of the degree program.

Sincerely,

Joe D. Wilmoth, Chair

Laura Downey, Member

Charles Freeman, Member

Julie Parker, Member

Tommy Phillips, Member

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

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Ag & Life Sciences **Department:** School of Human Sciences

Contact Person: Kirk Swortzel **Mail Stop:** 9745 **E-mail:** kswortzel@ais.msstate.edu

Nature of Change: Add **Date Initiated:** 2/14 **Effective Date:** Fall 14

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
AIS	8100	Creative Component Project in AEE	(1-6)

New or Modified Catalog Description:

Capstone experience supervised by student's major professor and master's committee. Individual project involving application of coursework to the student's career goals.

Approved: Michael E. Newman		*Date:* 2-26-14
Department Head		
		3/31/2014
Chair, College or School Curriculum Committee		
for GH		4/1/14
Dean of College or School		
Chair, University Committee on Courses and Curricula		
Chair, Graduate Council (if applicable)		
Chair, Deans Council		

1. Catalog Description

AIS 8100. Creative Component Project in Agricultural and Extension Education (1-6). Capstone experience supervised by student's major professor and master's committee. Individual project involving application of coursework to the student's career goals.

2. Detailed Course Outline

AIS 8100 is designed to provide graduate students in agricultural and extension education completing the non-thesis option an opportunity to complete a project based on coursework they have completed and is applicable to their career objectives. This project is designed to integrate scholarship in the field with preparation for professional success. Examples of possible projects include submission of a grant application, curriculum development projects, instructional materials packets, development of a course of study, public relations program development, sales mentoring programs, marketing an educational program, or other creative endeavor.

Students enrolled in AIS 8100 will be expected to spend a minimum of 50 clock hours per credit hour. At the beginning of each semester, students will meet with their major professor to outline the project and determine the amount of time to be allocated to each step of the project. At the end of each semester, students will turn in an actual log of time spent of the project that semester.

While students may be able to repeat this course, only six credit hours will be applied to the Master of Science degree in Agricultural and Extension Education. (See degree modification).

See the course syllabus for a recommended outline for conducting the creative component.

3. Method of Evaluation

Students completing the creative component will be graded satisfactory/unsatisfactory (S/U). Students must submit a Creative Component Contract to their major professor by the 5th class day outlining the goals for the semester. The student and major professor will agree to deadlines for completing the steps for the creative component and will agree to what must be completed in order to receive a satisfactory grade. When the project is completed, the document is reviewed by the student's committee, defended orally, revised as necessary, and approved as acceptable by the entire committee and the departmental graduate coordinator.

Students who receive a "U" on their creative component will be automatically placed on probation. Receiving a second "U" will automatically terminate you from the program.

4. Justification and Learning Outcomes

This course is being added in order for graduate students in agricultural and extension education completing the non-thesis option to develop and complete a practical project that they can use in their current or future occupation. The project will allow graduate students to integrate what they have learned in their graduate classes to the real world in order to achieve professional success.

Students completing this project will:

a. integrate theories from the field into a practical project
b. apply current research from the field into a real-world project
c. present the results of this project in the professional world

5. Academic Misconduct

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

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

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information please visit: http://www.msstate.edu/dept/audit/1207A.html

6. Target Audience

The target audience for this course would be graduate students completing the Master of Science degree in Agricultural and Extension Education (non-thesis option).

7. Support

A letter of support from the School of Human Sciences Curriculum Committee is included at the end of this proposal.

8. Instructor of Record

All graduate faculty members in Agricultural and Extension Education may be in the instructor of record in this course. Each faculty member will have an individual section of the course should a student they are advising enroll that semester.

9. Graduate Student Requirements

Not Applicable

10. Planned Frequency

Course will be offered as needed for students who are scheduled to work on their project.

11. Explanation of Any Duplication

None

12. Method of Instruction Code

I. Directed Individual Study, Special Problem

13. Method of Delivery

F. Face to Face

14. Proposed CIP Number

01.0801

15. Proposed 30-Character Abbreviation

Creative Component AEE

16. Proposed Semester Effective

Fall 2014

17. Other Appropriate Information

Not applicable

18. Proposal Contact Person

Kirk A. Swortzel, kswortzel@ais.msstate.edu, 325-7837



AIS 8100 - Creative Component Project in Agricultural and Extension Education

Catalog Description

Capstone experience supervised by student's major professor and master's committee. Individual project involving application of coursework to the student's career goals.

Course Objectives

Students completing this project will:

a. integrate theories from the field into a practical project
b. apply current research from the field into a real-world project
c. present the results of this project in the professional world

Academic Misconduct

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

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

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information please visit: http://www.msstate.edu/dept/audit/1207A.html

Assessment of Student Progress

Students completing the creative component will be graded satisfactory/unsatisfactory (S/U). Students must submit a Creative Component Contract to their major professor by the 5th class today outlining the goals for the semester. The student and major professor will agree to deadlines for completing the steps for the creative component and will agree to what must be completed in order to receive a satisfactory grade. When the project is completed, the document is reviewed by the student's committee, defended orally, revised as necessary, and approved as acceptable by the entire committee and the departmental graduate coordinator.

Students who receive a "U" on their creative component will be automatically placed on probation. Receiving a second "U" will automatically terminate you from the program.

Suggested Format

The Creative Component for a Master's Degree in Agricultural and Extension Education is NOT a thesis. Therefore, the creative component is not submitted to the Office of Thesis and Dissertation Format Review or the Dean's Office for review and approval. Final approval of the creative component is made by the Graduate Advisory Committee.

The Creative Component is an original project that the master's candidate develops to fill a need in his/her professional career preparation. Examples of creative components include curriculum development projects, instructional materials packets, development of a course of study, public relations program development, sales mentoring program, marketing an educational program, or other creative endeavor. Please note that graduate students pursuing teacher certification may use their student teaching portfolio as their creative component.

The creative component should be focused on a project that will be useful to the candidate in his/her professional work. It is also important that it has a specific purpose. With these concepts in mind, it is very important that the creative component has a scholarly format and is presented in a professional document.

It is recommended that the following format be used. The format may vary according to the project, but this format is a general rule-of-thumb to follow.

Chapter 1 – (Answers the "What" question and sets the stage)
- Introduction
- Purpose & Objectives
- Need
- Definition of Terms

Chapter 2 – (Answers the "Why" question)
- Literature Review

Chapter 3 – (Answers the "How" question. How was it done?)
- Methods & Procedures

Chapter 4 – (Answers the "Results" question. What was developed?)
- Present the "product"
- The product may be an attachment/appendix to report

Chapter 5 – (Answers the "So What" question)
- Reflect on the project
- What is recommended?
- Extensions
- Do anything different?

Summary

References, etc.

The format above is only a suggestion. Major professors in the department may have varying ideas on the format to follow for a creative component, but a product and a report about it should be the final output of a creative component. It is expected that master's degree programs have some kind of publication as the result of the effort, e.g., posters, papers, articles.

Students enrolled in AIS 8100 will be expected to spend a minimum of 50 clock hours per credit hour. At the beginning of each semester, students will meet with their major professor to outline the project and determine the amount of time to be allocated to each step of the project. At the end of each semester, students will turn in an actual log of time spent of the project that semester.

While students may be able to repeat this course, only six credit hours will be applied to the Master of Science degree in Agricultural and Extension Education.

Work very closely with the graduate faculty member serving as the major professor for your program for guidance on the development of the creative component.

MISSISSIPPI STATE UNIVERSITY

School of Human Sciences

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

March 4, 2014

Dr. Michael Cox
Chair, CALS Curriculum Committee
Box 9555
Mississippi State, MS 39762

Dr. Michael Cox:

The School of Human Sciences Curriculum Committee has reviewed the proposal for the addition of AIS 8100 Creative Component Project in AEE, and we fully support the proposal. We believe this addition reflects the necessary preparations for the successful completion of the degree program.

Sincerely,

Joe D. Wilmoth, Chair

Laura Downey, Member

Charles Freeman, Member

Julie Parker, Member

Tommy Phillips, Member

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

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Ag & Life Sciences **Department:** School of Human Sciences

Contact Person: Kirk Swortzel **Mail Stop:** 9745 **E-mail:** kswortzel@ais.msstate.edu

Nature of Change: Add **Date Initiated:** 2/14 **Effective Date:** Fall 14

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
AIS	8603	Teaching Internship in AEE I	(3)

New or Modified Catalog Description:

(Co-requisite: AIS 8613). Professional full-day public school teaching experience in diverse settings and grade levels for 8 weeks (320 hours) under classroom mentor teachers and university supervisors.

Approved: Michael E. Newman		*Date:* 2-26-14
Department Head		
		3/25/14
Chair, College or School Curriculum Committee		
for AH		3/26/14
Dean of College or School		
Chair, University Committee on Courses and Curricula		
Chair, Graduate Council (if applicable)		
Chair, Deans Council		

1. Catalog Description

AIS 8603. Teaching Internship in AEE I. (Co-requisite: AIS 8613). Professional full-day public school teaching experience in diverse settings and grade levels for 8 weeks (320 hours) under classroom mentor teachers and university supervisors.

2. Detailed Course Outline

AIS 8603 is designed to provide master's degree students in Agricultural and Extension Education (teaching concentration) the experience required to earn a Class AA License in Mississippi to teach agriculture at the secondary level. Students complete two eight-week placements, both of which entail 320 hours each (8 weeks at 5 days per week and 8 hours per day). This internship is for the requirements of the first eight-week experience as required by the Office of Clinical/Field-Based Instruction, Licensure, and Outreach. The objectives for the internship and methods of evaluation are included in the syllabus.

3. Method of Evaluation

See attached syllabus

4. Justification and Learning Outcomes

Presently, students complete one six-hour teaching internship in order to earn their teaching license. Undergraduate students complete two six-hour teaching internships, one for the first eight-week placement and the other during the second eight-week placement. Undergraduates receive two separate grades for their teaching internships, one for each placement. In order for an undergraduate student to complete the second eight-week placement, they must earn a "C" in the first placement.

With the way the graduate teaching internship is structured currently, there is no way for graduate students to receive separate grades for each placement. The creation of this teaching internship course (and the subsequent AIS 8613) will allow us to follow the same guidelines and structure as the undergraduate teaching internship.

Students completing this internship will:

a. experience all roles of a professional teacher (instructional and non-instructional) through planned, sequenced activities
b. become a professional teacher through self-evaluation, problem solving, and reflection about teaching and learning.

5. Academic Misconduct

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

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

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6. Target Audience

The target audience for this course would be graduate students completing the Master of Science degree in Agricultural and Extension Education (teaching concentration).

7. Support

A letter of support from the School of Human Sciences Curriculum Committee is included at the end of this proposal.

8. Instructor of Record

Dr. Kirk A. Swortzel or Dr. Gaea Hock

9. Graduate Student Requirements

Not Applicable

10. Planned Frequency

Course will be offered as needed for students who are scheduled to complete their teaching internship.

11. Explanation of Any Duplication

None

12. Method of Instruction Code

F. Student Teaching Field Experience

13. Method of Delivery

F. Face to Face

14. Proposed CIP Number

01.0801

15. Proposed 30-Character Abbreviation

Teaching Internship in AEE I

16. Proposed Semester Effective

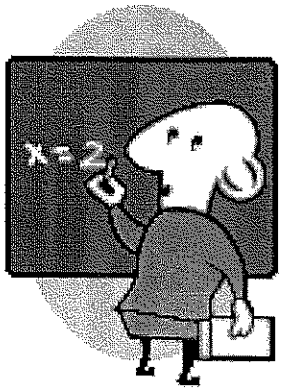
Fall 2014

17. Other Appropriate Information

Not applicable

18. Proposal Contact Person

Kirk A. Swortzel, kswortzel@ais.msstate.edu, 325-7837



AIS 8603 – Teaching Internship in AEE I

Catalog Description

(Co-requisite: AIS 8613). Professional full-day public school teaching experience in diverse settings and grade levels for 8 weeks (320 hours) under classroom mentor teachers and university supervisors.

Course Objectives

The teacher intern will:

1. Assess personal/social suitability for teaching and evaluate choice of major/concentration and grade-level interest. (CFPO 1)
2. Experience all roles of a professional teacher (instructional and non-instructional) through planned, sequenced activities in a 16 week program. (InTASC 1-10; CFPO 1)
3. Apply principles and methods from the knowledge base of the professional program. (INTASC 4, 7; CFPO 3)
4. Gain experience working with students with special needs. (InTASC 1, 2; CFPO 2)
5. Experiment with alternative strategies to increase student learning. (InTASC 2, 3, 5, 6, 8; CFPO 7, 9)
6. Gain experience working with students from different cultural and socioeconomic backgrounds. (InTASC 2, 3, 7; CFPO 1, 6)
7. Observe and practice classroom management strategies. (InTASC 1, 3, 5; CFPO 6)
8. Communicate about and discuss all phases of experience with both the school site supervisor and the university supervisor. (InTASC 9; CFPO 1-10)
9. Receive feedback from structured observations, including conferencing and suggestions for improvement, from the school site supervisor and university supervisor. (InTASC 1-10; CFPO 1-10)
10. Practice the skills identified in the Teacher Intern Assessment Instrument. (InTASC 1-10; CFPO 1-10)
11. Gain knowledge of classroom and school practices and policies. (InTASC 9; CFPO 1, 7, 8)
12. Gain knowledge of parent involvement activities and practices. (InTASC 10)
13. Become a professional teacher through self-evaluation, problem solving, and reflection about teaching and learning. (InTASC 9; CFPO 1)

Required Textbooks

Office of Clinical/Field-Based Instruction, Licensure, and Outreach. Mississippi State University. (Latest Edition). *Teaching Internship Handbook.*

Academic Misconduct

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

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

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Assessment of Student Progress

Teacher interns will demonstrate the performance standards and expectations included in three assessment instruments (Parts I, II, and III) used to assess teacher interns during the Teaching Internship. The assessments are as follows:

Part I: Teacher Intern Assessment Instrument (TIAI) – Formative and Summative
Part II: Dispositions Assessment
Part III: Content Area Performance Assessment (CAPA)

The TIAI is based on the ten standards developed by the Interstate New Teacher Assessment and Support Consortium (InTASC), the Mississippi Statewide Teacher Appraisal Rubric (M-STAR), and the National Council for Accreditation of Teacher Education (NCATE).

PART I: TEACHER INTERN ASSESSMENT (TIAI):

Planning and Preparation

1. Selects developmentally appropriate, performance based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC 4, 7; M-STAR Domain I – 4; NCATE 1a)

2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful. (InTASC 1, 2, 3, 4, 7; M-STAR Domains I – 2, III – 10; NCATE 1c, 4a)

3. Integrates core content knowledge from other subject area as in lessons. (InTASC 4, 7; M-STAR Domain I – 1; NCATE 1a)

4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology. (InTASC 1, 4, 5, 7, 8; M-STAR Domains I –1, I –4, III –10; NCATE 1a, 1b)

5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. (InTASC 6, 7; M-STAR Domains II –5, II – 6, III – 9; NCATE 1a, 1d)

6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities). (InTASC – 1, 2, 7, 8; M - STAR Domains I – 2, II – 5, II – 6; NCATE 1a, 1d, 4a)

Assessment

7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. (InTASC 6; M-STAR Domains II – 5, II – 6; NCATE 1a, 1d)

8. Incorporates a variety of informal and formal assessments (ex. –pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (InTASC - 1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; NCATE 1d)

Teaching for Learning

9. Uses acceptable written, oral, and nonverbal communication in planning and instruction. (InTASC 5; M-STAR Domain III – 11)

10. Provides clear, complete written and/or oral directions for instructional activities. (InTASC 8; M-STAR Domain III – 11)

11. Communicates high expectations for learning to all students. (InTASC 2; M - STAR Domains I – 3, IV – 15)

12. Conveys enthusiasm for teaching and learning. (InTASC 3, 4; M-STAR Domain IV – 15, IV –16)

13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (InTASC -1, 3, 5; M-STAR Domains III – 8, IV – 15; NCATE 1b)

14. Demonstrates knowledge of content for the subject(s) taught. (InTASC 4; M-STAR Domain III - 7; NCATE 1a, 1b)

15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning. (InTASC 8; M-STAR Domain III – 8, III –9; NCATE 1b)

16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs). (InTASC 1, 2, 8; M-STAR Domain I – 2; NCATE 1c)

17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking. (InTASC 4, 5, 8; M-STAR Domains I – 3, II – 6, III – 8, III – 9; NCATE 1b, 1c)

18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses. (InTASC 1, 5, 8; M-STAR Domains II – 5, II –6, III – 9; NCATE 1c, 1d)

19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning. (InTASC 10; M-STAR Domain III – 10: NCATE – 1c, 1g)

Learning Environment

20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (InTASC 3: M-STAR Domain IV – 12, IV – 13, IV – 16; NCATE 1d)

21. Attends to or delegates routine tasks. (InTASC 3; M-STAR Domain IV – 12)

22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (InTASC 3; M-STAR Domain IV – 13, IV – 16)

23. Creates and maintains a climate of fairness, safety, respect, and support for all students. (InTASC 3; M-STAR Domain IV – 13)

24. Maximizes time available for instruction (Uses instructional time effectively). (InTASC 3; M-STAR Domain IV – 14)

Professional Responsibilities

25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.). (InTASC 10; M-STAR Domain V – 19; NCATE 1g)

PART II: DISPOSITIONS ASSESSMENT:

Dispositions are the attitudes and beliefs about learning and teaching (e.g., the belief that all children can learn) and the ability to exhibit professional conduct and behavior. The teacher education program addresses the knowledge, skills/performances, and dispositions needed by beginning teachers. The purpose of this assessment is to evaluate whether teacher interns consistently meet the expectations for personal and professional characteristics and professionalism. The Dispositions Assessment is completed by classroom mentor teachers and university supervisors twice during the Teaching Internship semester.

PART III: CONTENT AREA PERFORMANCE ASSESSMENT (CAPA):

This evaluation is intended to provide assessment of the teacher intern's abilities to plan, teach, and impact student learning of the assigned content. These objectives can be met through the implementation of criteria which reflect the philosophy, theories, and methods taught during professional education courses and the professional core at Mississippi State University.

Specific Teacher Intern Assignments (all assignments are submitted via TaskStream):

Lesson Plans for Week 2	0 points
Lesson Plans for Week 3	0 points
Lesson Plans for Week 4	30 points
Lesson Plans for Week 5	30 points
Lesson Plans for Week 6	30 points
Lesson Plans for Week 7	30 points
Formative Observation by Mentor Teacher	0 points
Formative Observation by University Supervisor	0 points
Summative Observation by Mentor Teacher	300 points
Summative Observation by University Supervisor	300 points
Dispositions Rating by Mentor Teacher	75 points
Dispositions Rating by University Supervisor	75 points
Teacher Observation I Summary	15 points
Teacher Observation II Summary	15 points
Video Self Reflection	100 points

Grading Scale:

A = 930 – 1000 points
B = 830 – 929 points
C = 750 – 829 points
D = 700 – 749 points
F = 699 points or less

NOTE: Interns must earn a "C" or better in AIS 8603 in order to progress to the second placement (AIS 8613).

Late Assignment Policy:

Any assignment that is submitted **more three days past the due date** will automatically receive a maximum grade of 50% (per rules of the Office of Clinical/Field-Based Instruction, Licensure, and Outreach). Any assignment submitted **more than five days past the due date** will automatically receive zero points. **(This does not excuse the intern from completing the assignment.)**

MISSISSIPPI STATE UNIVERSITY

School of Human Sciences

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

March 4, 2014

Dr. Michael Cox
Chair, CALS Curriculum Committee
Box 9555
Mississippi State, MS 39762

Dr. Michael Cox:

The School of Human Sciences Curriculum Committee has reviewed the proposal for the addition of AIS 8603 Teaching Internship in AEE I, and we fully support the proposal. We believe this addition reflects the necessary preparations for the successful completion of the degree program.

Sincerely,

Joe D. Wilmoth, Chair

Laura Downey, Member

Charles Freeman, Member

Julie Parker, Member

Tommy Phillips, Member

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APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Ag & Life Sciences **Department:** School of Human Sciences

Contact Person: Kirk Swortzel **Mail Stop:** 9745 **E-mail:** kswortzel@ais.msstate.edu

Nature of Change: Add **Date Initiated:** 2/14 **Effective Date:** Fall 14

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
AIS	8613	Teaching Internship in AEE II	(3)

New or Modified Catalog Description:

(Co-requisite: AIS 8603). Professional full-day public school teaching experience in diverse settings and grade levels for 8 weeks (320 hours) under classroom mentor teachers and university supervisors.

Approved: Michael E. Newman	Department Head	*Date:* 2-26-14
	Chair, College or School Curriculum Committee	3-25-14
For GH	Dean of College or School	3/26/14
	Chair, University Committee on Courses and Curricula	
	Chair, Graduate Council (if applicable)	
	Chair, Deans Council	

1. Catalog Description

AIS 8613. Teaching Internship in AEE II. (Co-requisite: AIS 8603). Professional full-day public school teaching experience in diverse settings and grade levels for 8 weeks (320 hours) under classroom mentor teachers and university supervisors.

2. Detailed Course Outline

AIS 8613 is designed to provide master's degree students in Agricultural and Extension Education (teaching concentration) the experience required to earn a Class AA License in Mississippi to teach agriculture at the secondary level. Students complete two eight-week placements, both of which entail 320 hours each (8 weeks at 5 days per week and 8 hours per day). This internship is for the requirements of the second eight-week experience as required by the Office of Clinical/Field-Based Instruction, Licensure, and Outreach. The objectives for the internship and methods of evaluation are included in the syllabus.

3. Method of Evaluation

See attached syllabus

4. Justification and Learning Outcomes

Presently, students complete one six-hour teaching internship in order to earn their teaching license. Undergraduate students complete two six-hour teaching internships, one for the first eight-week placement and the other during the second eight-week placement. Undergraduates receive two separate grades for their teaching internships, one for each placement. In order for an undergraduate student to complete the second eight-week placement, they must earn a "C" in the first placement.

With the way the graduate teaching internship is structured currently, there is no way for graduate students to receive separate grades for each placement. The creation of this teaching internship course (and AIS 8603) will allow us to follow the same guidelines and structure as the undergraduate teaching internship.

Students completing this internship will:

a. experience all roles of a professional teacher (instructional and non-instructional) through planned, sequenced activities
b. become a professional teacher through self-evaluation, problem solving, and reflection about teaching and learning.

5. Academic Misconduct

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

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6. Target Audience

The target audience for this course would be graduate students completing the Master of Science degree in Agricultural and Extension Education (teaching concentration).

7. Support

A letter of support from the School of Human Sciences Curriculum Committee is included at the end of this proposal.

8. Instructor of Record

Dr. Kirk A. Swortzel or Dr. Gaea Hock

9. Graduate Student Requirements

Not Applicable

10. Planned Frequency

Course will be offered as needed for students who are scheduled to complete their teaching internship.

11. Explanation of Any Duplication

None

12. Method of Instruction Code

F. Student Teaching Field Experience

13. Method of Delivery

F. Face to Face

14. Proposed CIP Number

01.0801

15. Proposed 30-Character Abbreviation

Teaching Internship in AEE II

16. Proposed Semester Effective

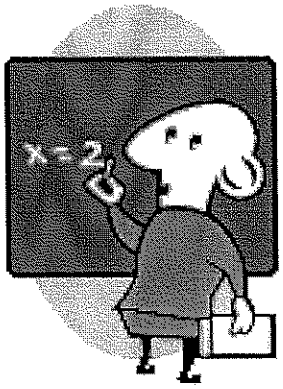
Fall 2014

17. Other Appropriate Information

Not applicable

18. Proposal Contact Person

Kirk A. Swortzel, kswortzel@ais.msstate.edu, 325-7837



AIS 8613 – Teaching Internship in AEE II

Catalog Description

(Co-requisite: AIS 8603). Professional full-day public school teaching experience in diverse settings and grade levels for 8 weeks (320 hours) under classroom mentor teachers and university supervisors.

Course Objectives

The teacher intern will:

1. Assess personal/social suitability for teaching and evaluate choice of major/concentration and grade-level interest. (CFPO 1)
2. Experience all roles of a professional teacher (instructional and non-instructional) through planned, sequenced activities in a 16 week program. (InTASC 1-10; CFPO 1)
3. Apply principles and methods from the knowledge base of the professional program. (INTASC 4, 7; CFPO 3)
4. Gain experience working with students with special needs. (InTASC 1, 2; CFPO 2)
5. Experiment with alternative strategies to increase student learning. (InTASC 2, 3, 5, 6, 8; CFPO 7, 9)
6. Gain experience working with students from different cultural and socioeconomic backgrounds. (InTASC 2, 3, 7; CFPO 1, 6)
7. Observe and practice classroom management strategies. (InTASC 1, 3, 5; CFPO 6)
8. Communicate about and discuss all phases of experience with both the school site supervisor and the university supervisor. (InTASC 9; CFPO 1-10)
9. Receive feedback from structured observations, including conferencing and suggestions for improvement, from the school site supervisor and university supervisor. (InTASC 1-10; CFPO 1-10)
10. Practice the skills identified in the Teacher Intern Assessment Instrument. (InTASC 1-10; CFPO 1-10)
11. Gain knowledge of classroom and school practices and policies. (InTASC 9; CFPO 1, 7, 8)
12. Gain knowledge of parent involvement activities and practices. (InTASC 10)
13. Become a professional teacher through self-evaluation, problem solving, and reflection about teaching and learning. (InTASC 9; CFPO 1)

Required Textbooks

Office of Clinical/Field-Based Instruction, Licensure, and Outreach. Mississippi State University. (Latest Edition). *Teaching Internship Handbook.*

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Assessment of Student Progress

Teacher interns will demonstrate the performance standards and expectations included in three assessment instruments (Parts I, II, and III) used to assess teacher interns during the Teaching Internship. The assessments are as follows:

Part I: Teacher Intern Assessment Instrument (TIAI) – Formative and Summative
Part II: Dispositions Assessment
Part III: Content Area Performance Assessment (CAPA)

The TIAI is based on the ten standards developed by the Interstate New Teacher Assessment and Support Consortium (InTASC), the Mississippi Statewide Teacher Appraisal Rubric (M-STAR), and the National Council for Accreditation of Teacher Education (NCATE).

PART I: TEACHER INTERN ASSESSMENT (TIAI):

Planning and Preparation

1. Selects developmentally appropriate, performance based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC 4, 7; M-STAR Domain I – 4; NCATE 1a)

2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful. (InTASC 1, 2, 3, 4, 7; M-STAR Domains I – 2, III – 10; NCATE 1c, 4a)

3. Integrates core content knowledge from other subject area as in lessons. (InTASC 4, 7; M-STAR Domain I – 1; NCATE 1a)

4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology. (InTASC 1, 4, 5, 7, 8; M-STAR Domains I –1, I –4, III –10; NCATE 1a, 1b)

5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. (InTASC 6, 7; M-STAR Domains II –5, II – 6, III – 9; NCATE 1a, 1d)

6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities). (InTASC – 1, 2, 7, 8; M - STAR Domains I – 2, II – 5, II – 6; NCATE 1a, 1d, 4a)

Assessment

7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. (InTASC 6; M-STAR Domains II – 5, II – 6; NCATE 1a, 1d)

8. Incorporates a variety of informal and formal assessments (ex. –pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (InTASC - 1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; NCATE 1d)

Teaching for Learning

9. Uses acceptable written, oral, and nonverbal communication in planning and instruction. (InTASC 5; M-STAR Domain III – 11)

10. Provides clear, complete written and/or oral directions for instructional activities. (InTASC 8; M-STAR Domain III – 11)

11. Communicates high expectations for learning to all students. (InTASC 2; M - STAR Domains I – 3, IV – 15)

12. Conveys enthusiasm for teaching and learning. (InTASC 3, 4; M-STAR Domain IV – 15, IV –16)

13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (InTASC -1, 3, 5; M-STAR Domains III – 8, IV – 15; NCATE 1b)

14. Demonstrates knowledge of content for the subject(s) taught. (InTASC 4; M-STAR Domain III - 7; NCATE 1a, 1b)

15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning. (InTASC 8; M-STAR Domain III – 8, III –9; NCATE 1b)

16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs). (InTASC 1, 2, 8; M-STAR Domain I – 2; NCATE 1c)

17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking. (InTASC 4, 5, 8; M-STAR Domains I – 3, II – 6, III – 8, III – 9; NCATE 1b, 1c)

18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses. (InTASC 1, 5, 8; M-STAR Domains II – 5, II –6, III – 9; NCATE 1c, 1d)

19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning. (InTASC 10; M-STAR Domain III – 10: NCATE – 1c, 1g)

Learning Environment

20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (InTASC 3: M-STAR Domain IV – 12, IV – 13, IV – 16; NCATE 1d)

21. Attends to or delegates routine tasks. (InTASC 3; M-STAR Domain IV – 12)

22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (InTASC 3; M-STAR Domain IV – 13, IV – 16)

23. Creates and maintains a climate of fairness, safety, respect, and support for all students. (InTASC 3; M-STAR Domain IV – 13)

24. Maximizes time available for instruction (Uses instructional time effectively). (InTASC 3; M-STAR Domain IV – 14)

Professional Responsibilities

25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.). (InTASC 10; M-STAR Domain V – 19; NCATE 1g)

PART II: DISPOSITIONS ASSESSMENT:

Dispositions are the attitudes and beliefs about learning and teaching (e.g., the belief that all children can learn) and the ability to exhibit professional conduct and behavior. The teacher education program addresses the knowledge, skills/performances, and dispositions needed by beginning teachers. The purpose of this assessment is to evaluate whether teacher interns consistently meet the expectations for personal and professional characteristics and professionalism. The Dispositions Assessment is completed by classroom mentor teachers and university supervisors twice during the Teaching Internship semester.

PART III: CONTENT AREA PERFORMANCE ASSESSMENT (CAPA):

This evaluation is intended to provide assessment of the teacher intern's abilities to plan, teach, and impact student learning of the assigned content. These objectives can be met through the implementation of criteria which reflect the philosophy, theories, and methods taught during professional education courses and the professional core at Mississippi State University.

Specific Teacher Intern Assignments (all assignments are submitted via TaskStream):

Lesson Plans for Week 2	0 points
Lesson Plans for Week 3	0 points
Lesson Plans for Week 4	30 points
Lesson Plans for Week 5	30 points
Lesson Plans for Week 6	30 points
Formative Observation by Mentor Teacher	0 points
Formative Observation by University Supervisor	0 points
Summative Observation by Mentor Teacher	300 points
Summative Observation by University Supervisor	300 points
Dispositions Rating by Mentor Teacher	75 points
Dispositions Rating by University Supervisor	75 points
Teacher Observation III Summary	15 points
Family Involvement Activities	45 points
Impact on Student Learning Assignment	100 points

Grading Scale:

A = 930 – 1000 points
B = 830 – 929 points
C = 750 – 829 points
D = 700 – 749 points
F = 699 points or less

Late Assignment Policy:

Any assignment that is submitted **more three days past the due date** will automatically receive a maximum grade of 50% (per rules of the Office of Clinical/Field-Based Instruction, Licensure, and Outreach). Any assignment submitted **more than five days past the due date** will automatically receive zero points. **(This does not excuse the intern from completing the assignment.)**

MISSISSIPPI STATE UNIVERSITY™

School of Human Sciences

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

March 4, 2014

Dr. Michael Cox
Chair, CALS Curriculum Committee
Box 9555
Mississippi State, MS 39762

Dr. Michael Cox:

The School of Human Sciences Curriculum Committee has reviewed the proposal for the addition of AIS 8613 Teaching Internship in AEE II, and we fully support the proposal. We believe this addition reflects the necessary preparations for the successful completion of the degree program.

Sincerely,

Joe D. Wilmoth, Chair

Laura Downey, Member

Charles Freeman, Member

Julie Parker, Member

Tommy Phillips, Member

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

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Ag & Life Sciences **Department:** School of Human Sciences

Contact Person: Dr. Kirk A. Swortzel **Mail Stop:** 9745 **E-mail:** kswortzel@ais.msstate.edu

Nature of Change: Modify **Date Initiated:** 02/2013 **Effective Date:** Fall 2013

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
AIS	8693	Philos Found of Ag & HS	(3)

Current Catalog Description:

Three hours lecture. Philosophies,foundational theories, and research on teaching and learning processes applied to formal and non-formal programs in agricultural education and human sciences.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
AIS	8693	Philos Found of AEE	(3)

New or Modified Catalog Description:

Three hours lecture. Philosophies,foundational theories, and research on teaching and learning processes applied to formal and non-formal programs in agricultural and extension education.

Approved: Michael E. Newman	**Department Head**	*Date:* 2-26-13
	Chair, College or School Curriculum Committee	3-21-13
W. Taylor for D. M. Hopper	**Dean of College or School**	3/27/2013
	Chair, University Committee on Courses and Curricula	
	Chair, Graduate Council (if applicable)	
	Chair, Deans Council	

APPROVAL FORM FOR

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Contact Person: Dr. Kirk A. Swortzel **Mail Stop:** 9745 **E-mail:** kswortzel@ais.msstate.edu

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N. Taylor for G. M. Hopper Dean of College or School	3/27/2013
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

COURSE MODIFICATION

A. PROPOSAL FORMAT

1. CATALOG DESCRIPTION

Current Catalog Description:

AIS 8693. Philos Found of Ag & HS. Three hours lecture. Philosophies, foundational theories, and research on teaching and learning processes applied to formal and non-formal programs in agricultural education and human sciences.

Proposed Catalog Description:

AIS 8693. Philos Found of AEE. Three hours lecture. Philosophies, foundational theories, and research on teaching and learning processes applied to formal and non-formal programs in agricultural and extension education.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

a. Changing course title from Philos Found of Ag & HS to Philos Found of AEE
b. Changing catalog description to reflect the nature of the course reflecting agricultural and extension education
c. Modifying learning outcomes/objectives to reflect agricultural and extension education
d. Modifying course content to reflect agricultural and extension education

3. JUSTIFICATION AND LEARNING OUTCOMES

When this course was originally revised, it was the intent to modify the course title, course description, and course content to reflect the potential new doctoral degree program in Human Development and Family Studies that was being developed at that time. At that time, there was the thought that students in the HDFS degree program might take this course as a part of their degree requirements. However, as the degree program was developed, faculty members in HDFS developed their own foundational course to better reflect their program and options within the degree program for their students.

Returning the nature of this course to focus on agricultural and extension education should allow students from other graduate programs within the college to consider this course, particularly if they desire to understand teaching and learning as it is applied to an agricultural setting. Many graduate students in agriculture are not exposed to theories of teaching and learning and philosophies of education while they attend graduate school, yet many have teaching responsibilities in lab-based courses or they have to teach one they are hired at the university level.

The proposed new learning outcomes/objectives for this course are:

a. Identify philosophical foundations of agricultural and extension education.
b. Develop a conversational knowledge of educational philosophies and philosophers related to the practice of agricultural and extension education.
c. Compare and contrast philosophies used throughout history in agricultural and extension education.

d. State and defend a personal philosophy of agricultural and extension education.
e. Interpret experiential learning theories applicable to agricultural and extension education programs.
f. Develop a plan for utilizing experiential-based strategies in a lesson or project.
g. Describe principles associated with foundational teaching and learning theories in agricultural and extension education.
h. Apply learning theories to agricultural and extension education programs.
i. Design teaching and learning activities in agricultural and extension education that utilize, model, and apply teaching and learning theories.

4. ADDITIONAL INFORMATION

a. COURSE SYMBOL – No change

b. COURSE NUMBER –
First Digit: No change
Second and Third Digit: No change
Fourth Digit: No change

c. COURSE TITLE – Course title is being changed *from Philosophical Foundations of Agriculture and Human Sciences* to **Philosophical Foundations of Agricultural and Extension Education**

d. CREDIT HOURS – No change

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

f. METHOD/HOURS OF INSTRUCTION – No change

g. METHOD OF DELIVERY – No change

h. COURSE DESCRIPTION –

Current course description: AIS 8693. Philos Found of Ag & HS. Three hours lecture. Philosophies, foundational theories, and research on teaching and learning processes applied to formal and non-formal programs in agricultural education and human sciences.

Proposed course description: AIS 8693. Philos Found of AEE. Three hours lecture. Philosophies, foundational theories, and research on teaching and learning processes applied to formal and non-formal programs in agricultural and extension education.

i. COURSE CONTENT – Please refer to attached course syllabi for details regarding change in course content.

5. GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)

Not applicable

6. METHOD OF EVALUATION

Please refer to the attached course syllabus for methods of evaluation for this course.

7. ACADEMIC MISCONDUCT

Not applicable since this is not a distance learning course.

8. TARGET AUDIENCE

Not applicable since this is not a distance learning course.

9. SUPPORT

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

B. SPECIAL NOTES

1. CROSS-LISTING

Not applicable

2. EFFECTIVE DATE

Fall 2013

3. GENERAL EDUCATION COURSE DESIGNATION

Not applicable

4. EFFECTS ON OTHER COURSES

The changes to this course do not have an effect on other courses.

5. MASTER SCHEDULE

Not applicable.



AIS 8693- Philosophical Foundations of Agriculture and Human Sciences

Fall Semester 2011

Instructor:	Dr. Kirk A. Swortzel, Professor
Email:	kswortzel@ais.msstate.edu
Voice Mail:	(662) 325-7837
Mobile:	(662) 617-1798
Office:	215 Lloyd Ricks Watson Building
Lecture Schedule:	6:00 – 8:50 Tuesdays 15 Lloyd Ricks Watson and various locations within the US
Office Hours:	I have an open door policy. Please call or e-mail me to make sure I am in the office before you come.

Catalog Description

Philosophies, foundational theories, and research on teaching and learning processes applied to formal and non-formal programs in agricultural education and human sciences.

Course Objectives

Students enrolled in this course will develop an understanding of the philosophical tenants supporting agricultural education and human science programs. Emphasis is placed on identifying and understanding appropriate philosophies and learning theories that shape agricultural education and human science programs. After completing the course, you will be able to:

1. Identify philosophical foundations of agricultural education and human sciences.
2. Develop a conversational knowledge of educational philosophies and philosophers related to the practice of agricultural education and human sciences.
3. Compare and contrast philosophies used throughout history in agricultural education and human sciences.
4. State and defend a personal philosophy of agricultural education and human sciences.
5. Interpret experiential learning theories applicable to agricultural education and human science education programs.
6. Develop a plan for utilizing experiential based strategies in a lesson or project.
7. Describe principles associated with foundational teaching and learning theories in agricultural education and human sciences.
8. Apply learning theories to agricultural education and human science education programs.
9. Design teaching and learning activities in agricultural education and human sciences that utilize, model, and apply teaching and learning theories.

Required Textbooks

Barell, J. (2003). *Developing more curious minds.* Alexandria, VA: Association for Supervision and Curriculum Development.

Dewey, J. (1938). *Experience and education.* New York: Touchstone

Additional references and readings will be posted on the course website using myCourses. You will need your university Net ID and password to access this site. Go to the website http://mycourses.msstate.edu to access course information.

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Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

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In accordance with Academic Operating Policy 10.08 (approved July 12, 2005) and in order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited. In this class, students are required to put cell phone in the silent mode and stow in backpack while attending class and laboratory sessions. Cell phones may not be used as calculators or clocks at any time during class and laboratory sessions.

Assessment of Student Progress

Before each class, students are expected to read the required reading assignments from myCourses and secure the note sheets from myCourses.

Assignments are due **at the beginning of class. Late assignments will not be accepted. If a student cannot submit any assignment by the due date because of circumstances beyond his/her control, a written statement from the Dean of Students is required.**

1. **Homework (15 percent of the final grade)**

   Throughout the course, there will be short homework assignments and activities given to help you apply the concepts and theories discussed in class. These assignments and activities worksheets will be due **at the beginning of class.**

2. **Class Participation (10 percent of the final grade)**

   All students are expected to attend class and participate in class discussion. Throughout the semester, there will also be discussion questions posted on the discussion board in myCourses for students to react and respond. Please make sure you react and respond to posted questions in a timely manner.

3. **Conceptual/Theoretical Matrix (15 percent of the final grade)**

   Students will develop a matrix or a graphic organizer that compiles and depicts all concepts, theories, and applications used in this course. This project will be on-going and will be graded three times throughout the semester.

4. **Experiential Learning Project (10 percent of the final grade)**

Based on your future career plans, develop a plan for a topic or project that would be appropriately "taught" using experiential learning. This assignment will consist of three parts: 1) a one-page proposal submitted to the instructor identifying and defining the topic/lesson you are proposing; 2) the lesson/project plan; and 3) a 5-10 minute presentation to the class outlining your plan.

5. **Application/Modeling of Theory Project (10 percent)**

Students will design an application activity to engage learners in either a formal or non-formal educational setting based on a learning theory discussed in class. This activity should accurately model the principles of the theory that will be applied. You will present your project to your classmates after the mid-point of the semester.

6. **Personal Philosophy Statement (10 percent of the final grade)**

A one-page paper titled "My Philosophy of Agricultural Education/Human Sciences" is required. This paper should reflect substantial thought. You should identify the goals of agricultural education or human sciences education and describe how these goals are best accomplished. Additional guidelines will be provided later in class.

7. **Reflection Journal and Summary (10 percent of the final grade)**

Each week, keep a journal of your reflection of your experiences in class, the reading, and assignments. Based on your journal entries, write a 2 to 3 page summary of your reflections of the theories and concepts learned in this course.

8. **Final Examination (20 percent of the final grade)**

A final examination will be given during exam week. Questions for this exam will be derived from the material taught in this class and will not only check the comprehension of theories and concepts learned in this class, but the application of such as well.

Important Dates

Conceptual/Theoretical Matrix #1	September 20
Application/Modeling of Theory Project	October 11
Conceptual/Theoretical Matrix #2	October 25
Experiential Learning Project Proposal	November 1
Conceptual/Theoretical Matrix #3	November 29
Experiential Learning Project Plan and Presentation	November 29
Personal Philosophy Statement	November 29
Reflection Journal Summary	December 6
Final Examination	December 6

Grading Scale:

A = 89.5 to 100.0
B = 79.5 to 89.4
C = 69.5 to 79.4
D = 59.5 to 69.4
F = 0 to 59.4

Class Schedule

Date	Lesson Topic	Readings
August 23	Course Introduction and Assignments The Need for Understanding Philosophy and Learning Theories in Agricultural Education and Human Sciences What is Learning and How People Learn	Barell: Chapter 1 myCourses Readings
August 30	Importance of Teaching and Learning Theory in Agricultural Education and Human Sciences Developing Theoretical Frameworks	Barell: Chapters 2 & 3
September 6	Overview of Cognitive and Behavioral Learning Theories Related to Agricultural Education and Human Sciences a. Psychosocial Development b. Cognitive Development c. Moral Development d. Connectionism e. Classic Conditioning f. Operant Conditioning	myCourses Readings
September 13	Overview of Information Processing and Social Cognitive Theories Related to Agricultural Education and Human Sciences a. Models for Information Processing b. Metacognition c. Helping Students Learn d. Conceptual Framework for Learning e. Modeling Processes f. Self-Control, Self-Regulation, and Self Efficacy	myCourses Readings
September 20	Overview of Constructivist Theories Related to Agricultural Education and Human Sciences a. Constructivist Frameworks b. Sociocultural Theory c. Nature of Problem Solving d. Transfer of Learning e. Application of Constructivist Theories to Agricultural Education and Human Sciences	myCourses Readings
September 27	Theoretical Foundations of Experiential Learning in Agricultural Education and Human Sciences: Part I a. Definition of Experiential Learning b. Experiential Learning Models c. Theoretical Foundations of Experiential Learning 1. Inductive vs Deductive Reasoning 2. Experiential Learning Processes 3. Experiential Learning Contexts	myCourses Readings

Date	Lesson Topic	Readings
October 4	Theoretical Foundations of Experiential Learning in Agricultural Education and Human Sciences: Part II a. Traditional vs Progressive Education b. Need for a Theory of Experience	Dewey: *Experience and Education,* Chapters 1& 2 myCourses Readings
October 11	Student Presentations on Modeling Theory Projects	
October 18	Experiential Learning in Agricultural Education and Human Sciences a. Criteria of Experience for Experiential Education b. Social Control in Experiential Learning c. Nature of Meaning and Purpose in Experiential Learning d. Goals of Education Through Experience e. Comparison to problem solving models and inquiry based models	Dewey: *Experience and Education,* Chapters 3 - 8
October 25	Learning and Cognition Applied to Agricultural Education and Human Sciences a. Brain-based learning b. Cognitive Science c. Learner-centered Instruction d. Inquiry vs. Problem Solving e. Critical Thinking	Barell, Chapters 6, 7, & 8
November 1	Application of Idealism and Realism Philosophies to Agricultural Education and Human Sciences a. Idealism 1. Socrates & Plato 2. Augustine 3. Rene Descartes 4. George Berkley 5. Immanuel Kant 6. Georg Wilhelm Friedrich Hegel 7. Josiah Royce b. Realism 1. Aristotle 2. Thomas Aquinas 3. Francis Bacon 4. John Locke 5. Hilary Putnam 6. John Searle 7. Maria Montessori	myCourses Readings

Date	Lesson Topic	Readings
November 8	Application of Pragmatism to Agricultural Education and Human Sciences a. Jean-Jacques Rousseau b. Auguste Comte c. Charles Darwin d. Charles Pierce e. William James f. John Dewey g. W.E.B. DuBois h. Cornel West	myCourses Readings
November 15	Application of Reconstructionism, Behaviorism, and Existentialism to Agricultural Education and Human Sciences a. Reconstructionism 1. George Counts 2. Theodore Brameld 3. Ivan Illich 4. Paulo Freire b. Behaviorism 1. Thomas Hobbes 2. Ivan Pavlov 3. John Watson 4. E. L. Thorndike 5. B. F. Skinner c. Existentialism 1. Soren Kirtkrgaard 2. Martin Buber 3. Martin Heidegger 4. Jean-Paul Sartre 5. Simone De Beauvoir 6. Maxine Greene	myCourses Readings
November 22	NO CLASS – THANKSGIVING	
November 29	Student Presentations on Experiential Learning Projects	
December 6	FINAL EXAMINATION	

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AIS 8693- Philosophical Foundations of Agricultural and Extension Education

Fall Semester 2013

Instructor:	Dr. Kirk A. Swortzel, Professor
Email:	kswortzel@ais.msstate.edu
Voice Mail:	(662) 325-7837
Mobile:	(662) 617-1798
Office:	214 Lloyd-Ricks- Watson Building
Lecture Schedule:	6:00 – 8:50 p.m. Tuesdays 15 Lloyd Ricks Watson
Office Hours:	I have an open-door policy. Please call or e-mail me to make sure I am in the office before you come.

Catalog Description

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3. **Conceptual/Theoretical Matrix (15 percent of the final grade)**

   Students will develop a matrix or a graphic organizer that compiles and depicts all concepts, theories, and applications used in this course. This project will be on-going and will be graded three times throughout the semester.

4. **Experiential Learning Project (10 percent of the final grade)**

Based on your future career plans, develop a plan for a topic or project that would be appropriately "taught" using experiential learning. This assignment will consist of three parts: 1) a one-page proposal submitted to the instructor identifying and defining the topic/lesson you are proposing; 2) the lesson/project plan; and 3) a 5-10 minute presentation to the class outlining your plan.

5. **Application/Modeling of Theory Project (10 percent)**

Students will design an application activity to engage learners in either a formal or non-formal educational setting based on a learning theory discussed in class. This activity should accurately model the principles of the theory that will be applied. You will present your project to your classmates after the mid-point of the semester.

6. **Personal Philosophy Statement (10 percent of the final grade)**

A one-page paper titled "My Philosophy of Agricultural and Extension Education" is required. This paper should reflect substantial thought. You should identify the goals of agricultural and extension education and describe how these goals are best accomplished. Additional guidelines will be provided later in class.

7. **Reflection Journal and Summary (10 percent of the final grade)**

Each week, keep a journal of your reflection of your experiences in class, the reading, and assignments. Based on your journal entries, write a 2- to 3- page summary of your reflections on the theories and concepts learned in this course.

8. **Final Examination (20 percent of the final grade)**

A final examination will be given during exam week. Questions for this exam will be derived from the material taught in this class and will not only check the comprehension of theories and concepts learned in this class, but the application of such as well.

Important Dates

Conceptual/Theoretical Matrix #1	September 17
Application/Modeling of Theory Project	October 8
Conceptual/Theoretical Matrix #2	October 22
Experiential Learning Project Proposal	October 29
Conceptual/Theoretical Matrix #3	November 26
Experiential Learning Project Plan and Presentation	November 26
Personal Philosophy Statement	November 26
Reflection Journal Summary	December 3
Final Examination	December 3

Grading Scale:

A = 89.5 to 100.0
B = 79.5 to 89.4
C = 69.5 to 79.4
D = 59.5 to 69.4
F = 0 to 59.4

Class Schedule

Date	Lesson Topic	Readings
August 20	Course Introduction and Assignments The Need for Understanding Philosophy and Learning Theories in Agricultural and Extension Education What is Learning and How People Learn	Barell: Chapter 1 Blackboard Learn Readings
August 27	Importance of Teaching and Learning Theory in Agricultural and Extension Education Developing Theoretical Frameworks	Barell: Chapters 2 & 3
September 3	Overview of Cognitive and Behavioral Learning Theories Related to Agricultural and Extension Education a. Psychosocial Development b. Cognitive Development c. Moral Development d. Connectionism e. Classic Conditioning f. Operant Conditioning	Blackboard Learn Readings
September 10	Overview of Information Processing and Social Cognitive Theories Related to Agricultural and Extension Education a. Models for Information Processing b. Metacognition c. Helping Students Learn d. Conceptual Framework for Learning e. Modeling Processes f. Self-Control, Self-Regulation, and Self Efficacy	Blackboard Learn Readings
September 17	Overview of Constructivist Theories Related to Agricultural and Extension Education a. Constructivist Frameworks b. Sociocultural Theory c. Nature of Problem Solving d. Transfer of Learning e. Application of Constructivist Theories to Agricultural and Extension Education	Blackboard Learn Readings
September 24	Theoretical Foundations of Experiential Learning in Agricultural and Extension Education: Part I a. Definition of Experiential Learning b. Experiential Learning Models c. Theoretical Foundations of Experiential Learning 1. Inductive vs Deductive Reasoning 2. Experiential Learning Processes 3. Experiential Learning Contexts	Blackboard Learn Readings

Date	Lesson Topic	Readings
October 1	Theoretical Foundations of Experiential Learning in Agricultural and Extension Education: Part II a. Traditional vs Progressive Education b. Need for a Theory of Experience	Dewey: *Experience and Education,* Chapters 1& 2 Blackboard Learn Readings
October 8	Student Presentations on Modeling Theory Projects	
October 15	Experiential Learning in Agricultural and Extension Education a. Criteria of Experience for Experiential Education b. Social Control in Experiential Learning c. Nature of Meaning and Purpose in Experiential Learning d. Goals of Education Through Experience e. Comparison to problem solving models and inquiry based models	Dewey: *Experience and Education,* Chapters 3 - 8
October 22	Learning and Cognition Applied to Agricultural and Extension Education a. Brain-based learning b. Cognitive Science c. Learner-centered Instruction d. Inquiry vs. Problem Solving e. Critical Thinking	Barell, Chapters 6, 7, & 8
October 29	Application of Idealism and Realism Philosophies to Agricultural and Extension Education a. Idealism 1. Socrates & Plato 2. Augustine 3. Rene Descartes 4. George Berkley 5. Immanuel Kant 6. Georg Wilhelm Friedrich Hegel 7. Josiah Royce b. Realism 1. Aristotle 2. Thomas Aquinas 3. Francis Bacon 4. John Locke 5. Hilary Putnam 6. John Searle 7. Maria Montessori	Blackboard Learn Readings

Date	Lesson Topic	Readings
November 5	Application of Pragmatism to Agricultural and Extension Education a. Jean-Jacques Rousseau b. Auguste Comte c. Charles Darwin d. Charles Pierce e. William James f. John Dewey g. W.E.B. DuBois h. Cornel West	Blackboard Learn Readings
November 12	Application of Reconstructionism, Behaviorism, and Existentialism to Agricultural and Extension Education a. Reconstructionism 1. George Counts 2. Theodore Brameld 3. Ivan Illich 4. Paulo Freire b. Behaviorism 1. Thomas Hobbes 2. Ivan Pavlov 3. John Watson 4. E. L. Thorndike 5. B. F. Skinner c. Existentialism 1. Soren Kirtkrgaard 2. Martin Buber 3. Martin Heidegger 4. Jean-Paul Sartre 5. Simone De Beauvoir 6. Maxine Greene	Blackboard Learn Readings
November 19	Student Presentations on Experiential Learning Projects	
November 26	Student Presentations on Experiential Learning Projects	
December 3	FINAL EXAMINATION	

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MISSISSIPPI STATE UNIVERSITY

School of Human Sciences

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

February 25, 2013

Dr. Michael Cox
Chair, CALS Curriculum Committee
Box 9555
Mississippi State, MS 39762

Dr. Michael Cox:

The School of Human Sciences Curriculum Committee has reviewed the proposal for the modification of AIS 8693, and we fully support the proposal. Because of changes in the Human Development and Family Studies graduate curriculum, AIS 8693 no longer is necessary for HDFS students. Thus, this course can focus content more specifically on the target audience of agricultural and extension education graduate students. The proposed change in the name of the course reflects this content more accurately.

Sincerely,

Joe D. Wilmoth, Chair

Laura Downey, Member

Charles Freeman, Member

Julie Parker, Member

Tommy Phillips, Member

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

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road (Mail Stop 9699).

College or School: Ag& Life Sciences **Department:** School of Human Sciences

Contact Person: Julie C. Parker **Mail Stop:** 9745 **E-mail:** jparker@humansci.msstate.edu

Nature of Change: AOCE Approval **Date Initiated:** December 15, 2013 **Effective Date:** Summer 2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
HS	4833	The Hospitalized Child	(3)

Current Catalog Description:

HS 4833. The Hospitalized Child (3) (Prerequisites: HS 3803 and 3813 or concurrent enrollment, junior standing and permission of the instructor). Three hours lecture. A pre-practicum development approach to the special needs of the hospitalized infant, child and adolescent.

New or Modified Listing for Catalog:

Symbol	Number	Title		Credit Hours
No change			( )	

New or Modified Catalog Description:

Approved:	*Date:*
Ramie White for Michael Narron	3/5/14
Department Head	
	3/20/14
Chair, College or School Curriculum Committee	
For CH	3/26/14
Dean of College or School	
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

COURSE MODIFICATION

1. **CATALOG DESCRIPTION**
   New Catalog Description:
   HS 4833. The Hospitalized Child (3) (Prerequisites: HS 3803 and 3813, junior standing and permission of the instructor). Three hours lecture. A pre-practicum development approach to the special needs of the hospitalized infant, child and adolescent.

2. **JUSTIFICATION FOR DISTANCE LEARNING OFFERING**
   All emerging child life professionals must take at least one course taught by a Certified Child Life Specialist, and non-matriculating students from other colleges and universities have expressed an interest in taking the course online. This course meets the requirements set forth by the Child Life Council for students who are interested in obtaining a child life internship and professional certification.

   This course is taught online utilizing Blackboard (the online course platform adopted by Mississippi State) Collaborate Live Classroom (a real-time, interactive package accessed through Blackboard). To participate in the online course, you must meet minimum technology requirements for Blackboard. Additionally, to participate in the real-time, online meeting times you must have a computer that is equipped with speakers, camera, and a microphone (a headset with a mic is recommended). Students must have basic technological skills including word processing, email, uploading/downloading files, and web browsing.

3. **LEARNING OUTCOMES**

   The following learning outcomes are specified on the syllabus.

   1. Understand the role of the Child Life Specialist (CLS) in working with the child and family in a healthcare environment.
   2. Recognize and articulate the code of ethical responsibility for CLSs.
   3. Recognize and articulate the philosophical foundation of the Child Life discipline (Mission, Vision, Values)
   4. Understand and apply developmental theories and theories of coping and stress in relation to children and their families experiencing traumatizing situations (e.g., hospitalization).
   5. Recognize and articulate the importance of medical/therapeutic play and preparation in facilitating children's mastery of, and coping with, the healthcare experience.
   6. Identify the role of the Child Life Specialist in terms of providing psychosocial and family-centered care to children and families.
   7. Demonstrate effective communication skills.
   8. Identify children's individualized experiences depending on a variety of factors including age, gender, culture, and diagnostic and treatment procedures.

4. **DETAILED COURSE OUTLINE OF CAMPUS 1**

   A copy of the current Campus 1 course syllabus is attached.

5. **DETAILED COURSE OUTLINE OF CAMPUS 5**

DATE	TOPIC	READINGS	ASSIGNMENTS AND TESTS	
Week 1	☐ Introduction & Review of Assignments ☐ What is Child Life? ☐ Pre/Post Test	Chap.2-3 – Potts &	Internet Assignment	4.5 hours

	☐ The Story of Child Life ☐ Professionalism and Ethical Responsibility ☐ The Child in the Context of the Family- Family Centered Care	Mandleco Chap. 1, 6 – Handbook of CL		
Week 2	☐ Theoretical Approaches ☐ Theoretical Framework ☐ Evidence-Based Practice	Chap. 6 – Potts & Mandleco Chap. 2, 3 – Handbook of CL	Chapter Reflection	4.5 hours
Week 3	☐ Growth and Dev of the Infant ☐ Growth and Dev of the Toddler ☐ Comprehensive Project Selection	Chap. 8 -9 Potts & Mandleco	Reflection Question	4.5 hours
Week 4	☐ Growth and Dev. of the Preschooler ☐ Growth and Dev. of School-age child	Chap. 9-10 – Potts & Mandleco	Reflection Question	4.5 hours
Week 5	☐ Growth and Dev. of the Adolescent ☐ Caring for Children Who Are Hospitalized ☐ Talking to Children and Families About the Health Care Exp. ☐ Therapeutic Relationships in CL Communication and CL	Chap. 11–Potts & Mandleco Chap. 16- Potts & Mandleco Chap. 7, – Handbook of CL Midterm Exam	Chapter Reflection	4.5 hours
Week 6	☐ Midterm ☐ Health Care Play/Medical Play ☐ Paradigms of Play ☐ Psychological Preparation and Coping	Chap. 8, 9 – Handbook of CL Handouts	**Essay–Play and the Healthcare Experience**	4.5 hours
Week 7	☐ Chronic & Acute Conditions in Childhood ☐ Chronic Illness and Rehabilitation ☐ Pain Management –Non-Pharmacologic Approaches	Chp. 17, 18 – Potts & Mandleco Chap. 13 – Handbook of CL	**Chapter Reflection**	4.5 hours
Week 8	☐ Student Presentations			4.5 hours
Week 9	☐ Student Presentations			4.5 hours
Week 10	☐ Final Exam			4.5 hours

6. METHOD OF EVALUATION

ASSIGNMENTS AND GRADING HS 4833

There are a total of 530 points for the course. Each assignment's value is given next to the corresponding assignment.

POINTS	ASSIGNMENT	DUE DATE
200	**Exams** – there will be 2 exams during the semester.	**Midterm Final**
150	**Comprehensive Project** – student will complete a comprehensive project on an assigned diagnosis.	**As assigned**
30	**Competency Standard Essays**	**As assigned**
120	**Chapter/Article Reflection Papers**	**As assigned**
30	**Discussions Questions**	**As assigned**

A	477-530	90-100%
B	423-476	80-89%
C	369-422	70-79%
D	315-368	60-69%
F	314 or below	59% or below

7. ACADEMIC MISCONDUCT

For online delivery, measures that will be put in place to deter academic misconduct include use of plagiarism-detecting software and time sensitive exams.

8. TARGET AUDIENCE

The target audience for this course is students from other colleges and universities who need The Hospitalized Child course for clinical certification and non-matriculating students. All emerging child life professionals must take at least one course taught by a Certified Child Life Specialist, and non-matriculating students from other colleges and universities have expressed an interest in taking the course online. This course meets the requirements set forth by the Child Life Council for students who are interested in obtaining a child life internship and professional certification.

9. METHOD OF INSTRUCTION

D. Lecture

10. METHOD OF DELIVERY

O. Online, Internet, Web-based

11. DELIVERY STATEMENT

This course is designed specifically to meet the needs of students that are not enrolled in Campus 1. Campus 1 students are not expected to enroll in the course. The rare exception would be in the event that the Campus 1 sections are full or the student has an irreconcilable scheduling conflict.

12. SUPPORT

A letter of support from the School of Human Sciences Curriculum Committee is attached. No additional resources will be necessary to offer this course.

B. SPECIAL NOTES

1. EFFECT ON OTHER COURSES

This course is not required in other programs, and offering this course in Campus 5 will not affect any other courses or programs.

2. PROPOSED SEMESTER EFFECTIVE

Summer 2014

3. PROPOSAL CONTACT PERSON

Julie C. Parker, Ph.D., CCLS
School of Human Sciences
Box 9745
Mississippi State, MS 39762

MISSISSIPPI STATE UNIVERSITY
COLLEGE OF AGRICULTURE AND LIFE SCIENCES
SCHOOL OF HUMAN SCIENCES
SYLLABUS, Summer 2014

HS 4833: The Hospitalized Child
Summer 2014
Time/Place: Online
Instructor: Julie C. Parker, Ph.D., CCLS

Course Credit: 3
Prerequisites:
HS 3803 and HS 3813

Phone: 662-325-0828
Office: 217 Lloyd-Ricks-Watson

Office Hours: Monday: 3:00-4:00 Tuesday/Thursday 1:00-2:30, or by appointment

Email:
Jparker@humansci.msstate.edu

Course Description

Required Texts

Potts, N. L, & Mandleco, B. L. (2007) *Pediatric nursing: Caring for children and their families.* Clifton Park, NY: Delmar Thompson Learning.

Thompson, R.H. (2009). *The handbook of child life: A guide for pediatric psychosocial care.* Springfield, IL: Charles C. Thomas Publisher, LTD.

Course Objectives

This course provides the student with an overview of the role of a child life specialist serving children and families in a healthcare setting. Emphasis will be on both theory and practice. Students will gain an understanding of clinical programing, developmental/emotional responses to the healthcare experience, therapeutic interventions, family-centered care, diagnostic and treatment interventions, and interdisciplinary communication. By the end of this course, students will be able to demonstrate the following competencies:

1. Understand the role of the Child Life Specialist (CLS) in working with the child and family in a healthcare environment.
2. Recognize and articulate the code of ethical responsibility for CLSs.
3. Recognize and articulate the philosophical foundation of the Child Life discipline (Mission, Vision, Values).
4. Understand and apply developmental theories and theories of coping and stress in relation to children and their families experiencing traumatizing situations (e.g., hospitalization).
5. Recognize and articulate the importance of medical/therapeutic play and preparation in facilitating children's mastery of, and coping with, the healthcare experience.
6. Identify the role of the Child Life Specialist in terms of providing psychosocial and family-centered care to children and families.
7. Demonstrate effective communication skills.
8. Identify children's individualized experiences depending on a variety of factors including age, gender, culture, and diagnostic and treatment procedures.

WHAT YOU NEED TO KNOW ABOUT AN ONLINE COURSE:

Course Communication: The main mode of one-to-one communication will be through Blackboard messages. Course communication will also be via the discussion board, chats, and private email.

This course is taught online utilizing Blackboard (the online course platform adopted by Mississippi State) Collaborate Live Classroom (a real-time, interactive package accessed through Blackboard). To participate in the online course, you must meet minimum technology requirements for Blackboard. Additionally, to participate in the real-time, online meeting times you must have a computer that is equipped with speakers, camera, and a microphone (a headset with a mic is recommended). Students must have basic technological skills including word processing, email, uploading/downloading files, and web browsing.

Technology Competencies: The student will complete assignments using Microsoft Office. Students will use the Internet and online databases for research. The student will have the basic computer skills necessary to effectively access and utilize materials posted on Blackboard. The student will need access to PowerPoint and Adobe Acrobat reader.

You must have regular access to a reliable computer and Internet accessibility. Computer problems will not be accepted as an excuse for missed or late assignments or quizzes. If you do not have a reliable computer where you can access the course several times a week, you should reconsider taking an online class. You will need PowerPoint in order to read class lectures and for your own class presentation.

Course Policies

1. **Tests:**
   Tests ***cannot be made up, without a doctor's excuse, or taken at different times.*** Make sure you are available on the assigned dates and on time.

2. **Written assignments: Technical Expectations for APA Formatting – Assignment Preparation**
   It is expected that all students will be able to download and transfer documents. Be aware that the APA manual recommends the use of 12-point font in professional writing as well as the use of a serif font such as Times New Roman. APA format recommends that paragraphs be indented .5 -.7 inches. It also recommends "uniform margins of at least 1 in. (2.54 cm) at the top, bottom, left and right of every page." It's good to get into the habit of formatting your document this way. **Use these guidelines in all assignments submitted in this course.**

   Papers submitted are to be typewritten, double-spaced, and submitted on the due date. ***Late papers will not be accepted without a doctor's excuse.***

Students are expected to adhere to the highest standards of academic honesty. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in text, and full bibliographic references must appear in the reference section of the paper/assignment. Sources must be in quotes and include author(s), year of publication, or other reference notes as required by the college department format (i.e., APA). Other forms of academic dishonesty include, but are not limited to, buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another student's answers, etc. Academic dishonesty will result in the grade of a "0" on the assignment and/or in the course and the student will be reported to the Honor Council.

3. **Disability Statement:**
If a student has a disability that qualifies under the Americans with Disabilities Act and requires accommodations, he/she should contact Student Support Services for assistance in determining accommodations. Additionally, students requiring special arrangements for exams should contact the office of Student Support Services.

01 Montgomery Hall
P.O. Box 806
Mississippi State, MS 39762
Mail Stop 9724
Phone: (662) 325-3335-Phone
(662) 325-8190 - Fax
Location: 01 Montgomery Hall
Office Hours: 8 a.m. to 5 p.m., M-F

4. **Honor Code:**

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:
"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."
Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.
Please include the following statement on all assignments, sign, and date as appropriate:

The work that I have submitted for this assignment is my own, and I did not copy, plagiarize, or fabricate information nor take any other action that does not uphold the MSU Honor Code.
Signed:_____ **Date**_____

For additional information please visit: http://www.honorcode.msstate.edu

5. E-mail Communication:
The university and instructor contact students with official information via email using a university-assigned netID. It is the student's responsibility to regularly check his/her e-mail for official university messages and class announcements.

ASSIGNMENTS AND GRADING: HS 4833

There are a total of 530 points for the course. Each assignment's value is given next to the corresponding assignment.

POINTS	ASSIGNMENT	DUE DATE
200	**Exams** – there will be 2 exams during the semester.	**Midterm Final**
150	**Comprehensive Project** – student will complete a comprehensive project on an assigned diagnosis.	**As assigned**
30	**Competency Standard Essays**	**As assigned**
120	**Chapter/Article Reflection Papers**	**As assigned**
30	**Discussion Questions**	**As assigned**

ASSIGNMENT DESCRIPTIONS

Exams – 2 tests (2 @ 100 points each = 200)

There will be two exams, a mid-term exam and a final exam. **No make-up tests are given without a doctor's excuse.**

Comprehensive Project (150 points)

Students are required to complete a comprehensive project that includes a 30-minute presentation. Students will work on a specific diagnosis that most CLSs will experience in the workplace. The instructor must approve the selected diagnosis. Students will identify the psychosocial and developmental needs of children and their families in the specified diagnostic group. Students will develop a fact sheet on the diagnosis, create a Child Life intervention, and present a research presentation that identifies diagnostic and psychosocial concerns, educational resources/ interventions, and family-related issues. A detailed outline and PowerPoint example are posted on Blackboard for review.

Competency Standard Essay (30 points)

The Informative Outline format (IOF) will be used to construct the paper. The topic will be "Play and the Healthcare Experience." The essay will be 2-3 pages of content with an additional page for references. The essay should adhere to IOF and APA guidelines. A rubric will be posted on Blackboard.

Chapter Reflections (3 @ 40 each = 120 points)

Chapter reflections will provide an opportunity for the student to read and reflect on the chapter content that was found interesting or posed professional questions. The chapter reflections will frame the psychosocial and healthcare implications for child life work with children and families as identified in the chapter, and the reflection will make connections to other information discussed in class or in other readings. Chapter reflections should be at least one page with a reference

page, adhering to all APA and written guidelines. Due dates are provided on the syllabus and Blackboard. A rubric is provided in the rubric folder on Blackboard.

Discussion Questions (3 @ 10 each= 30 points)

Each student will be expected to answer specific questions pertaining to that week's assigned readings and class discussion. Reflections should address what you have learned/studied/viewed/read and reflect observations, concerns, feelings, strengths, and weaknesses of theory and/or research. You may also include content that was found unclear, controversies, or issues about which additional information will be helpful. All responses should include in-text citations to validate your response, with full references at the bottom of the submission. Questions should be submitted to the discussion board on Blackboard by Friday at 5:00 p.m.

GRADING SCALE	
A	477-530 90--100%
B	423- 476 80--89%
C	369-422 70--79%
D	315-368 60--69%
F	314 or below 59% or below

TENTATIVE COURSE OUTLINE, READINGS, AND ASSIGNMENTS

DATE	TOPIC	READINGS	ASSIGNMENTS AND TESTS	
Week 1	☐ Introduction & Review of Assignments ☐ What is Child Life? ☐ Pre/Post Test ☐ The Story of Child Life ☐ Professionalism and Ethical Responsibility ☐ The Child in the Context of the Family- Family Centered Care	Chap.2-3 – Potts & Mandleco Chap. 1, 6 – Handbook of CL	Internet Assignment	4.5 hours
Week 2	☐ Theoretical Approaches ☐ Theoretical Framework ☐ Evidence-Based Practice	Chap. 6 – Potts & Mandleco Chap. 2, 3 – Handbook of CL	Chapter Reflection	4.5 hours
Week 3	☐ Growth and Dev of the Infant ☐ Growth and Dev of the Toddler ☐ Comprehensive Project Selection	Chap. 8 -9 Potts & Mandleco	Reflection Question	4.5 hours
Week 4	☐ Growth and Dev. of the Preschooler ☐ Growth and Dev. of School-age child	Chap. 9-10 – Potts & Mandleco	Reflection Question	4.5 hours
Week 5	☐ Growth and Dev. of the Adolescent ☐ Caring for Children Who Are Hospitalized ☐ Talking to Children and Families About the Health Care Exp. ☐ Therapeutic Relationships in CL Communication and CL	Chap. 11–Potts & Mandleco Chap. 16- Potts & Mandleco Chap. 7, – Handbook of CL Midterm Exam	Chapter Reflection	4.5 hours
Week 6	☐ Midterm ☐ Health Care Play/Medical Play ☐ Paradigms of Play ☐ Psychological Preparation and Coping	Chap. 8, 9 – Handbook of CL Handouts	**Essay–Play and the Healthcare Experience**	4.5 hours
Week 7	☐ Chronic & Acute Conditions in Childhood ☐ Chronic Illness and Rehabilitation ☐ Pain Management –Non-Pharmacologic Approaches	Chp. 17, 18 – Potts & Mandleco Chap. 13 – Handbook of CL	**Chapter Reflection**	4.5 hours
Week 8	☐ Student Presentations			4.5 hours
Week 9	☐ Student Presentations			4.5 hours
Week 10	☐ Final Exam			4.5 hours

MISSISSIPPI STATE UNIVERSITY
COLLEGE OF AGRICULTURE AND LIFE SCIENCES
SCHOOL OF HUMAN SCIENCES
SYLLABUS, Fall 2014

HS 4833: The Hospitalized Child
Fall 2014
Time/Place: T/TH/F 11:00-12:15 LRW 75
Instructor: Julie C. Parker, Ph.D., CCLS

Course Credit: 3
Prerequisites:
HS 3803 and HS 3813

Phone: 662-325-0828
Office: 217 Lloyd-Ricks-Watson

Office Hours: Monday: 3:00-4:00 Tuesday/Thursday 1:00-2:30, or by appointment

Email:
jparker@humansci.msstate.edu

Course Description
HS 4833. The Hospitalized Child (3) (Prerequisites: HS 3803 and 3813 or concurrent enrollment, junior standing and permission of the instructor). Three hours lecture. A pre-practicum development approach to the special needs of the hospitalized infant, child and adolescent.

Required Texts
Potts, N. L, & Mandleco, B. L. (2007) *Pediatric nursing: Caring for children and their families.* Clifton Park, NY: Delmar Thompson Learning.

Thompson, R.H. (2009). *The handbook of child life: A guide for pediatric psychosocial care.* Springfield, IL: Charles C. Thomas Publisher, LTD.

Course Objectives
This course provides the student with an overview of the role of a child life specialist serving children and families in a healthcare setting. Emphasis will be on both theory and practice. Students will gain an understanding of clinical programing, developmental/emotional responses to the healthcare experience, therapeutic interventions, family-centered care, diagnostic and treatment interventions, and interdisciplinary communication. By the end of this course, students will be able to demonstrate the following competencies:

1. Understand the role of the Child Life Specialist (CLS) in working with the child and family in a healthcare environment.
2. Recognize and articulate the code of ethical responsibility for CLSs.
3. Recognize and articulate the philosophical foundation of the Child Life discipline (Mission, Vision, Values)
4. Understand and apply developmental theories and theories of coping and stress in relation to children and their families experiencing traumatizing situations (e.g., hospitalization).
5. Recognize and articulate the importance of medical/therapeutic play and preparation in facilitating children's mastery of, and coping with, the healthcare experience.
6. Identify the role of the Child Life Specialist in terms of providing psychosocial and family-centered care to children and families.

7. Demonstrate effective communication skills.
8. Identify children's individualized experiences depending on a variety of factors including age, gender, culture, and diagnostic and treatment procedures.

Course Policies

1. **Tests:**
   Tests ***cannot be made up or taken at different times without an approved university excuse.*** Make sure you are in class on the assigned dates and on time.

2. **Written assignments: Technical Expectations for APA Formatting – Assignment Preparation**
   It is expected that all students will be able to download and transfer documents. Be aware that the APA manual recommends the use of 12-point, serif font such as Times New Roman in professional writing. APA format recommends that paragraphs be indented .5 -.7 inches, double spaced and one space following a period. It also recommends "uniform margins of at least 1 in. (2.54 cm) at the top, bottom, left and right of every page." It's good to get into the habit of formatting your document this way. **Use these guidelines in all assignments submitted in this course.**

   Papers submitted are to be typewritten, double-spaced and submitted on the due date. ***Late papers will not be accepted without an approved university excuse.***

   Students are expected to adhere to the highest standards of academic honesty. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in- text and full bibliographic references must appear in the reference section of the paper/assignment. Sources must be in quotes, and include author(s), year of publication or other reference notes as required by the college department format (e.g. APA). Other forms of academic dishonesty include, but are not limited to buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another student's answers, etc. Academic dishonesty will result in the grade of a "0" on the assignment and/or in the course, and the student will be reported to the Honor Council.

3. **Disability Statement:**
   If a student has a disability that qualifies under the Americans with Disabilities Act and requires accommodations, he/she should contact Student Support Services for assistance in determining accommodations. Additionally, students requiring special arrangements for exams should contact the office of Student Support Services.

   01 Montgomery Hall
   P.O. Box 806
   Mississippi State, MS 39762
   Mail Stop 9724
   Phone: (662) 325-3335-Phone
   (662) 325-8190 - Fax
   Location: 01 Montgomery Hall
   Office Hours: 8 a.m. to 5 p.m., M-F

4. **Honor Code:**

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:
"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."
Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.
Please include the following statement on all assignments, sign, and date as appropriate:

The work that I have submitted for this assignment is my own, and I did not copy, plagiarize, or fabricate information nor take any other action that does not uphold the MSU Honor Code. Signed:_____ Date_____

For additional information please visit: ttp://www.msstate.edu/dept/audit/1207A.html

5. **Email Communication:**
The university and instructor contact students with official information via email using a university-assigned netID. It is the student's responsibility to regularly check his/her email for official university messages and class announcements.

ASSIGNMENTS AND GRADING HS 4833

There are a total of 530 points for the course. Each assignment's value is given next to the corresponding assignment.

POINTS	ASSIGNMENT	DUE DATE
200	**Exams** – there will be 2 exams during the semester.	**Midterm** **Final**
150	**Comprehensive Project** – student will complete a comprehensive project on an assigned diagnosis.	**As assigned**
30	**Competency Standard Essays**	**As assigned**
120	**Chapter/Article Reflection Papers**	**As assigned**
30	**Discussions Questions**	**As assigned**

ASSIGNMENT DESCRIPTIONS

Exams – 2 tests (2 @ 100 points each= 200) 38%

There will be two exams, a mid-term exam and a final exam. **No make-up exams are given without a doctor's excuse.**

Comprehensive Project (150 points) 28%

Students are required to complete a comprehensive project that includes a research presentation, fact sheet, and developmental intervention. Students will work on a specific diagnosis that most CLSs will experience in the workplace. The instructor must approve the selected diagnosis. Students will identify the psychosocial and developmental needs of children and their families in the specified diagnostic group. Students will develop a fact sheet on the diagnosis, create a Child Life intervention, and develop a PowerPoint presentation that identifies diagnostic and psychosocial concerns, educational resources, and family-related issues. Based on the research, the student will present a PowerPoint presentation to the class. The instructor will provide a detailed outline during the semester to be used as a guide for completing this project.

Competency Standard Essay/Presentation (1 @ 30 each = 30) 5%

The IOF will be used to construct the paper. The topic will be "Play and the Healthcare Experience." The essay on "Play and the Healthcare Experience" will be 2-3 pages in content with an additional page for references. The essay should adhere to APA guidelines. A rubric will be posted on Blackboard.

Chapter/Article Reflections (3 @ 40 each = 120) 23%

Chapter reflections will provide an opportunity for the student to read and reflect on the chapter/article content that was found interesting or posed professional questions. The chapter reflections will frame the psychosocial and healthcare implications for child life work with children and families as identified in the chapter, and the reflection will make connections to other information discussed in class or in other readings. Chapter/article reflections should be at least one page with a reference page, adhering to all APA and written guidelines. Due dates are provided on the syllabus and MyCourses. A rubric is provided in the rubric folder on MyCourses.

Discussion Questions (3 @ 10 each = 30) 5%

Each student will be expected to answer specific questions pertaining to that week's assigned readings and class discussion. Reflections should address what you have learned/studied/viewed/read and reflect observations, concerns, feelings, strengths, and weaknesses of theory and/or research. You may also include content that was found unclear, controversies, or issues about which additional information will be helpful. References in text must be cited using APA format and then included in a reference section with each discussion response. Students are expected to read the assignments in advance and be prepared to make meaningful contributions to the discussion board. *The discussion response should be a minimum of 200 words, maximum of 500 words. (This does not include your references.) This will not be an attachment: it should be posted directly to the discussion board to allow everyone an opportunity to easily read each post.* Questions should be submitted to the discussion board on MyCourses by Friday at 5:00 p.m.

A	**477-530**	**90-100%**
B	**423-476**	**80-89%**

C	369-422	70-79%
D	315-368	60-69%
F	314 or below	59% or below

TENTATIVE COURSE OUTLINE, READINGS, AND ASSIGNMENTS

DATE	TOPIC	READINGS	ASSIGNMENTS AND TESTS	Hrs
Week 1	Introduction & Review of Assignments What is Child Life? Pre/Post Test The Story of Child Life			3 hours
Week 2	The Child in the Context of the Family- Family Centered Care Professionalism and Ethical Responsibility	Chap.2-3 – Potts & Mandleco Chap. 1, 6 – Handbook of CL	Internet Assignment	3 hours
Week 3	Theoretical Approaches Theoretical Framework Evidence-Based Practice	Chap. 6 – Potts & Mandleco Chap. 2 -Handbook of CL	Chapter Reflection	3 hours
Week 4	Growth and Dev of the Infant Growth and Dev of the Toddler Comprehensive Project Selection	Chap. 8 -9 – Potts & Mandleco	Reflection/ Discussion Question	3 hours
Week 5	Growth and Dev. of the Preschooler Growth and Dev. of School-age child	Chap. 9-10 – Potts & Mandleco	Reflection/ Assignment Question	3 hours
Week 6	Growth and Dev. of the Adolescent Caring for Children Who Are Hospitalized	Chap. 11 – Potts & Mandleco Chap. 16 – Potts & Mandleco	Reflection/Discussion Questions	3 hours
Week 7	Talking to Children and Families About the Health Care Exp. Therapeutic Relationships in CL Communication and CL	Chap. 4 or 5- Handbook of CL Chap. 13- Mandleco & Potts	Chapter Reflection	3 hours
Week 8	Health Care Play **Midterm**			3 hours
Week 9	Health Care Play Paradigms of Play	Chap. 8, 9- – Handbook of CL Handouts	**Essay – Play and the Healthcare Experience**	3 hours
Week 10	Psychological Preparation and Coping			3 hours
Week 11	Chronic & Acute Conditions in Childhood Chronic Illness and Rehabilitation Pain Management –Non	Chp. 17, 18 – Potts & Mandleco Chap. 13 –Handbook of CL	Chapter Reflection	3 hours

	Pharmacologic Approaches			
Week 12	**Student Presentations**			3 hours
Week 13	**Student Presentations**			3 hours
Week 14	**Student Presentations** □ Child Abuse and Neglect □ The Emergency Department and Ambulatory Care	Chap. 36 – Potts & Mandleco Chap. 14-Handbook of CL Chap. 7 – Handbook of CL	**Chapter Reflection**	3 hours
Week 15 Dec. 3	□ Child Life: A Global Perspective □ Review for final	Handouts		1.5 hours
Week 16	**Monday Final Exam: 12-3**		**Final Exam**	**3 hours**

Mississippi State UNIVERSITY

School of Human Sciences

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

March 6, 2014

Dr. Michael Cox
Chair, CALS Curriculum Committee
Box 9555
Mississippi State, MS 39762

Dr. Michael Cox:

The School of Human Sciences Curriculum Committee has reviewed the AOCE course modification proposal for HS 4833 The Hospitalized Child, and we are fully in support of the modification. We believe the changes will enlarge our program's target audience while meeting the needs of potential distance students.

Sincerely,

Joe D. Wilmoth, Chair

Laura Downey, Member

Charles Freeman, Member

Julie Parker, Member

Tommy Phillips, Member

School of Human Sciences • Box 9745 • Mississippi State, MS 39692-9745
(662) 325-2950 • Fax (662) 325-8188 • email: humansci@humansci.msstate.edu

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Architecture, Art & Design **Department:** Art

Contact Person: Dominic Lippillo **Mail Stop:** 9638 **E-mail:** dlippillo@caad.msstate.edu

Nature of Change: Add **Date Initiated:** 4/1/14 **Effective Date:** 8/16/14

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
ART	4683	Photography Internship	(3)

New or Modified Catalog Description:
(Prerequisites: ART 2103 and consent of instructor). Three hours internship. A supervised professional work experience of 150 hours with a photographer or business in the field of photography.

Approved: _____ Department Head	*Date:*	4/1/2014
_____ Chair, College or School Curriculum Committee		4/8/2014
_____ Dean of College or School		4.8.14
_____ Chair, University Committee on Courses and Curricula		
_____ Chair, Graduate Council (if applicable)		
_____ Chair, Deans Council		

1. CATALOG DESCRIPTION:
ART 4683. Photography Internship. (3) (Prerequisites: ART 2103 and consent of instructor). Three hours internship. A supervised professional work experience of 150 hours with a photographer or business in the field of photography.

2. DETAILED COURSE OUTLINE:
Please see attached proposed course syllabus

3. METHOD OF EVALUATION:
This course is an internship in photography where the student works 150 hours a semester with a professional in the field. A final report written by the student and evaluation provided by the employer will serve as the criteria for grading.

Student Final Report	25%
Employer Evaluation	75%
Total	100%

100 Point Scale

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

Student Final Report
The report should be three to five pages in length and typed using twelve-point font. The contents of the report will include a description of the company/professional including their work philosophy, structure, and role in the field of photography. An in-depth description of the role the student took on during the internship, including specific work accomplished. An assessment of the tasks performed compared to the student's preconceived ideas of the tasks before entering the internship. An analysis of the knowledge and skills gained from the internship, and a description of strengths and weaknesses while performing the tasks. The report will conclude with a summary of the internship and an assessment of the experience. Visual documentation of the work created or assisted during the time of the internship will also be required as part of the report.

Employer Evaluation
The Internship Coordinator will send an evaluation form directly to the employer towards the end of the semester. The employer will be asked to provide a description of the tasks performed by the student during the internship, assess the professionalism of the student, and evaluate the quality and quantity of the work during the internship.

4. JUSTIFICATION AND LEARNING OUTCOME:
This course will be an elective for the student pursuing the BFA in the Photography Concentration and is designed to prepare the student with real-world work experience appropriate for the field of photography.

The Department of Art has three concentrations: Fine Art, Graphic Design, and Photography. Fine Art and Graphic Design have internship courses included in their curriculum as electives the students are able to take. The Photography concentration would like to provide an internship experience with content specific to the field of photography.

The Photography Internship will provide a learning experience outside of the classroom to prepare the student for the field of photography after completion of the BFA degree from Mississippi State University. This will allow the concentration to build relationships with employers in the region and nationally, and allow the students to build a network of professionals and peers while enrolled in the program. This type of learning experience is invaluable, as it will help students realize what it means to be a working professional in the field of photography.

5. ACADEMIC MISCONDUCT:
Students will sign the MSU honor code, which will accompany the internship contract.

6. TARGET AUDIENCE:
Photography concentration students with an interest in perusing a professional work experience before completing the BFA degree.

7. SUPPORT:
Please see attached letters of support.

8. INSTRUCTOR OF RECORD (GRADUATE COURSE):
Non-applicable

9. GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES):
Non-applicable

10. PLANNED FREQUENCY:
The course will be offered in the Fall, Spring, and Summer Semesters.

11. EXPLANATION OF ANY DUPLICATION:
There is not duplication of material in this course. Content in this course will build upon the basic information that students received in the prerequisite course.

12. METHOD OF INSTRUCTION CODE:

E	Dir. Exp Study, Pract., Co-Op	short-term work experience, usually related to a student's major field that is supervised by persons experienced in the discipline that consists of study and/or practical experience

13. METHOD OF DELIVERY:

F	Face to face	course instruction and structured units of information delivered in person by the instructor.

14. PROPOSED C.I.P. NUMBER:
50.0605

15. PROPOSED 24-CHARACTER ABBREVIATION:
Non-applicable

16. PROPOSED SEMESTER EFFECTIVE:
Fall 2014

17. OTHER APPROPRIATE INFORMATION:
Non-applicable

18. PROPOSAL CONTACT PERSON:
Dominic Lippillo (662) 325-2970

ART 4683: Photography Internship
Semester: Fall 2013
Days and Times: TBD
Internship Coordinator: Assistant Professor Dominic Lippillo
Office: Briscoe 215
Office Hours: T 12:00 - 4:00
Email: dlippillo@caad.msstate.edu

Course Description:
(Prerequisites: ART 2103 and consent of instructor). Three hours internship. A supervised professional work experience of 150 hours with a photographer or business in the field of photography.

Internship Coordinator Course Description:
This course is designed for the advanced student who is preparing for a career in photography. An internship in photography is designed to prepare the student with a real-world work experience appropriate for the field of photography by providing a learning experience outside of the classroom. In doing so, it provides the student with the professional experience required for learning industry standard techniques, working with a professional in the field, clients or a gallery, and learning the business of being a professional photographer.

Course Goals and Objectives:
This course places an emphasis on establishing a professional relationship with a professional photographer or a business in photography for preparation in a career as a photographer or graduate school. It provides the student with hands-on learning situations in the field under a supervised professional. It examines the technical impact of photographic image making on traditional aesthetic considerations as well as the evolution of modern and post-modern aesthetic ideas. Aspects of subject, form, content, and context are investigated throughout the work being made during the internship. Student dialogue is established through reasoned and effective writing and speaking with his or her supervisor, co-workers, and clients.

Assessment Methods:
Students will be evaluated by the Internship Coordinator with the assessment of a final report submitted by the student and a final evaluation submitted by the employer.

Attendance: Attendance during scheduled work hours for the internship is required!

***Penalty for academic dishonesty*:** See the undergraduate catalogue for penalties. *Notice: All students are expected to adhere to the Universities' honor code.*

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

Grading: Grades will be objective, based on the accuracy of the response and the depth of response. Assistant Professor Dominic Lippillo will be the Internship Coordinator, and will administer the grade in the course. At the end of the semester (as arranged between the student and coordinator) the student will turn in a paper reporting duties and achievements during the internship period. The student's evaluation (MSU form) by the participating unit should be sent to Assistant Professor Lippillo.

Criteria for Grading:

Student Report	25%
Employer Evaluation	75%
Total	100%

Students with Disabilities:

In accordance with the section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The Department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

Safety Information:

University Police:	325-2121
Starkville Police:	325-4131

Campus Resources:

Student Counseling Services:
You may call (662) 325-2091 or come by our office to set up an appointment. We don not make appointments or engage in counseling via email due to concerns for confidentiality and irregular monitoring if incoming messages.

The Mississippi State University Writing Center:
The Mississippi State University Writing Center dedicates itself to helping all MSU students to develop as writers. http://www.writingcenter.msstate.edu/

Important Dates

Aug 23	Last day to drop a course without a grade (5th class day)
Aug 26	Last day to register or add a course (6th class day) Last day to request undergrad academic forgiveness via myState 12:00 midnight
Sept 2	Holiday (No Classes)
Sept 30	Last day to drop a class with a "W" grade
Oct 7	Mid-point of semester
Oct 24-25	Fall Break – No Classes Scheduled
Nov 14	Last day to withdraw from the University (ten class days remaining)
Nov 27-29	Thanksgiving holidays (Wednesday through Sunday)
Dec 3	Classes End
Dec 6, 9-12	Finals

Mississippi State University
Department of Art
ART 4683: Photography Internship

Requirements for satisfactory course completion.

1. Register for ART 4683 before the internship begins.

All internships must be approved by the Internship coordinator. At least ten hours per week for 15 weeks or equivalent (150 hours required) must be completed and documented. Each internship is worth 3 credit hours. Summer hours per week may vary as long as the minimum requirement is met.

2. Internship contract and job description form.

Both must be completed and returned to Assistant Professor Dominic Lippillo before the internship begins. If the contract and form are not completed and returned a final grade will not be issued. This is the student's responsibility not the employer. Do not fax (retain a copy for yourself and your supervisor).

3. Student Final Report and documentation.

(25% of final grade) Due Wednesday, November 27 to Assistant Professor Dominic Lippillo.

4. Internship Employer Final Evaluation Report.

(75% of final grade) Coordinator will send directly to employer. Due back to Assistant Professor Dominic Lippillo by Wednesday, November 27.

Assistant Professor Dominic Lippillo will be the Internship Coordinator, and will administer the grade in the course. At the end of the semester (as arranged between the student and coordinator) the student will turn in a paper reporting duties and achievements during the internship period. The student's evaluation (MSU form) by the participating unit, should be sent to Assistant Professor Lippillo (Dept. of Art, PO Box 5182, MSU, Mississippi State, MS, 39762), and will be considered in assessing the student's grade in the course. All parties in agreement will sign and date below:

We have reviewed this information and the intern is aware of his or her responsibilities and deadlines. All deadlines and responsibilities must be met in a timely manner in order to receive a final grade.

Student Name: _____

Student Phone Number: _____

Year: _____ Semester: _____

Student Signature: _____

Faculty Signature: _____

Employer Signature: _____

Mississippi State University
Department of Art
Art 4683: Photography Internship

Employer Evaluation Form

To be completed and mailed to Assistant Professor Dominic Lippillo, Department of Art, PO Box 5182, MSU, Mississippi State, MS 39762, upon completion of the internship. Please have the evaluation returned by* ***November 27**.*

Student Name: _____

Dates of Internship: _____

Business Name: _____

Supervisor Name: _____

Supervisor's Title: _____

1. Please give a brief description of the type of work done by the student.

2. Please evaluate the student's work and adaptability in this professional work situation.

3. Would you be willing to hire this student if a position were available?

4. Would you be interested in working with another intern from the Photography Concentration in the Department of Art at Mississippi State University?

5. Recommended grade for the internship.

   Grading Scale:
   A = Excellent / B = Good / C = Fair / D = Weak / F = Deficient

   - Overall quality of the work accomplished: _____
   - Overall quantity of work accomplished: _____

Supervisor's Signature: _____

Date: _____

Mississippi State University
Department of Art
Art 4683: Photography Internship

Student Final Report and Documentation

The format of the paper will be as follows:

1. Hard copy and turned in by **November 27**.

2. 3-5 pages in length, single-spaced. Please include the following information on the title page: student's name, name and address of participating unit, name of internship supervisor, date.

3. The contents of the paper to include:

    - Description of the unit or company in which you were placed, including philosophy, organizational structure, role in art and design community.

    - An in depth description of the job and the role performed, including specific tasks and projects accomplished.

    - Compare your perceptions and expectations at the beginning of the internship to those at the end.

    - Analyze your skills, ideas, and knowledge learned from the internship and discuss which are most needed in this field.

    - What are your strengths and weaknesses in relation to the intern experience?

    - Was the internship beneficial? How?

4. Visual Documentation

    - Include examples - digital and hard copy; actual pieces, photographic prints, website address and links, or disk of work. Include pieces to be kept on file by Internship Coordinator. Report should be turned in with a folio cover or binder.

MISSISSIPPI STATE UNIVERSITY
415 Barr Avenue 102 Freeman Hall Po Box 5182 Mississippi State, MS 39762-5541
Tel: 662.325.2970
Fax: 662.325.3850

COLLEGE OF ARCHITECTURE ART + DESIGN
www.caad.msstate.edu

DEPARTMENT OF ART

October 10, 2013

RE: ART4683 Photography Internship

Dear UCC Committee,

Graphic design and fine art students in the Department of Art gain a great deal from internships in their respective fields. The curriculum committee agrees that an internship course should also be offered in Photography. We support the creation of this new course.

Committee Members	Signatures	Vote
Marita Gootee Professor		Y
Tim McCourt Professor		Y
Jeffrey Haupt Professor	Absent	
Dr. Angi Bourgeois Associate Professor	Absent	
Neil Callander Assistant Professor		Y

Sincerely,

Critz Campbell – Associate Professor
Curriculum Committee Chair
Department of Art

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Arts & Sciences Department: Sociology

Contact Person: David May Mail Stop 9562 E-mail: dmay@soc.msstate.edu

Nature of Change: Add Date Initiated: 10 April 14 Effective Date: 1 Aug 14

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CRM/SO	3123	Policing and Society	(3)

New or Modified Catalog Description:

Approved: [signature] *Date:* 4/10/14

Department Head

[signature]

Chair, College or School Curriculum Committee

[signature] 4-10-14

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

MISSISSIPPI STATE
UNIVERSITY

March 20, 2014

Dear Chair, University Committee on Courses and Curriculum,

Please accept this letter of support for the Sociology department's proposal to add a new Criminology course- CRM/SO 3123- Policing and Society. We believe that this course fills a needed area for criminology majors in their criminology elective options and will help address the student interest in the topic of policing. For these reasons, our departmental faculty is fully supportive of the Sociology department's effort to offer this new course. In fact, the departmental faculty voted unanimously for approval of this change at our October 11, 2013 faculty meeting. Please contact David May, Chair of the Department of Sociology Undergraduate Curriculum Committee, if you have further questions.

Sincerely yours,

Department of Sociology Undergraduate Curriculum Committee

Shannon Lane

David May (chair)

Ashley Perry

Lindsey Peterson

Melinda Pilkinton

Course Addition

Addition of the New Course CRM/SO 3123- Policing and Society

Department of Sociology, College of Arts & Sciences

1. Catalog Description: CRM/SO 3123. Policing and Society. (3). (Prerequisites: CRM 1003 and SO 1003). Three hours lecture. An overview of police functions and responsibilities at all levels from a sociological perspective. Focuses on symbiotic roles of policing and other societal organizations.

2. Detailed Course Outlines:

Week	Topic	Reading from Gaines & Kappeler	Contact Hours
1	Introduction to Course; Review Syllabus	Chap. 1	3
2	Introduction to Police and Society	Chap. 1	3
3	Historical Perspectives on Policing	Chap. 2	3
4	Modern v. Historical Policing Personnel Systems *Group Project #1*	Chap. 3	3
5	Personnel Systems and Exam Review; **Exam 1 (Chapters 1-3)**		3
6	Organization and Management *Group Project #2-* Police Organization & Mgmt.	Chap. 4	3
7	Police Operations	Chap. 5	3
8	Police Discretion	Chap. 6	3
9	Police Use of Force *Group Project #3- Controlling Use of Force*	Chap. 7	3
10	**Exam 2 (Chapters 4-7)** Police Culture and Behavior	Chap. 8	3
11	Police Ethics and Deviance	Chap. 9	3
12	Civil Liability *Group Project #4-* Issues of Police Liability	Chap. 10	3
13	The Police in the Modern Community	Chap. 11	3
14	Policing the Drug Problem *Group Project #5- Controlling the Drug Problem* **Final Paper Due**	Chap. 12	3
15	Globalization, Terrorism, & Homeland Security **Final Exam (Chapters 8-13)**	Chap. 13	3
		Total Contact Hours	45

3. Method of Evaluation:

Exams:

Exam 1	_____	(100)
Exam 2	_____	(100)
Exam 3	_____	(100)
Final Paper	_____	(100)
Group Projects	_____	(50) (Sum of 5 @ 10 points each)
Class Participation	_____	(50)

There are a total of 500 points possible in this class.
The grade distribution will be as follows:

A = 450 - 500 points
B = 400 - 449 points
C = 350 - 399 points
D = 300 - 349 points
F= 000 - 299 points

4. Justification and Outcome:
   a. The material that will be offered in this course is current and relevant to the field of policing. This will be the only course that deals explicitly with policing in the Criminology/Sociology curriculum. This course will complete our course offerings on the three most well-recognized components of the criminal justice system: courts, corrections, and policing. This course reviews the role of law enforcement in society from a sociological perspective and stresses to students the important role that society plays in structuring policing. Additionally, students will also learn the important impact that policing has on society. We will examine critical issues related to policing including: the various styles and operational strategies of police agencies; the various types of police misconduct and corruption; challenges to the policing profession that impact police organizational and individual decisions; the nuances of the police culture; and the nature of the relationship between the police and the community.
   b. The course will also provide the student with an understanding of the many issues associated with policing. The student will learn: the environment of policing; the historical forces that contribute to the development of policing; the important interaction between police and the society they serve; and the various limitations placed on police practices and behaviors. The student will be able to discern police behavior in the context of duties and responsibilities in a democratic society.

5. Academic Misconduct: Students will be required to adhere to the MSU Honor Code. Students will be notified in the syllabus that violations will be reported to the Honor Council. Students will receive an F for the course for any academic misconduct during the semester.

6. Target Audience: Criminology majors, Sociology majors, majors in other fields of human service (Counseling, Psychology, etc.), BSIS students, and students in other majors wanting to gain a better understanding of policing.

7. Support: Please see attached letters of support from the department curriculum committee.

8. Instructor of Record: David C. May, Ph.D., Associate Professor of Sociology

9. Graduate Students Requirements: N/A

10. Planned Frequency: The Campus 1 course will be offered annually during the spring semester.

11. Explanation of Duplication: There is no duplication in this course.

12. Method of Instruction Code: C

13. Method of Delivery: F

14. Proposed CIP Number: 45.0401

15. Proposed 24-Character Abbreviation: Policing and Society

16. Proposed semester effective: Fall 2014

17. Other Appropriate Information-

The textbook is written by Larry Gaines and Victor Kappeler, two well-recognized scholars in policing. The textbook takes a critical approach to policing, focusing on the important role that societal structure and pressures have on policing and the interrelated nature of the police and other societal organizations

18. Contact Person: David May, Associate Professor of Sociology, dmay@soc.msstate.edu; 5-7877

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Arts & Sciences **Department:** Sociology

Contact Person: Raymond Barranco **Mail Stop** 9562 **E-mail:** rbarranco@soc.msstate.edu

Nature of Change: Add **Date Initiated:** 10 April 14 **Effective Date:** 1 Aug 14

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CRM/SO	4343	Media, Crime, and Justice	(3)

New or Modified Catalog Description:
An overview of the role media plays in shaping criminal justice policy, as well as public knowledge about crime and the criminal justice system. (Prerequisites: CRM 1003 and SO 1003)

Approved:	Department Head	*Date:* 4/10/14
	Chair, College or School Curriculum Committee	
	Dean of College or School	4-10-14
	Chair, University Committee on Courses and Curricula	
	Chair, Graduate Council (if applicable)	
	Chair, Deans Council	

MISSISSIPPI STATE
UNIVERSITY

October 30, 2013

Dear Chair, University Committee on Courses and Curriculum,

Please accept this letter of support for the Sociology department's proposal to add a new Criminology course- CRM/SO 4343/6343- Media, Crime, and Justice. We believe that this course fills a needed area for criminology majors in their criminology elective options and will help address the student interest in the topic of the media's impact on perceptions of crime and crime policy. For these reasons, our departmental faculty is fully supportive of the Sociology department's effort to offer this new course. In fact, the departmental faculty voted unanimously for approval of this change at our October 11, 2013 faculty meeting. Please contact David May, Chair of the Department of Sociology Undergraduate Curriculum Committee, if you have further questions.

Sincerely yours,

Department of Sociology Undergraduate Curriculum Committee

Shannon Lane

David May (chair)

Ashley Perry

Lindsey Peterson

Melinda Pilkinton

MISSISSIPPI STATE UNIVERSITY™

Department of Communication

October 11, 2013

David May, Ph.D.
Associate Professor and Criminology Program Coordinator
Mississippi State University
Department of Sociology
P.O. Box C
Mississippi State, MS 39762

Dr. May:

The curriculum committee for the Department of Communication sees no conflict with the creation of SO 4343/6343- Media, Crime, and Justice. We think this would be a strong addition to the university curriculum.

Sincerely,

Mark Goodman, Ph.D.
Chair

Course Addition

Addition of the New Course CRM/SO 4343/6343- Media, Crime, and Justice

Department of Sociology, College of Arts & Sciences

1. Catalog Description: CRM/SO 4343/6343. Media, Crime, and Justice. (3). (Prerequisites: CRM 1003 and SO 1003). Three hours lecture. An overview of the role media plays in shaping criminal justice policy, as well as public knowledge about crime and the criminal justice system.

2. Detailed Course Outlines:

Week 1: Syllabus - Overview of Course, What is Media? (3 contact hours)

Week 2: MLK Holiday, Social Constructionism (1.5 contact hours)

Week 3: Moral Panics, Crime Stats (3 contact hours)

Week 4: Media Coverage of Crime and Criminals, Media Race and Crime (3 contact hours)

Week 5: Cultural Criminology, TV/Crime-Superheroes/Crime- Review for Test (3 contact hours)

Week 6: Test 1, Media and the Police (3 contact hours)

Week 7: Analyzing the role of media and the police in Hanson's *L.A. Confidential,* Media and the Courts (3 contact hours)

Week 8: Analyzing the role of media and the jury deliberation process in Lumet's *12 Angry Men*, Media and the Trial Process (3 contact hours)

Week 9: SPRING BREAK

Week 10: Analyzing the role of media and corrections in Darabont's *The Shawshank Redemption,* Media Gender and Crime (3 contact hours)

Week 11: Media and Crime Control, Review for Test (3 contact hours)

Week 12: Test 2, Rational Choice Theory (3 contact hours)

Week 13: Analyzing Rational Choice Theory in Wilder's *Double Indemnity,* Psychological Theories of Crime (3 contact hours)

Week 14: Analyzing Psychological Theories of Crime in Hitchcock's *Psycho,* Labeling Theory (3 contact hours)

Week 15: Analyzing Labeling Theory in Forman's *One Flew Over The Cuckoo's Nest,* Subcultural Theories of Crime (3 contact hours)

Week 16: Analyzing Subcultural Theories of Crime in Coppola's *The Godfather* or Singleton's *Boyz N The Hood,* Review for Final Exam (3 contact hours)

Week 17: Final Exam (1.5 contact hours)

Total Contact Hours- 45 contact hours

3. Method of Evaluation:

   Exams: 60% (3 exams @ 20%)
   Writing Assignments: 32% (8 reaction papers to assigned films @ 4% each)
   Quizzes: 8% (at least 10 random quizzes given throughout the semester)

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

4. Justification and Outcome:
   a. The material that will be offered in this course is current and relevant to the field of criminology and criminal justice. This will be the only course that deals explicitly with media in the Criminology/Sociology curriculum. Given the important impact that the media have on public perceptions and legislative policy, it is important for students to understand the role of the media in shaping both crime policy and public opinion about crime.
   b. This course reviews the role of media on crime and the criminal justice system from a sociological perspective. The course will also provide the student with an understanding of Social Constructionism and how it affects our view of the world, as well as how the media are organized and how they determine newsworthiness. We will examine critical issues related to media's effects including how media shape the public's view of crime, criminals, and the agents of criminal justice and how the media shape the formation of criminal justice policy and public opinion about crime. Upon completing the course, students will be able to: (1) understand the history of the relationship between the media and crime and be cognizant of the processes, foundations, and concepts through which the media influence crime and justice; (2) critically analyze the various forms of media and their portrayal of crime and criminal justice issues; and (3) apply the material learned in this course to better understand the role of media in the formation of both opinion and policy in the criminal justice field.

5. Academic Misconduct: Students will be required to adhere to the MSU Honor Code. Students will be notified in the syllabus that violations will be reported to the Honor Council. Students will receive an F for the course for any academic misconduct during the semester.

6. Target Audience: Criminology majors, both graduate and undergraduate Sociology majors, majors in other fields of human service (Counseling, Psychology, etc.), BSIS students, and undergraduate and graduate students in other majors wanting to gain a better understanding of the role media plays in affect crime and the criminal justice system.

7. Support: Please see attached letters of support from the department curriculum committee.

8. Instructor of Record: Raymond E. Barranco, Ph.D., Assistant Professor of Sociology

9. Graduate Students Requirements:

    a. 3 exams @ 10% each- 30%
    b. Weekly Reading Assignment Summaries- One page review and critique of roughly 30 assigned articles- 20%
    c. Semi- Weekly Written Assignments: (8 reaction papers to assigned films @ 4% each)- 25%
    d. Research Paper: 25%

10. Planned Frequency: The Campus 1 course will be offered annually during the spring semester.

11. Explanation of Duplication: There is no duplication in this course.

12. Method of Instruction Code: C

13. Method of Delivery: F

14. Proposed CIP Number: 45.0401

15. Proposed 24-Character Abbreviation: Media and Crime

16. Proposed semester effective: Fall 2014

17. Other Appropriate Information- The textbook for the course is written by Ray Surette, one of the leading scholars in the field of media and crime. The textbook takes a critical approach to media, focusing on how media affect the public's knowledge of crime, criminals, and the criminal justice system. Graduate students will also be required to read a number of additional articles. We have included two weeks of those assigned readings as an example of that requirement.

Due Week 3 (Moral Panics) 4

- Springhall, John. 1998. "Censoring Hollywood: Youth, Moral Panic and Crime/Gangster Movies of the 1930s." *Journal of Popular Culture*
- Killingbeck, Donna. 2001. "The Role of Television News in the Construction of School Violence as a 'Moral Panic'. *Journal of Criminal Justice and Popular Culture*
- Cobbina, Jennifer E. 2008. "Race and Class Differences in Print Media Portrayals of Crack Cocaine and Methamphetamine." *Journal of Criminal Justice and Popular Culture*
- Boyd, Susan. 2010. "Reefer Madness and Beyond." *Popular Culture, Crime and Social Control.*

Due Week 3 (News/Crime) 5

- Katz, Jack. 1987. "What Makes Crime 'News'?" *Media, Culture & Society*
- Dupre, Michael E. and David A. Mackey. 2001. "Crime in the Public Mind: Letters to the Editor as a Measure of Crime Salience." *Journal of Criminal Justice and Popular Culture*
- Paulsen, Derek J. 2002. "Wrong Side of the Tracks: Exploring the Role of Newspaper Coverage of Homicide in Socially Constructing Dangerous Places." *Journal of Criminal Justice and Popular Culture*
- Pizzaro, Jesenia M., Steven M. Chermak, and Jeffrey A. Gruenewald. 2007. "Juvenile 'Super-Predators' in the News: A Comparison of Adult and Juvenile Homicides." *Journal of Criminal Justice and Popular Culture*
- Morris, Robert G. 2008. "Media Constructions of Identity Theft." *Journal of Criminal Justice and Popular Culture*

18. Contact Person: Raymond E. Barranco, Assistant Professor of Sociology, rbarranco@soc.msstate.edu; 5-7889

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Arts and Sciences **Department:** English

Contact Person: Becky Hagenston **Mail Stop** 9518 **E-mail:** bhagenston@english.msstate.edu

Nature of Change:	**Date Initiated:**	**Effective Date:**
Modification	September 2013	Fall ~~Spring~~ 2014

Current Listing in Catalog:

Symbol	**Number**	**Title**	**Credit Hours**
EN	4303/6303	Craft of Poetry	(3)

Current Catalog Description:

(Prerequisite: EN 3303 or consent of instructor). Three hours lecture. The craft and practice of writing poetry.

New or Modified Listing for Catalog:

Symbol	**Number**	**Title**	**Credit Hours**
EN	4303/6303	Craft of Poetry	(3)

New or Modified Catalog Description:

(Prerequisite: EN 3303 or consent of instructor). (Graduate students may take EN 6303 for credit twice, even if they have already taken EN4303 as undergraduates.) Three hours lecture. The craft and practice of writing poetry.

Approved:	***Date:***
Department Head	11-20-13
Chair, College or School Curriculum Committee	12/05/13
Dean of College or School	12-5-13
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

1. CATALOG DESCRIPTION

CURRENT CATALOG DESCRIPTION

EN 4303/6303. Craft of Poetry. (3) (Prerequisite: EN 3303 or consent of instructor.) Three hours lecture. The craft and practice of writing poetry.

MODIFIED CATALOG DESCRIPTION

EN 4303/ 6303. Craft of Poetry. (3) (Prerequisite: EN 3303 or consent of instructor. Graduate students may take EN 6303 for credit twice, even if they have already taken EN4303 as undergraduates.) Three hours lecture. The craft and practice of writing poetry.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

Add that graduate students may take the class for credit up to two times, even if they have already taken EN 4303 as undergrads.

3. JUSTIFICATION AND LEARNING OUTCOMES

These changes are intended to accommodate the language of the upcoming Graduate Bulletin.

According to the Minutes of the April 12, 2013 Graduate Council:

Following discussion at a previous meeting, Dr. PC Cinnella and Dr. D'Abramo edited the AOP so that #5 reads as follows: ***"Students who have already taken a course at the 4000-level are not allowed to enroll in the same course for credit at the 6000-level except for those courses that are specifically approved to be taken multiple times for credit."***

Discussion followed regarding approval of those courses which can be repeated; the response was that UCCC approves this when approving a new or modified course. The courses are flagged in Banner showing their approval for retake and the number of times it can be retaken.

Graduate students who are doing a creative thesis might take the class twice in the course of their Masters program, each time with different texts and different student expectations, and often with a different instructor.

Each time the students take the class, they produce new work appropriate to their level of experience and professional expectations.

The course should be repeatable because students continue to develop these skills, and because the outcome of each class is new, original poetry. Students learn that writing poetry is an ongoing practice, and they continue to develop technical skills each time they take the course

4. ADDITIONAL INFORMATION

a. COURSE SYMBOL – No change
b. COURSE NUMBER – No change
c. COURSE TITLE – No change
d. CREDIT HOURS – No change
e. PRE-REQUISITE/CO-REQUISITE – No change
f. METHOD/HOURS OF INSTRUCTION – No change
g. METHOD OF DELIVERY – No change
h. COURSE DESCRIPTION – No change
i. COURSE CONTENT – No change

5. GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)
To reconfirm the differences between the undergraduate and graduate student requirements:

Graduate students in EN 6303, Craft of Poetry, are asked to write longer and more critically demanding papers than those required from the undergraduates (students write a critical analysis comparing their own work to a published piece, and write a preface to an anthology of their own design in which they articulate why certain poems have been formative for them as writers). Graduate students are also required to preface their final portfolio with a thoughtful introduction in which they detail their revision process and the aesthetic choices they made regarding each poem. Finally, graduate students in Craft of Poetry are required, as part of the professionalization process, to submit a packet of finished poems to the literary magazine of their choosing.

6. METHOD OF EVALUATION
No change

OUT OF CLASS WORK
No change

7. ACADEMIC MISCONDUCT
No change

8. TARGET AUDIENCE
No change

9. SUPPORT
Attached

B. SPECIAL NOTES
1. CROSS-LISTING
N/A

2. EFFECTIVE DATE
Fall 2014

3. GENERAL EDUCATION COURSE DESIGNATION
N/A

4. EFFECTS ON OTHER COURSES
This proposed modification has no effect on other courses, or on the requirements for the M.A. degree. Currently, when a graduate student takes EN 6303 twice, the second time is recorded by the registrar as a 7000-Directed Individual Study, and the credits go toward the student's graduate degree. The same would be true if the student takes the course again as 6303. The proposed modification in no way alters the course of study in the M.A. program.

5. MASTER SCHEDULE

MISSISSIPPI STATE UNIVERSITY

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

TO: Dr. Tommy Anderson
Chair, Arts and Sciences Curriculum Committee

FROM: Becky Hagenston
Chair, English Dept. Curriculum Committee

RE: EN 6303 Craft of Poetry

DATE: 7 October 2013

After approval from the English Dept. curriculum committee, the English Department voted to allow graduate students to take ~~6313~~ 6303 Craft of ~~Fiction~~ Poetry for credit up to two times, even if they have already taken EN ~~4313~~ 4303 as undergraduates.

Members of the Curriculum Committee:

Dr. Bonnie O'Neill
Dr. Ginger Pizer
Dr. Ted Atkinson
Dr. Lara Dodds
Ann Spurlock
Dr. Shalyn Claggett
Dr. Holly Johnson
Dr. Andrea Spain

Witnessed by the College Curriculum Committee

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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College or School: Arts and Sciences **Department:** English

Contact Person: Becky Hagenston **Mail Stop** 9518 **E-mail:** bhagenston@english.msstate.edu

Nature of Change:	**Date Initiated:**	**Effective Date:**
Modification	September 2013	Fall ~~Spring~~ 2014

Current Listing in Catalog:

Symbol	**Number**	**Title**	**Credit Hours**
EN	4313/6313	Craft of Fiction	(3)

Current Catalog Description:

(Prerequisite: EN 3903 or consent of instructor). Three hours lecture. The craft and practice of writing fiction.

New or Modified Listing for Catalog:

Symbol	**Number**	**Title**	**Credit Hours**
EN	4313/6313	Craft of Fiction	(3)

New or Modified Catalog Description:

(Prerequisite: EN 3903 or consent of instructor). (Graduate students may take EN 6313 for credit twice, even if they have already taken EN4313 as undergraduates.) Three hours lecture. The craft and practice of writing fiction.

	Date:
Approved: R Raymond Department Head	11-26-13
Chair, College or School Curriculum Committee	12/05/13
Dean of College or School	12-5-13
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

1. CATALOG DESCRIPTION

CURRENT CATALOG DESCRIPTION

EN 4313/6313. Craft of Fiction. (3) (Prerequisite: EN 3903 or consent of instructor.) Three hours lecture. The craft and practice of writing fiction.

MODIFIED CATALOG DESCRIPTION

EN 4313/6313. Craft of Fiction. (3) (Prerequisite: EN 3903 or consent of instructor. Graduate students may take EN 6313 for credit twice, even if they have already taken EN4313 as undergraduates.) Three hours lecture. The craft and practice of writing fiction.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

Add that graduate students may take the class for credit up to two times, even if they have already taken EN 4313 as undergrads.

3. JUSTIFICATION AND LEARNING OUTCOMES

These changes are intended to accommodate the language of the upcoming Graduate Bulletin.

According to the Minutes of the April 12, 2013 Graduate Council:

Following discussion at a previous meeting, Dr. PC Cinnella and Dr. D'Abramo edited the AOP so that #5 reads as follows: ***"Students who have already taken a course at the 4000-level are not allowed to enroll in the same course for credit at the 6000-level except for those courses that are specifically approved to be taken multiple times for credit."***

Discussion followed regarding approval of those courses which can be repeated; the response was that UCCC approves this when approving a new or modified course. The courses are flagged in Banner showing their approval for retake and the number of times it can be retaken.

Graduate students who are doing a creative thesis might take the class twice in the course of their Masters program, each time with different texts and different student expectations, and often with a different instructor.

Each time the students take the class, they produce new work appropriate to their level of experience and professional expectations.

The course should be repeatable because students continue to develop these skills, and because the outcome of each class is new, original fiction. Students learn that writing fiction is an ongoing practice, and they continue to develop technical skills each time they take the course

4. ADDITIONAL INFORMATION

a. COURSE SYMBOL – No change
b. COURSE NUMBER – No change
c. COURSE TITLE – No change
d. CREDIT HOURS – No change
e. PRE-REQUISITE/CO-REQUISITE – No change
f. METHOD/HOURS OF INSTRUCTION – No change
g. METHOD OF DELIVERY – No change
h. COURSE DESCRIPTION – No change
i. COURSE CONTENT – No change

5. GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)
To reconfirm the differences between the undergraduate and graduate student requirements:

Graduate students in 6313 Craft of Fiction are required to produce at least 30 pages of original fiction, rather than 20 pages for undergraduates. Their craft essays are more critically demanding, and they are also twice the length of the craft essays undergraduates write. Graduate students are required to research literary magazines, to present their findings to the class, and to submit a story to a literary magazine of their choice.

6. METHOD OF EVALUATION
No change

OUT OF CLASS WORK
No change

7. ACADEMIC MISCONDUCT
No change

8. TARGET AUDIENCE
No change

9. SUPPORT
Attached

B. SPECIAL NOTES
1. CROSS-LISTING
N/A

2. EFFECTIVE DATE
Fall 2014

3. GENERAL EDUCATION COURSE DESIGNATION
N/A

4. EFFECTS ON OTHER COURSES
This proposed modification has no effect on other courses, or on the requirements for the M.A. degree. Currently, when a graduate student takes EN 6313 twice, the second time is recorded by the registrar as a 7000-Directed Individual Study, and the credits go toward the student's graduate degree. The same would be true if the student takes the course again as 6313. The proposed modification in no way alters the course of study in the M.A. program.

5. MASTER SCHEDULE

MISSISSIPPI STATE UNIVERSITY™

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

TO: Dr. Tommy Anderson
Chair, Arts and Sciences Curriculum Committee

FROM: Becky Hagenston
Chair, English Dept. Curriculum Committee

RE: EN 6313 Craft of Fiction

DATE: 7 October 2013

After approval from the English Dept. curriculum committee, the English Department voted to allow graduate students to take 6313 Craft of Fiction for credit up to two times, even if they have already taken EN 4313 as undergraduates.

Members of the Curriculum Committee:

Dr. Bonnie O'Neill
Dr. Ginger Pizer
Dr. Ted Atkinson
Dr. Lara Dodds
Ann Spurlock
Dr. Shalyn Claggett
Dr. Holly Johnson
Dr. Andrea Spain

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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College or School: Arts & Sciences **Department:** Philosophy and Religion

Contact Person: Albert Bisson **Mail Stop:** 9577 **E-mail:** ABisson@philrel.msstate.edu

Nature of Change: Modification **Date Initiated:** 2/27/14 **Effective Date:** 8/18/14

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
REL	1213	Introduction to the Old Testament	(3)

Current Catalog Description:

Three hours lecture. A survey of Old Testament literature with attention to archaeological findings and the cultural setting.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
REL	1213	Introduction to the Old Testament	(3)

New or Modified Catalog Description:

Three hours lecture. A survey of Old Testament literature with attention to theology and the cultural setting.

Approved: _____ Department Head	*Date:* 2/28/14
_____ Chair, College or School Curriculum Committee	3/21/14
_____ Dean of College or School	3-21-14
_____ Chair, University Committee on Courses and Curricula	
_____ Chair, Graduate Council (if applicable)	
_____ Chair, Deans Council	

MISSISSIPPI STATE UNIVERSITY

Department of Philosophy and Religion

Dr. Kirk Swortzel
Chair UCCC
Mississippi State
MS 39762

February 28, 2014

Dear Dr. Swortzel,

We wish to modify the course description for our introduction courses to the Old and New Testament (REL 1213 and REL 1223). Since the establishment of the Department of Anthropology and Near Eastern Cultures, the Department of Philosophy and Religion no longer houses faculty with an expertise in archaeology. The minor change in course description is designed to give students a more accurate indication of the focus of the course. The primary focus has always been on the Old and New Testament literature. Highlighting the theological content just makes explicit what has always been implicit in these courses.

Yours sincerely,

John Bickle, Ph.D.
Department Head

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

REL 1213
Course modification proposal

1. CATALOG DESCRIPTION

   a. **Current course.** REL 1213 Introduction to the Old Testament. (3) Three hours lecture. A survey of Old Testament literature with attention to archaeological findings and the cultural setting.

   b. **Modified course:** REL 1213 Introduction to the Old Testament. (3) Three hours lecture. A survey of Old Testament literature with attention to theology and cultural setting.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES.

   Change course description: replace "archaeological findings and the cultural setting" with "theology and cultural setting."

3. JUSTIFICATION AND LEARNING OUTCOMES

   Since the establishment of the Department of Anthropology and Near Eastern Cultures, the Department of Philosophy and Religion no longer houses faculty with an expertise in archaeology. The minor change in course description is designed to give students a more accurate indication of the focus of the course. The primary focus has always been on the Old Testament literature. Highlighting the theological content just makes explicit what has always been implicit in this course. It does not indicate a change in the course content. Archaeological findings are supportive, but not central to the study of Old Testament literature, especially at an introductory level. The removal of a statement about archaeological findings will help avoid the misunderstanding that these findings are a major focus of the course.

4. ADDITIONAL INFORMATION

   a. COURSE SYMBOL - No change.
   b. COURSE NUMBER – No change.
   c. COURSE TITLE - No change.
   d. CREDIT HOURS - No change.
   e. PRE-REQUISITE/CO-REQUISITE – No change.
   f. METHOD/HOURS OF INSTRUCTION - No change.
   g. METHOD OF DELIVERY - No change.
   h. COURSE DESCRIPTION – Change from "A survey of Old Testament literature with attention to archaeological findings and the cultural setting" to "A survey of Old Testament literature with attention to theology and cultural setting."
   i. COURSE CONTENT - No change.

5. GRADUATE STUDENT REQUIREMENTS. No change.

6. METHOD OF EVALUATION. No change.

7. SUPPORTING DOCUMENTS. Letter of support.

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Arts & Sciences **Department:** Philosophy and Religion

Contact Person: Albert Bisson **Mail Stop:** 9577 **E-mail:** ABisson@philrel.msstate.edu

Nature of Change: Modification **Date Initiated:** 2/27/14 **Effective Date:** 8/18/14

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
REL	1223	Introduction to the New Testament	(3)

Current Catalog Description:

Three hours lecture. A survey of New Testament literature with attention to archaeological findings and the cultural setting.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
REL	1223	Introduction to the New Testament	(3)

New or Modified Catalog Description:

Three hours lecture. A survey of New Testament literature with attention to theology and the cultural setting.

Approved: _____ **Department Head**	***Date:*** 2/28/14
_____ **Chair, College or School Curriculum Committee**	3/21/14
_____ **Dean of College or School**	3-21-14
_____ **Chair, University Committee on Courses and Curricula**	
_____ **Chair, Graduate Council (if applicable)**	
_____ **Chair, Deans Council**	

MISSISSIPPI STATE UNIVERSITY

Department of Philosophy and Religion

Dr. Kirk Swortzel
Chair UCCC
Mississippi State
MS 39762

February 28, 2014

Dear Dr. Swortzel,

We wish to modify the course description for our introduction courses to the Old and New Testament (REL 1213 and REL 1223). Since the establishment of the Department of Anthropology and Near Eastern Cultures, the Department of Philosophy and Religion no longer houses faculty with an expertise in archaeology. The minor change in course description is designed to give students a more accurate indication of the focus of the course. The primary focus has always been on the Old and New Testament literature. Highlighting the theological content just makes explicit what has always been implicit in these courses.

Yours sincerely,

John Bickle, Ph.D.
Department Head

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

REL 1223
Course modification proposal

1. CATALOG DESCRIPTION

   a. **Current course.** REL 1223 Introduction to the New Testament. (3) Three hours lecture. A survey of New Testament literature with attention to archaeological findings and the cultural setting.

   b. **Modified course:** REL 1223 Introduction to the New Testament. (3) Three hours lecture. A survey of New Testament literature with attention to theology and cultural setting.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES.

   Change course description: replace "archaeological findings and the cultural setting" with "theology and cultural setting."

3. JUSTIFICATION AND LEARNING OUTCOMES

   Since the establishment of the Department of Anthropology and Near Eastern Cultures, the Department of Philosophy and Religion no longer houses faculty with an expertise in archaeology. The minor change in course description is designed to give students a more accurate indication of the focus of the course. The primary focus has always been on the New Testament literature. Highlighting the theological content just makes explicit what has always been implicit in this course. It does not indicate a change in the course content. Archaeological findings are supportive, but not central to the study of New Testament literature, especially at an introductory level. The removal of a statement about archaeological findings will help avoid the misunderstanding that these findings are a major focus of the course.

4. ADDITIONAL INFORMATION

   a. COURSE SYMBOL - No change.
   b. COURSE NUMBER – No change.
   c. COURSE TITLE - No change.
   d. CREDIT HOURS - No change.
   e. PRE-REQUISITE/CO-REQUISITE – No change.
   f. METHOD/HOURS OF INSTRUCTION - No change.
   g. METHOD OF DELIVERY - No change.
   h. COURSE DESCRIPTION – Change from "A survey of New Testament literature with attention to archaeological findings and the cultural setting" to "A survey of New Testament literature with attention to theology and cultural setting."
   i. COURSE CONTENT - No change.

5. GRADUATE STUDENT REQUIREMENTS. No change.

6. METHOD OF EVALUATION. No change.

7. SUPPORTING DOCUMENTS. Letter of support.

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Freeman Hall-Room 102, Mail Stop 9638 (325-1922).

College or School: Arts & Sciences **Department:** Philosophy and Religion

Contact Person: Barton Moffatt **Mail Stop:** 9577 **E-mail:** brm157@msstate.edu

Nature of Change: Add **Date Initiated:** 12.02.13 **Effective Date:** Spring 2015

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
PHI	4173/6173	Philosophy of Biology	(3)

New or Modified Catalog Description:

An examination of the central philosophical issues in the life sciences, ~~including the nature of laws in biology, the status of biological classifications, reductionism, and the nature of selection.~~ particularly biological laws, classifications, selection, and reductionism.

		Date:
Approved:	Department Head	12/2/13
	Chair, College or School Curriculum Committee	3/21/14
	Dean of College or School	3-21-14
	Chair, University Committee on Courses and Curricula	
	Chair, Graduate Council (if applicable)	
	Chair, Deans Council	

MISSISSIPPI STATE UNIVERSITY

Department of Philosophy and Religion

Dr. Kirk Swortzel
Chair UCCC
Mississippi State
MS 39762

December 2, 2013

Dear Dr. Swortzel,

The Department of Philosophy and Religion has spent several years planning a large scale curriculum renovation. As part of this renovation, we wish to add a new course in the Philosophy of Biology, PHI 4173/6173. This course has already been taught jointly by Drs. Barton Moffatt and Walter Diehl. The course addition has been approved by the Philosophy and Religion Curriculum Committee.

We highly recommend the addition of this course in the Philosophy of Biology to Mississippi State's University curriculum.

Yours sincerely,

John Bickle, Ph.D.
Department Head

Albert Bisson, Th.M.
Chair, Curriculum Committee

MISSISSIPPI STATE UNIVERSITY

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

November 19, 2013

To: Dr. Albert Bisson, Curriculum Committee Chair
Department of Philosophy and Religion

From: Nancy A. Reichert, Professor and Head
Department of Biological Sciences

Subject: proposed Philosophy of Biology (PHI 4173/6173) course

I have read the course proposal for Philosophy of Biology (PHI 4173/6173) including the detailed syllabus. It sounds like it will be a very interesting course that students majoring in Biological Sciences might be interested in taking as an elective. The course content definitely sounds intriguing, and it appears that non-science majors could also take this course. Our department does not offer a similar course, so there is no course duplication. I endorse this proposal as do Biological Sciences' Undergraduate and Graduate Committees. Thank you for offering a new course our students can benefit from.

NEW COURSE PROPOSAL

1. CATALOG DESCRIPTION

PHI 4173/6173. Philosophy of Biology. (3) Three hours lecture. An examination of the central philosophical issues in the life sciences, particularly biological laws, classifications, selection, and reductionism.

2. DETAILED COURSE OUTLINE

This course is designed to introduce students to philosophical issues in the life sciences. In the course students will seek to answer a variety of philosophical questions, such as: Are biological categories like species real? Is biology reducible to physics? Are there laws in biology? What are the units of natural selection?

The main topics that will be covered are:

I. Introduction and what is the philosophy of biology (3 contact hours)
II. Biology laws and theories (3 contact hours)
III. Darwin makes a science (3 contact hours)
IV. Origin of life (3 contact hours)
V. Constraint, drift and function (4½ contact hours)
VI. Reductionism (4½ contact hours)
VII. Complexity, directionality and progress (4½ contact hours)
VIII. Genes, groups and transitions (4½ contact hours)
IX. Biology, behavior and ethics (4½ contact hours)
X. Presentations (10½ contact hours)

Total contact hours = 45 hours

See attached syllabus for details.

3. METHOD OF EVALUATION

Undergraduate students:

Reading Quizzes	25%
Presentation	25%
10 Page Term Paper	50%

Graduate students:

Reading Quizzes	20%
Presentation	25%
Leading class discussion	5%
20 Page Term Paper	50%

In addition to the undergraduate reading requirements, graduate students will have to read supplemental readings drawn from Elliott Sober (ed.), (2006). *Conceptual Issues in Evolutionary Biology*, MIT Press, 3rd edition and provided bibliography. See syllabus for detailed reading list.

Quizzes, papers, exams and final grades are based on the following scale:

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

See attached syllabus for further information.

4. JUSTIFICATION & LEARNING OUTCOME

The philosophy of biology is an important area of philosophical study, directly relevant to other disciplines in the life sciences. Our department currently offers no upper level instruction in this area, so the addition of this course to our curriculum would benefit both our majors and students in other programs who have an interest in this area. In particular, this course will be an excellent elective option for Biological Sciences majors as it offers an opportunity to develop argumentation and reasoning skills.

There will be no pre-requisites for the course, so the course will appeal to both majors and non-majors alike. We expect the course to be particularly appealing to majors in Biological Sciences. Based on enrollment figures for similar classes, such as PHI 4143/6143. Philosophy of Science, we expect enrollment in the course to range from 20-40 students.

After completing this course, students will be able to:

- Identify and explain the problems that the philosophy of biology addresses;
- Read and interpret primary texts in the philosophy of biology;
- Explain, in both written and oral forms, the contemporary answers to these problems;
- Analyze the strengths and weaknesses of the answers; and
- Appreciate and reflect upon the way in which the content of the course can affect our understanding of biology.

5. ACADEMIC MISCONDUCT

Students will acknowledge reading and understanding the honor code on all quizzes and papers. Additionally, quiz questions will be revised each semester, and papers will be analyzed by anti-plagiarism software (such as "Turn It In")

6. TARGET AUDIENCE

All students in good standing will be allowed to enroll. The target audience is Philosophy majors, Biological Sciences majors, and other students seeking upper division elective credit.

7. SUPPORT

See the attached letters of support.

8. INSTRUCTOR OF RECORD

Instruction can be worked into the teaching rotation of existing faculty (Dr. Moffatt, Dr. Bickle) so it will not require additional or new teaching faculty.

9. GRADUATE STUDENT REQUIREMENTS

In addition to the undergraduate requirements, graduate students will have to read supplemental readings drawn from Elliott Sober (ed.), (2006). *Conceptual Issues in Evolutionary Biology*, MIT Press, 3rd edition and class bibliography, lead class discussion for one class period and write a longer (20 page) paper.

10. PLANNED FREQUENCY

This course will be offered in the spring semester once every other year.

11. EXPLANATION OF ANY DUPLICATION

No duplication.

12. METHOD OF INSTRUCTION CODE

Instruction: C – Lecture

13. METHOD OF DELIVERY

Delivery: F - Face to face

14. PROPOSED CIP CODE

38.0101

15. PROPOSED 24-CHARACTER ABBREVIATION

Philosophy of Biology

16. PROPOSED SEMESTER EFFECTIVE

Spring 2015

17. OTHER APPROPRIATE INFORMATION

Textbook: Rosenberg, A. and McShea, D. W. (2008). *Philosophy of Biology: A contemporary introduction*. New York and London, Routledge.

18. PROPOSAL CONTACT PERSON

Barton Moffatt, brm157@msstate.edu, (662) 325-2382

PHI 4173/6173 Philosophy of Biology

Course Objectives:
This course is designed to introduce you to philosophical issues in the life sciences. We will seek to answer a variety of philosophical questions, such as: Are biological categories like species real? Is biology reducible to physics? Are there laws in biology? What are the units of natural selection?

Course Requirements & Grading (undergraduate students):
Course assessment will be based on the following:

1. Ten reading quizzes. Each quiz will be 2.5% towards the final grade, to a total of 25%.
2. A ten page paper on an approved topic in the philosophy of biology. The paper will be 50% of the final grade.
3. A presentation on a topic selected by the instructor. The presentation will be 25% of the final grade.

Everything will be graded on a 100 point scale:

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

Course Requirements & Grading (graduate students):
Course assessment will be based on the following:

1. In addition to the undergraduate requirements, graduate students will have to read supplemental readings drawn from Elliott Sober (ed.), (2006). *Conceptual Issues in Evolutionary Biology*, MIT Press, 3rd edition and the following list:

Amundson, R. (1994). "Two concepts of constraint: adaptationism and the challenge from developmental biology." Philosophy of Science, 61(4): 556–578.

Bechtel, W., and Richardson, R. (1993). Discovering Complexity. Princeton: Princeton University Press.

Dawkins, R. (1976). The Selfish Gene. Oxford: Oxford University Press.

Dupré, J. (1993). The Disorder of Things: Metaphysical Foundations of the Disunity of Science. Cambridge, MA: Harvard University Press.

Ghiselin, M. T. (1974). "A radical solution to the species problem." Systematic Zoology, 23: 536–44.

Griffiths, P. E. (2001). "Genetic Information: A Metaphor in Search of a Theory." Philosophy of Science, 68(3): 394–412.

Hull, D. L. (1965). "The Effects of Essentialism on Taxonomy: 2,000 Years of Stasis." British Journal for the Philosophy of Science, 15:314–326 and 16:1–18.

Kitcher, P. (1984). "1953 and all that: a tale of two sciences" Philosophical Review, 93: 335–373.

Machamer, P., Darden, L. et al. (2000). "Thinking about Mechanisms." Philosophy of Science, 67(1): 1–25.

Maynard Smith, J. (2000). "The concept of information in biology." Philosophy of Science ,67(2): 177–194.

Mills, S. and Beatty, J. (1979). "The propensity interpretation of fitness." Philosophy of Science, 46: 263–286.

Mitchell, S. D. (2000). "Dimensions of scientific laws." Philosophy of Science, 67: 242–265.

Neander, K. (1991). "Functions as selected effects: the conceptual analyst's defense." Philosophy of Science, 58: 168–184.

Okasha, S. (2007). Evolution and the Levels of Selection. New York and Oxford: Oxford University Press.

Rosenberg, A. (1978). "The supervenience of biological concepts." Philosophy of Science, 45: 368–386.

Schaffner, K. F. (1969). "The Watson-Crick model and reductionism." British Journal for the Philosophy of Science, 20: 325–48.

Sober, E. (1984). The Nature of Selection: Evolutionary Theory in Philosophical Focus. Cambridge, Massachusetts: MIT Press.

Sober, E. and Wilson, D. S. (1998). Unto Others: The Evolution and Psychology of Unselfish Behavior. Cambridge, Massachusetts, Harvard University Press.

Waters, C. K. (1990). Why the Antireductionist Consensus Won't Survive the Case of Classical Mendelian Genetics. In A. Fine, M. Forbes and L. Wessells, (eds.): Proceedings of the Biennial Meeting of the Philosophy of Science Association, vol. 1: Contributed Papers: 125–139.

Waters, C. K. (1994). "Genes made molecular." Philosophy of Science, 61: 163–185.

Wimsatt, W. C. (1972). "Teleology and the Logical Structure of Function Statements." Studies in History and Philosophy of Science, 3: 1–80.

Wright, L. (1973). "Functions". Philosophical Review, 82: 139–168.

2. There will be 10 reading quizzes. Each quiz will count 2% towards the final grade, to a total of 20%.
3. A twenty page paper on an approved topic in the philosophy of biology. The paper will be 50% of the final grade.
4. A presentation on a topic selected by the instructor. The presentation will be 25% of the final grade.
5. Leading a class discussion. This will be 5% of the final grade.

Everything will be graded on a 100 point scale:

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

Additional Course Matters:
We will make reasonable accommodations for anyone who has documented disability. Please contact the Disability Support Services office as soon as possible if you have a disability that needs to be accommodated.

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

Anyone violating the honor code will be referred to the Honor Code Council.

Course Text:
Rosenberg, A. and McShea, D. W. (2008). *Philosophy of Biology: A contemporary introduction.* New York and London, Routledge.

Course Outline:
The class will meet twice a week for lecture/discussion over a period of 15 weeks. Time allocation: 1½ hours per topic to a total of 3 hours a week. Total contact hours = 45 hrs.

Week 1 – 3 contact hours
Reading: *Philosophy of Biology* pp. 1-7
T Introduction.
Th. What is the philosophy of biology? ***Quiz 1***

Week 2 – 3 contact hours
Reading: *Philosophy of Biology* pp. 32-51
T Biological laws and theories: causation, laws and biological generalizations.
Th. Biological laws and theories: fitness and natural selection. ***Quiz 2***

Week 3 – 3 contact hours
Reading: *Philosophy of Biology* pp. 52-64
T Darwin makes a science: making teleology safe for science.
Th. Darwin makes a science: philosophical problems with Darwinism. ***Quiz 3***

Week 4 – 3 contact hours
Reading: *Philosophy of Biology* pp. 12-31
T Origin of life: abiogenesis.
Th. Origin of life: chemical models. ***Quiz 4***

Week 5 – 3 contact hours
Reading: *Philosophy of Biology* pp. 65-76
T Constraint, drift and function: adaptationism.
Th. Constraint, drift and function: genetic drift. ***Quiz 5***

Week 6 – 3 contact hours
Reading: *Philosophy of Biology* pp. 77-94
T Constraint, drift and function: function and homology. ***Quiz 6***
Th. Reductionism: eliminativism and physicalism.
Week 7 – 3 contact hours
Reading: *Philosophy of Biology* pp. 127-138
T Reductionism: anti-reductionist arguments.
Th. Reductionism: self organization and natural selection. ***Quiz 7***

Week 8 – 3 contact hours
Reading: *Philosophy of Biology* pp. 139-155
T Complexity, directionality and progress: progress.
Th. Complexity, directionality and progress: trend vs. tendency. ***Quiz 8***

Week 9 – 3 contact hours
Reading: *Philosophy of Biology* pp. 157-173
T Complexity, directionality and progress: intelligent design.
Th. Genes, groups and transitions: levels and units of selection. ***Quiz 9***

Week 10 – 3 contact hours
Reading: *Philosophy of Biology* pp. 174-185
T Genes, groups and transitions: genetic information.
Th. Genes, groups and transitions: teleosemantics. ***Quiz 10***

Week 11 – 3 contact hours
Reading: *Philosophy of Biology* pp. 187-207
T Biology, behavior and ethics: evolutionary psychology.
Th. Biology, behavior and ethics: genetic determinism.

Week 12 – 3 contact hours
Reading: *Philosophy of Biology* pp. 208-224
T Biology, behavior and ethics: Darwinism and ethics.
Th. Student presentations.

Week 13 – 3 contact hours
T Student presentations.
Th. Student presentations.

Week 14 – 3 contact hours
T Student presentations.
Th. Student presentations.

Week 15 – 3 contact hours
T Student presentations.
Th. Student presentations.

FINAL EXAM PERIOD: Paper due.

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Arts & Sciences **Department:** Psychology

Contact Person: Jarrod Moss **Mail Stop:** 9514 **E-mail:** Jarrod.Moss@msstate.edu

Nature of Change: Add **Date Initiated:** 1/20/14 **Effective Date:** Fall 2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
PSY	8753	Cognitive Science Skills and Professional Issues	(3)

New or Modified Catalog Description:

PSY 8753 Cognitive Science Skills and Professional Issues. (3) (Prerequisite: consent of Instructor for all non-applied psychology graduate students). Three hours lecture. An exploration of the research skills and professional issues in Cognitive Science. May be taken up to four times for credit.

	Date:
Approved: _____ Department Head	4/9/14
_____ Chair, College or School Curriculum Committee	4-9-14
_____ Dean of College or School	4-9-14
_____ Chair, University Committee on Courses and Curricula	
_____ Chair, Graduate Council (if applicable)	
_____ Chair, Deans Council	

Course Addition

Addition of Cognitive Science Skills and Professional Issues (PSY 8753)

Department of Psychology

1. Catalog Description

   PSY 8753 Cognitive Science Skills and Professional Issues. (3) (Prerequisite: consent of Instructor for all non-applied psychology graduate students). Three hours lecture. An exploration of the research skills and professional issues in Cognitive Science. May be taken up to four times for credit.

2. Detailed Course Outline

   1. Publishing and disseminating research findings (3 hours)
   2. Programming tools for designing research experiments (3 hours)
   3. Programming tools for conducting research experiments (3 hours)
   4. Programming tools for organizing data (3 hours)
   5. Programming tools for analyzing (3 hours)
   6. Practical skills for running a research experiment (3 hours)
   7. Conducting effective literature searches and writing review papers (3 hours)
   8. Ethics and practicalities of conducting research with human participants (3 hours)
   9. Communicating effectively about research findings and ideas (3 hours)
   10. Issues in supervising and mentoring research assistants (3 hours)
   11. Skills for planning and budgeting for a research project (3 hours)
   12. Software tools for facilitating the publication of research (3 hours)
   13. Understanding and participating in the peer review process (3 hours)
   14. Developing and maintaining effective collaborations (3 hours)
   15. Skills in applying for a job in the field of Cognitive Science (3 hours)

   Total: 45 hours

   This course is designed to be taken four times in the first two years of the Cognitive Science concentration of the Applied Psychology Ph.D. degree. It is intended to introduce skills relevant to their progress in the program, as well as to provide training on professional issues related to their eventual careers. Each time the course is offered, the contents of the course will correspond to the outline above. However, there are multiple instances of skills that can be offered under any one of the 15 topics outlined above. For example, topic #1 "Publishing and disseminating research findings" could focus on skills for scientific writing, selection of appropriate journals, or time management skills for being a productive writer. Each time the course is offered, a different instance of a skill falling under one of the topics will be selected. These skill instances would be tracked across four semesters by the program faculty to ensure that there is no repetition within a four-semester sequence.

3. Method of Evaluation

Written and Computer Assignments (30%)

Written assignments will be given on topics such as programming for experiments, organization/analysis of a dataset, and writing a research statement. These assignments are designed to assess a student's grasp of the research skills taught in the course. These also include written assignments that discuss how the student plans to apply specific research skills and other topics to his or her academic life.

Discussion Evaluations (30%)

On a regular basis (weekly or biweekly) students will submit an evaluation of the content of the discussions and their participation in the discussions for that week. The evaluation will focus mainly on three components: what the student learned, how the learned material can be applied to the student's research career, and how the student was involved in the discussion. While there is an element of participation in this assignment, the discussion evaluation provides a way of documenting and assessing that participation along with engaging the student with the learning and application goals of the course.

Presentation (10%)

Each student will give a research presentation during the course. The grades will be based on instructor and peer feedback forms.

Writing goals (30%)

Each week students will be required to meet with a writing group to set and evaluate writing goals. The grade will be determined by feedback from the group members and an evaluation of the goals by the instructor.

Grading Scale:
A = 89.5 to 100
B = 79.5 to 89.4
C = 69.5 to 79.4
F = up to 69.4

4. Justification and Learning Outcomes

Justification: Due to its interdisciplinary nature, cognitive scientists are exposed to many different techniques in research and require a complex skill set to interpret the research. This class will focus on providing a basis for understanding these multiple techniques and discussing issue that are related to being a successful cognitive scientist. The course is intended for, but not limited to, doctoral cognitive science students in their first couple of years in the program. However, the discussions will have broad implications for any graduate student who is interested in cognitive science issues. The course may be taken up to four times. The course is oriented toward students in their first two years in the program, and so the learning outcomes focus on skills that students should have after the course with the idea that they will continue to develop more advanced forms of these skills throughout their time in the cognitive science program. Because the course can be taken up to four times, the level of expectation for each outcome will increase as students gain more exposure the concepts and skills being taught.

Outcome: Students will be able to:

- Identify appropriate software to design and collect data in a behavioral experiment and be able to implement simple experimental paradigms within that software
- Program custom analysis scripts that sort data for analysis
- Be able to identify the components of documents traditionally used to apply for jobs and grants and be able to produce drafts of these documents. There documents include
    - Research statement
    - Biographical sketches
    - Teaching statement
- Explain the ethical considerations that need to be taken into account in human subject research
- Identify some of the elements that distinguish good research presentations from poor presentations. Presentations include oral, paper, and poster formats
- Use appropriate software to organize references and automate the process of building a bibliography
- Plan the timeline for an experiment and estimate the costs associated with the experiment
- Explain the kinds of considerations that go into producing a review for a journal article
- Demonstrate the ability to construct a well-written addressed review for a journal article (focusing on style and the kinds of concerns that need to be addressed in the review)

5. Academic Misconduct

The university Honor code will be described in the course syllabus and will be discussed with the students.

6. Target Audience

Graduate students in the Applied Psychology Doctoral program's Cognitive Science Concentration.

7. Support

This course is supported by the Department's Graduate Committee (Dr. Deborah Eakin, Dr. Carrick Williams, Dr. Kevin Armstrong), faculty, and Department Head (Dr. Mitchell Berman) at Mississippi State University

8. Instructor of Record

Dr. Jarrod Moss

9. Graduate Student Requirements (Split-Level Courses)

   N/A

10. Planned Frequency

    The course will be offered in both the Fall and Spring Semesters.

11. Explanation of Any Duplication

    There is no duplication of the content or structure of this course.

12. Method of Instruction Code

    S

13. Method of Delivery

    F

14. Proposed CIP code

    42.01

15. Proposed 24-Character Abbreviation

    Prof Cog Skills

16. Proposed Semester Effective

    Fall 2014

17. Other Appropriate Information

    Reading list provided on syllabus.

18. Proposal Contact person

    Jarrod Moss, Ph.D. Assistant Professor, jarrod.moss@msstate .edu

Cognitive Science Skills and Professional Issues

PSY-8753
Fall 2014

Instructor: Dr. Jarrod Moss
Magruder 305
jarrod.moss@msstate.edu
Office hours: TBA

Course Website: http://mycourses.msstate.edu

This seminar is designed to provide you with knowledge to help you in your research career. The students will be exposed to a diverse set of research topics within cognitive science through the participation in the course of invited faculty and graduate student speakers who will discuss issues related to their own research.

This course will predominantly be a discussion based course focused on a variety of topics related to your research career. You will also learn some basic programming skills so that you can better process large data sets and write intermediate to advanced programs to present your experiments to participants. We will discuss ethical issues, time management issues, writing up and disseminating your research, and other professional issues topics.

Grading:
Presentation (10%)
Assignments (30%)
Writing goals (30%)
Discussion evaluations (30%)

Grading Scale:
A = 89.5 to 100
B = 79.5 to 89.4
C = 69.5 to 79.4
F = up to 69.5

Assignments

The assignments will mostly be related to the programming skills component of the course. Descriptions of the requirements for each assignment and how it will be graded will be posted on mycourses at least two weeks before the assignment is due.

Presentation

You will be giving a presentation in class on a topic related to your research.

Writing Groups

Writing is a critical portion of academic life. To help encourage writing overall, students are required to create writing groups and writing goals.

WRITING GOALS: One way that you can increase the amount of writing accomplished each week is to set writing goals each week. Writing goals can be product-based (e.g., I will write the method section of this paper) or process-based (e.g., I will spend 1 hour each weekday writing). The goal that a student chooses for a week must be specific enough to be judged as completed or not, but not so simple that it could be completed with little effort. You will need to post (on the discussion board for the class) your goal for each week. In addition to posting a new goal, each student must comment on the status of last week's goal on the discussion board – was it accomplished or if it was not accomplished, explain what barriers prevented you from completing the goal and how you are going to do things overcome that barrier for the next week. Each student must provide a goal and a report each week prior to their writing group meeting.

WRITING GROUPS: The writing groups will be assigned by the instructor. This group will work as a support group/evaluator for the group members. The group is required to meet each week prior to our Friday class meeting to discuss the outcomes of prior goals and the setting of goals for each week. After meeting, the group is required to provide a written evaluation of each member's goal for the week. Specifically, the group will evaluate the scope of each goal (accomplishable, too narrow, or too broad) and what obstacles that can be foreseen that could prevent the goal from being accomplished. This written evaluation/summary (one for each group) will be posted on the discussion board and will be evaluated by the instructor to ensure that groups are providing constructive criticism for the group members. Critically, the goal of using your classmates to evaluate your goals is to provide you with honest and immediate feedback on how you are doing in accomplishing your task of becoming a writer.

Your group meeting summary will focus on two questions. First, what obstacles prevented the accomplishment of any missed goals and how can the obstacle be overcome in the future? Second, did each member set an appropriate goal? An appropriate goal can be accomplished within a week and makes significant progress on a writing project. An example of an overly

ambitious goal is to write an entire paper in a week. An example of a goal that does not make sufficient progress would be to read one background article in a week. If a group member revises a goal based on your discussion, then that goal should be updated as part of your group meeting summary. This summary should be posted prior to noon on Friday.

Your grade will be based on posting your goals before your group's meeting, your group's summary post, and your group's success at meeting their goals and encouraging appropriate goals each week.

Course Discussion and Participation

Once each week you will submit a self-evaluation of your participation in the discussions for that week. The evaluation will focus mainly on two components: what you learned and how you helped to contribute to the discussion. You will rate yourself on these components and your ratings will be reviewed by the instructor before becoming part of your grade.

Course Schedule

A course schedule will be posted online and any readings will be posted two weeks prior to the course meeting in which they will be discussed.

Honor Code:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

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

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information please visit: http://www.msstate.edu/dept/audit/1207.html

Cheating/Plagiarism: All work done in this course must be your own. You must work on your own for all work done in this course. You can always ask me about any questions or difficulties you are having with an assignment. If you are unsure about whether something is plagiarism, there are a number of web resources that may help. One example is: http://www.princeton.edu/pr/pub/integrity/pages/plagiarism.html where a few examples of plagiarism are presented. For an example of computer code plagiarism: http://www.upenn.edu/academicintegrity/ai_computercode.html. Students found to be cheating will receive a grade of "XF". The university may impose additional penalties as well.

Accomodation

I will attempt to accommodate students that have special needs. All students requesting special consideration will need to contact Student Support Services. I will work with Support Services to accommodate students' needs for any classroom activity.

Initial Reading List (additional readings to be posted on course website):

Lord, C. G. (2004). A guide to PhD graduate school: How they keep score in the big leagues. In J. M. Darley, M. P. Zanna, & H.L. Roediger (Eds.), *The compleat academic: A career guide* (pp. 3–15).

Schneider, W., Eschman, A., & Zuccolotto, A. (2002). *E-Prime user's guide.* Pittsburgh, PA: Psychology Software Tools Inc.

Python Programming Course. http://www.codecademy.com/tracks/python

MISSISSIPPI STATE UNIVERSITY

Department of Psychology
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Mississippi State, MS 39762-6161
Telephone: (662) 325-3202
Fax: (662) 325-7212

Wayne Durst
Committee Chair
Curriculum Committee
College of Arts & Sciences
Mailstop 9574
Mississippi State University

April 7, 2014

Dear Dr. Durst:

A new Course Proposal for PSY 8753 Cognitive Science Skills and Professional Issues has been submitted for review by the College of Arts & Science Curriculum Committee. This course was voted on favorably and unanimously by the Applied Psychology Cognitive Science Doctoral faculty and the Graduate Committee of the Department of Psychology.

The Course Proposal was presented to the faculty of the Department of Psychology on Friday, January 31, 2014. The vote was favorable to send this proposal through to the College Curriculum Committee for approval. We agreed that this course fills a void in the training currently received by our Cognitive Science doctoral students, and its addition has the full support of the Department.

Best regards,

Dr. Deborah K. Eakin
Graduate Coordinator

Dr. Carrick Williams
Program Director, Cognitive Science

Dr. Kevin Armstrong
Director of Clinical Training

Dr. Mitchell E. Berman
Head of Department of Psychology

MISSISSIPPI STATE UNIVERSITY

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Head of Department of Psychology

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Arts & Sciences **Department:** Sociology

Contact Person: Shannon M. Lane **Phone:** 5-0217 **E-mail:** lane@soc.msstate.edu

Nature of Change: AOCE Approval **Date Initiated:** **Effective Date:**

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
So	2203	Cultural and Racial Minorities	(3)

Current Catalog Description:

Origins of minority groups and racial attitudes. Biological and cultural concepts of race and minority groups; problems of adjustment in interracial and multi ethnic societies. (Same as AAS 2203 and AN 2203)

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
So	2203	Cultural and Racial Minorities	(3)

New or Modified Catalog Description:

Origins of minority groups and racial attitudes. Biological and cultural concepts of race and minority groups; problems of adjustment in interracial and multi ethnic societies. (Same as AAS 2203 and AN 2203)

Approved: _____	*Date:* 3/5/14
Department Head	
_____	3/5/14
Chair, College or School Curriculum Committee	
_____	3-5-14
Dean of College or School	
_____	
Chair, University Committee on Courses and Curricula	
_____	
Chair, Graduate Council (if applicable)	
_____	
Chair, Deans Council	

XIII. COURSE APPROVAL FOR DISTANCE EDUCATION (AOCE)

A. PROPOSAL FORMAT

The proposal for approval of an AOCE course should include:

1. CATALOG DESCRIPTION

   List the full catalog description of the course identical to that on the course approval form and MSU Bulletin.

2. JUSTIFICATION FOR AOCE OFFERING

   Present detailed reasons for the proposed AOCE course approval. In particular, address the need and benefit for the course to be offered through AOCE. This section should also include the extra value students will receive from the Campus 5 course compared to a face-to-face Campus 1 course.

3. LEARNING OUTCOMES

   A detailed list or description of expected Learning Outcomes must be included in the proposal. Learning Outcomes should be the same for both Campus 1 and Campus 5. Learning Outcomes should also be included on the course syllabus.

4. DETAILED COURSE OUTLINE OF CAMPUS 1

   Provide a copy of the current Campus 1 course syllabus or detailed course content outline.

5. DETAILED COURSE OUTLINE OF CAMPUS 5

   Provide a copy of the proposed Campus 5 course syllabus or detailed course content outline. Address how the course content has been adapted for distance learning. Explain the required period of time to be spent on each major topic in clock-hours.

NOTE: ***Courses offered through AOCE must meet the same clock-hour requirements as traditional Campus 1 courses (see II.A.2. for topic outline details).***

Structured discussion board and e-mail feedback are used in AOCE courses to replace traditional classroom discussion. These may be used, along with instruction of the course content, to meet the required clock-hours. The following guidelines must be followed:

- Structured discussion board and email feedback may not count for more than 1/3 of the total contact time.
- Students must participate in one hour of discussion board (reading other student's comments and posting remarks) for every 3 major topics or content areas.
- Students must participate in 10 minutes of email feedback from the instructor (quiz & exam results, assignments, presentations, and general questions) for every major topic or content area.

The table below is an example of an acceptable format to provide the detailed course outline for Campus 1 and Campus 5 (AOCE).

Content Area	Face-to-Face	Online, Internet, Web-based
Chapter One	3 contact hours (lectures, quizzes, feedback, discussion)	3 contact hours (Video lectures, quizzes, email feedback)
Chapter Two	4 contact hours (lectures, quizzes, feedback, discussion)	3 contact hours (Video lectures, quizzes, email feedback)
Structured discussion board session	N/A	1 contact hour
Chapter Three	4 contact hours (lectures, quizzes, feedback, discussion)	3 contact hours (Video lectures, quizzes, email feedback)
Chapter Four	4 contact hours (lectures, quizzes, feedback, discussion)	3 contact hours (Video lectures, quizzes, email feedback)
Structured discussion board session	N/A	1 contact hour
Chapter Five	4 contact hours (lectures, quizzes, feedback, discussion)	3 contact hours (Video lectures, quizzes, email feedback)
Chapter Six	4 contact hours (lectures, quizzes, feedback, discussion)	3 contact hours (Video lectures, quizzes, email feedback)
Structured discussion board session	N/A	1 contact hour
Chapter Seven	4 contact hours (lectures, quizzes, feedback, discussion)	3 contact hours (Video lectures, quizzes, email feedback)
Structured discussion board session	N/A	1 contact hour
Chapter Eight	4 contact hours (lectures, quizzes, feedback, discussion)	3 contact hours (Video lectures, quizzes, email feedback)
Chapter Nine	4 contact hours (lectures, quizzes, feedback, discussion)	3 contact hours (Video lectures, quizzes, email feedback)
Structured discussion board session	N/A	1 contact hour
Chapter Ten	4 contact hours (lectures, quizzes, feedback, discussion)	3 contact hours (Video lectures, quizzes, email feedback)
Structured discussion board session	N/A	1 contact hour
General discussion board session	N/A	1 contact hour (minimum, spread throughout the course
Viewing other student's presentations	N/A	2 contact hours
Exams (3, 2 hour proctored exams)	6 contact hours	6 contact hours
Total	**45 contact hours**	**45 contact hours**

6. METHOD OF EVALUATION

A proposed method for evaluating a student's performance, such as exams, projects, reports, homework, etc. should be included. Because AOCE courses can only be offered face-to-face on very limited basis, class attendance CAN NOT be included in the method of evaluation. Participation may be included in the method of evaluation (see XIII.A.8.). Means of evaluation should be listed separately and respective weight assigned to each. The weight may be in the form of a percentage of the total, or a numerical value (see II.A.3. for method of evaluation).

ACADEMIC MISCONDUCT

All distance learning (AOCE) course proposals must include detailed information on the measures that will be put in place to deter academic misconduct (random ordered questions, time sensitive quizzes & exams, proctored exams, photo IDs, new or revised exams for each semester, etc.).

TARGET AUDIENCE

Distance learning (AOCE) course and degree proposals must also include detailed information on the target audience (professionals, military personnel, high school students, higher education students at other institutions, etc.) and who (distance only, or any student) will be allowed to enroll in the course or degree program.

7. METHOD OF INSTUCTION

Indicate the method of instruction (i.e. lecture, laboratory, dissertation).

8. METHOD OF DELIVERY

Provide the method of delivery for the AOCE course (i.e. video tape, web-based, interactive video). Provided detail information on how the subject material is delivered through distance learning and how student participation and interaction is achieved.

9. DELIVERY STATEMENT

This section of the course proposal should indicate that the submitted AOCE course will not violate the Provost's policies on Campus 5 offerings.

- Campus 1 students (non-distance education students) should never be enrolled in distance education dissertation research hours (campus 5).

- Campus 1 students should never find that their only option is to take a required course or a core curriculum course through AOCE (campus 5). The only exception could be if the normally offered campus 1 sections are full. However, departments are not allowed to reduce the number of seats/sections of a main campus course in order to offer an AOCE section.

- Distance education courses (campus 5) should never be offered in an on-campus, face-to-face, classroom setting except on weekends or in periods when the regular semesters, including summer, are not in session.

- In general, students pay extra tuition for distance education courses and so they should receive extra value. For example, if a student opts to take a course while sitting in his/her home or residence hall using a laptop, that is extra value. There may be other examples using alternative formats but in all cases these formats must be approved by UCCC.

1. Catalog Description

SO 2203 Cultural and Racial Minorities (3) (Prerequisite: SO 1001). Three hours lecture. Origins of minority groups and racial attitudes. Biological and cultural concepts of race and minority groups; problems of adjustment in interracial and multi ethnic societies. (Same as AAS 2203 and AN 2203)

2. Justification for Distance Learning

The Department of Sociology requests approval to offer SO 2203 – Cultural and Racial Minorities (Cross Listed with AN 2203 Cultural and Racial Minorities and AAS 2203 Cultural and Racial Minorities) to be allotted to Campus 5 instruction for Summer of 2013. The Campus 1 course is currently offered in multiple sections, is a required course for any student seeking a Bachelor of Arts in Sociology as well as all students seeking minors in the discipline. It is also a frequently registered course for students in the Bachelors of Science in Interdisciplinary Studies (BSIS) and fulfills a general social science requirement for our student body at large. The distance section of SO 2203 Cultural and Racial Minorities is going to be specifically offered in Summer to meet the needs of the student populations who may be residentially constrained (are not considered Campus 1 students) and will included only those students seeking a degree in disciplines other than Sociology and Sociology minors.

3. Learning Outcomes

The main objectives of the course are as follows:

- To provide an understanding about the concepts of race and ethnicity.
- To increase knowledge of theories and perspectives.
- To learn, define, understand and be able to speak about the social construction of race / ethnicity.
- To stimulate critical thinking by evaluating strengths and weaknesses of assigned readings.
- To encourage critical thinking through classroom discussion.
- To promote creative thinking about race / ethnicity.

4. Please review the attached syllabus (Summer 2013)

5. Detailed Course Outline of Campus 5

6. Method of Evaluation

Syllabus Quiz	50 points
Vocabulary Quiz	50 points
Exam One	100 points
Exam Two	100 points
Message Board Post	150 points (6 * 25)
Chat Participation	50 points (2 required sessions / 4 offerings)
Email Interactive Exercise	50 points (2 required)
Homework	200 points (4 * 50)

Final Grade via Point Outcomes

A = 750 - 675 points
B = 674 - 600 points
C = 599 - 525 points
D = 524 - 450 points
F = 449* and below.

Academic Misconduct

The steps taken to minimize cheating will be that each quiz will contain randomized questions that will appear on a single use browser that will not permit the student to go back to previous questions once answered nor will it allow students access to quiz again once logged out of the first and original testing session.

Honor Code:
MSU Honor Code: Upon accepting admission to Mississippi State University, students commit to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. The Honor Code states "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat or steal, nor will I accept the actions of those who do so." Upholding the honor code includes avoiding conduct such as:

- Using unauthorized persons as an aide during examination. (You may use course notes and assigned course textbooks)
- Looking at or using information for another person's examination, report or assignment. (Entering exams or assignments with another member of the course) You must do your work individually.
- Providing assistance to, or receiving assistance from, another person in any manner prohibited by the instructor (Independent / Individual Work).
- Having another person take a quiz, examination, or similar evaluative assignment for you; or utilizing another person to take a quiz, examination or similar assignments in place of oneself.
- Submitting any course materials or activities not the students own, allowing such a submission be made for oneself, or making a submission for another.
- Using the ideas, organization, or work of another for a book, article, paper, computer file, or other source in any assignment without giving **proper credit following accepted citation rules** (plagiarism).

Academic misconduct is taken very seriously and will be sanctioned appropriately. Sanctions for the first offense of academic misconduct will result in **an automatic F in the course**. If you have any questions concerning this policy, please see the university policy at: http://students.msstate.edu/pdf/honor-code.pdf

The instructor will employ the following additional measures to prevent misconduct:

- All paper assignments will be turned in via Turnitin.com.
- All exams will be time-limited.
- All questions on exams will be randomized, including answer randomization.
- While exams are open for the students to access, the instructor will employ the *Respondus LockDown* browser.

Target Audience

Undergraduate registered students of Mississippi State University who are acknowledged as Campus 5 pupils. Sociology majors and Campus 1 students will be restricted.

7. Method of Instruction

Students will be engaged in an online teaching environment that will be powered by the new Blackboard 9.1 (service pack 10 interface) that will be adopted at Mississippi State University in Spring of 2013 (limited roll – out) and ready for full instructional use in Summer of 2013.

8. Method of Delivery

This instructor will use a variety of methods including mymedia / video clips and full interactive video when not prohibited by copy write infringement, the message board, active system (internal email) as well as grade book and a fully posted course content of PowerPoint and articles of interest for lecture.

9. Delivery Statement

The distance section of SO 2203 / AN 2203 / AAS 2203 Cultural and Racial Minorities is going to be specifically offered in Summer to meet the needs of the student populations who may be residentially constrained due to employment or family obligations (Campus 5). and will included all degree seeking students as well as Sociology declared minors and all other interested students. All Campus 1 students and Sociology majors are restricted.

Cultural and Racial Minorities
SOC, ANTH / AAS 2203
Distance Education / Summer 2013

Dr. Shannon M. Lane
Undergraduate Coordinator, Department of Sociology
lane@soc.msstate.edu or within the online courses email system.
Office: Bowen # 213
Office Phone: Leave message with Department at 325-2495.
Office Hours: None

Course Overview:
This course has three primary and substantive aims: (1) to enhance student understanding of racial and ethnic groups in America; (2) to understand how race / ethnicity influences individual life chances and (3) to demonstrate how historical and sociological processes shape our contemporary understanding about racial / ethnic minorities in America. By the end of the course students will be able to think critically about race / ethnic relations.

Course Objectives:
The main objectives of the course are as follows:

- To provide an understanding about the concepts of race and ethnicity.
- To increase knowledge of theories and perspectives.
- To learn, define, understand and be able to speak about the social construction of race / ethnicity.
- To stimulate critical thinking by evaluating strengths and weaknesses of assigned readings.
- To encourage critical thinking through classroom discussion.
- To promote creative thinking about race / ethnicity.

Required Text:
Aquirre, Adlberto Jr. and Jonathan H. Turner (2009). *American Ethnicity: The Dynamics and Consequences of Discrimination.* 7th edition. NY: McGraw – Hill.

Gallagher, Charles A. (2009) *Rethinking the Color Line: Readings in Race and Ethnicity.* 5th edition. NY: McGraw – Hill.

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- Using unauthorized materials (crib notes, books, etc.) as an aide during examination.
- Looking at or using information for another person's examination, report or assignment.
- Providing assistance to, or receiving assistance from, another person in any manner prohibited by the instructor.
- Taking a quiz, examination, or similar evaluative assignment for another person; or utilizing another person to take a quiz, examination or similar assignments in place of oneself.

- Submitting any course materials or activities not the students own, allowing such a submission be made for oneself, or making a submission for another.
- Using the ideas, organization, or work of another for a book, article, paper, computer file, or other source in any assignment without giving proper credit following accepted citation rules (plagiarism).

Academic misconduct is taken very seriously and will be sanctioned appropriately. Sanctions for the first offense of academic misconduct will result in an automatic F in the course. If you have any questions concerning this policy, please see the university policy at: http://students.msstate.edu/pdf/honor-code.pdf

Special Services:
Mississippi State University adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this act due to a disability, contact the office of Student Support Services (SSS) (622) 325-3335, 01 Montgomery Hall, Mail Stop 9724, P.O. Box 806, Mississippi State, MS 39762. Office hours are M – F 8:00 a.m. to 5:00 p.m.

Course Requirements (Grading):

Readings Due every other Wednesday, You will see a reading on your schedule that you are required to read with a series of questions that you will need to answer. . I want you to ponder these questions, reflect on the reading and then **type** a (no larger than 12 font / Times New Roman, Arial), two pages, (double spaced) paper on the topics / questions that have been identified for you to answer. Your name will need to be in the top left hand corner of the page, with your net Id underneath. I will not accept late work via email, again, you must have it in my e-mail box by 8pm Central Standard Time (CST) on the date it is due to get credit. I don't accept late work, regardless of excuse. (4 x 50 = 200) **June 12th, June 26th, July 10th and July 24th.** See course calendar for details.

*While it should be used at a very bare minimum, any use of quoted or paraphrased material without the use of appropriate "quotation" or citation formatting is plagiarism and as stated earlier will result in an automatic F in the course.

Quizzes

You will have four quizzes in this class (this includes your final). All quizzes must be taken in the same setting and will be loaded to a single use browser with randomizes questions, if you log out of an exam session, the grade you have when you logout it is what will be counted. Therefore, don't start your exam until you are ready to completely work through it.

The first quiz is over your syllabus and will be due on Friday June 7th no later than 8pm Central Standard Time (CST). Your second quiz will be over your Chapter One vocabulary and will be due on Friday June 14th no later than 8pm (CST). The first two quizzes are worth 50 points each and will be open book and open note and you will have hour to complete these. (2 x 50 = 100)

Each of the remaining quizzes will be administered on the following dates: **July 3rd (Monday)** and **August 9th (Friday)** all due no later than 8pm (CST). The quizzes will be over your reading chapters, films and special articles (homework). You will have one and one half hour to complete both of these quizzes. **All make – up quizzes will be essay.** (2 x 100 = 200). Your final will be comprehensive, with a few new pieces of material.

Grades

A = 750 – 675, B = 674 – 600, C = 599 – 525, D = 524 – 450, F = 449 and Below

Attendance:

Class attendance is necessary to gain full benefit from this class. In an online course environment this is measured by the number and quality of message board posts and the feedback you provide your classmates. Students are expected to make 6 message board posts through the duration of the course. Please see the due dates and topics of these posts in the course calendar. **Failure to have your message board post completed on the date and time* they are due will result in a grade of zero.** All message board posts are due each **Sunday night no later than 8pm / Central Standard Time.** They must include an original post from you as well as a post that provides feedback to a classmate(s). Your posts will need to be at least six complete and college level sentences long (Yes, spelling and grammar count) and your classmate feedback must be at least two college level complete sentences. We will demonstrate this when we introduce ourselves the first few days of class.
(6 x 25 = 150)

We will also have two Web based Chats, on those weeks Dr. Lane will post two available times, you must attend one. (2 x 25 = 50) and after each chat each student will have to respond via email to the professor about the subject and if the chat helped with levels of understanding. (2 emails x 50 = 100)

In Class Discussion and Web Etiquette

As we discussing topics in class that are controversial, and as we begin to examine ideas and belief systems that are greatly different from our own, professional behavior from all students is expected. Professional discussion and Web skills are about the expression of opinions in an appropriate manner. Because at the root of this class is a learning objectives of open, informed academic discussion in which each member of the class is expected to participate, we will honor each other's opinions, ideas and belief systems. There is not a right or wrong discussion, just a right or wrong participant. Let's keep class discussion at a level of mutual professional respect. Any unprofessional language, or insults utilized on the message board will result in a zero on the post(s) in question. Web Etiquette handout posted to course content.

Classroom Announcement:

Each Friday afternoon, Dr. Lane will post a class announcement on your My Courses page. This announcement will review important terms and concepts, announce extra credit opportunities, review accomplishments of the class, etc. This announcement is an important means to keep up with what is important and happening in our class.

Films:

We are going to watch a number of films in the class that will enhance the lessons we are learning and give us new insight into both old and new issues. All films and film clips are testable material, stating I cannot see the video is not an acceptable excuse; you must test all technology before due dates.

E - mails and Professional Contact:

Emails are to be written to your professor and other classmates in a professional and organized manner. I will not respond to emails that are in "text" language or that don't address me correctly, with a beginning a middle and an appropriate signature. This is what you will be expected to do when you are discussing issues in your future professional setting and it is best to begin to model this courteous type of professional behavior now.

Schedule of Major Class Events

You may work ahead, and you may post your thoughts and ideas early, listed below are the deadlines, not a stated work schedule.

Week One:

June 6th Syllabus, and Meet Dr. Lane, All of Chapter One PowerPoint Posted.
June 7th **Syllabus Quiz due by 8pm (CST).**

June 9th Both Introductory message board posts are due **no later than 8 pm (CST).**

1. Introduce yourself to your classmates, tell us about you. For classmate feedback say hello and send a greeting to someone else in the course.
2. Go to: http://www.pbs.org/race/002_SortingPeople/002_00-home.htm and complete the sorting people exercise, then post what that was like, how did you do, reflections on the exercise itself.

Week Two

June 10th Students still are working on PowerPoint lecture for Chapter One and *Race The Power of an Illusion* Video clip available for review.

June 12th **Homework 1:** Read / Gallagher (ed.) page 127: *Discrimination and the American Creed* : By Robert K. Merton and complete the following:

1. Compare and contrast the ideal types in this article with those in your textbook (Aquirre and Turner) then give an example of a person, real or imagined that fits each.

Due via email by 8 pm (CST)

June 14th Vocabulary Quiz, Chapter One. Due by 8pm, but you may start on it at anytime.

June 16th Post your message Board Reaction to *Race The Power of an Illusion* and comment on some classmate reactions, no later than 8pm (CST).

Week Three

June 17th All of Chapter Two PowerPoint Posted along with Theory Handout for review.
June 19th Dr. Lane available on Chat for 45 minutes 5 -5:45 pm (option one)
June 21st Dr. Lane will again be available for chat 7 – 7:45 pm (option two)

Week Four

June 24th All of Chapter Three PowerPoint Posted along with *Biography: Thomas Jefferson* Video clip available for review

June 26th **Homework 2 / Read** Gallagher (ed.) page 9: *Drawing the Color Line* by Howard Zinn and complete the following: due no later than 8pm.

1. Respond to all "Questions to Consider" at the front of the article.
2. What might this have to do with "race" being a social Construction?

Due via email by 8 pm (CST)

June 28th Dr. Lane available on Chat for 30 minutes at 5 – 5:30 or 8 – 8:30 pm.

June 30th Email response to Chat topic on the interception of ideals of equality and an agricultural economic system of slavery and what does this have to do with Thomas Jefferson? Due no later than 8 pm (CST).

Week Five **(Pay Attention to Week Five schedule due to 4th of July Holiday)**

July 1st All of Chapter Four PowerPoint Posted along with *A History of Ellis Island* Video Clip.

July 3rd **Exam One (Chapters 1-4, Homework Articles, films)** ***Not** A History of Ellis Island*

July 4th – 9th **Holiday:** Students to watch *A History of Ellis Island* Video Clip.

July 10th **Homework 3/ Read** Gallager (ed.) page 117: *Race Prejudice as a Sense of Group Position* by Herbert Blumer and complete the following: due no later than 8pm.

1. What is the main idea that Blumer is trying to get you to consider?
2. Answer the Question "Have you ever defined your racial group membership in such a way as to heighten your groups' status, at the expense of another? What was the context?

Due via email by 8 pm (CST)

Week Six

July 15th All of Chapter Five PowerPoint Posted along with Martin Luther King Video clips and video clip questions.

July 21st Martin Luther King Video Clips / Message Board post due no later than 8pm (CST).

Week Seven

July 22nd PowerPoint Chapter 5 continued along with *Pruitt – Igoe Myth* Video Clips.

July 24th **Homework 4 / Read** Gallagher (ed.) Page 361: *Guess Who's Been Coming to Dinner? Trends in Interracial Marriage over the 20th Century* by Roland Fryer and complete the following: due no later than 8pm.

July 28th Post your message Board Reaction to *Pruitt – Igoe Myth* Video Clips and what this has to do with the circular nature of discrimination and comment on some classmate reactions, no later than 8pm.

Week Eight

July 29th All of Chapter Six PowerPoint Posted and NBC Learns Video Series: *Tragedy at Pine Ridge* along with articles about Mississippi Choctaw.

August 4th Post your message board reaction to the compare and contrast we did on the Oglala Sioux v. the Mississippi Choctaw, due no later than 8 pm CST.

Week Nine

August 5th All of Chapter Seven PowerPoint Posted along with special exerts from Chapter Nine and Video clips: *Treaty of Guadalupe Hidalgo*

August 9th **Final Exam Due no later than 8 pm Central Standard Time.**

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Arts & Sciences **Department:** Sociology

Contact Person: David May **Mail Stop** 9562 **E-mail:** dmay@soc.msstate.edu

Nature of Change: Prerequisites **Date Initiated:** 10 April 14 **Effective Date:** 1 Aug 14

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
SO	3213	Introduction to Social Research	(3)

Current Catalog Description:
SO 3213. Introduction to Social Research. (3). (Prerequisite: Nine hours of sociology and junior standing). Three hours lecture. A survey of the general field of research and methodology, including an examination of the various types of research designs, techniques, and procedures.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
SO	3213	Introduction to Social Research	(3)

New or Modified Catalog Description:
SO 3213. Introduction to Social Research. (3). (Prerequisite: Nine hours of sociology and/or criminology courses). Three hours lecture. A survey of the general field of research and methodology, including an examination of the various types of research designs, techniques, and procedures.

Approved: _____ Department Head	*Date:* 4/10/14
_____ Chair, College or School Curriculum Committee	
_____ Dean of College or School	4-10-14
_____ Chair, University Committee on Courses and Curricula	
_____ Chair, Graduate Council (if applicable)	
_____ Chair, Deans Council	

MISSISSIPPI STATE
UNIVERSITY

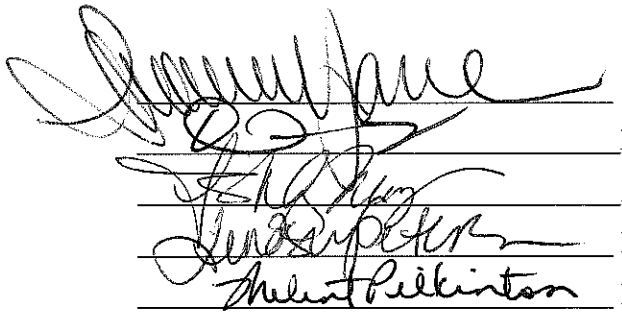
March 20, 2014

Dear Chair, University Committee on Courses and Curriculum,

Please accept this letter of support for the Sociology department's proposal to modify the prerequisites for SO 3213- Intro to Social Research so that they now require nine hours of Sociology and/or Criminology. This course is required for criminology majors, who are limited to six hours of sociology courses as part of their social sciences requirement (the additional three hours would be counted as general elective hours). Departmental faculty felt the new prerequisites insure that students taking this course are grounded in the research techniques of their major (whether criminology or sociology) but also do not cause students to have to use general elective hours to fulfill the prerequisites for this course. Furthermore, the departmental faculty also believe that students who have successfully completed nine hours of sociology and/or criminology courses have obtained the foundation needed to be successful in this course. For these reasons, our departmental faculty is fully supportive of the Sociology department's effort to modify the course prerequisites. In fact, the departmental faculty voted unanimously for approval of this change at our October 11, 2013 faculty meeting. Please contact David May, Chair of the Department of Sociology Undergraduate Curriculum Committee, if you have further questions.

Sincerely yours,

Department of Sociology Undergraduate Curriculum Committee



Shannon Lane

David May (chair)

Ashley Perry

Lindsey Peterson

Melinda Pilkinton

COURSE MODIFICATION
Department of Sociology

1. CATALOG DESCRIPTION

Current Course: SO 3213. Introduction to Social Research. (3) (Prerequisite: Nine hours of sociology and junior standing). Three hours lecture. A survey of the general field of research and methodology, including an examination of the various types of research designs, techniques, and procedures.

New Course: SO 3213. Introduction to Social Research. (3) (Prerequisite: Nine hours of sociology and/or criminology). Three hours lecture. A survey of the general field of research and methodology, including an examination of the various types of research designs, techniques, and procedures.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

The only modification to the course is the change of prerequisites from "nine hours of sociology and junior standing" to "nine hours of sociology and/or criminology." See attached syllabi.

3. JUSTIFICATION AND LEARNING OUTCOMES

This course modification is in response to the need of the Department of Sociology to address the new Criminology major that began in 2009 and has grown rapidly since its inception. This course is required for criminology majors, who are limited to six hours of sociology courses as part of their social sciences requirement (the additional three hours would be counted as general elective hours). Departmental faculty felt the new prerequisites insure that students taking this course are grounded in the research techniques of their major (whether criminology or sociology) but also do not cause students to have to use general elective hours to fulfill the prerequisites for this course. Furthermore, the departmental faculty also believe that students who have successfully completed nine hours of sociology and/or criminology courses have obtained the foundation needed to be successful in this course. Thus, removing the junior standing prerequisite will allow motivated sophomores who seek to do independent research as juniors or seniors the ability to take this course prior to their junior year.

Learning Outcomes

1. Students will gain a basic understanding of the philosophy of science and principles underlying social research.
2. Students will learn the stages of the research process.
3. Students will be able to develop sound research questions and choose an appropriate social research method to answer those questions.
4. Students will be able to understand and interpret others' research findings.
5. Students will gain basic research skills, including constructing and reading data tables and using computer software to analyze data and test hypotheses.

4. ADDITIONAL INFORMATION

a. COURSE SYMBOL: There will be no change to the course symbol.

b. COURSE NUMBER:
i. First Digit: There will be no change to the first digit (3).
ii. Second and Third Digit: There will be no change to the second (2) and third digit (1).
iii. Fourth Digit: There will be no change to the fourth digit (3).

c. COURSE TITLE: There will be no change to the course title.

d. CREDIT HOURS: The credit hours for this class will remain unchanged.

e. PREREQUISITE: The prerequisite for this class will be modified to read nine hours sociology and/or criminology. The justification for the change is listed above.

f. METHOD/HOURS OF INSTRUCTION: There will be no change to the method/hours of instruction.

g. METHOD OF DELIVERY: There will be no modification to the method of delivery.

h. COURSE DESCRIPTION: There will be no modification to the course description.

i. CURRENT DESCRIPTION: The course description will not be modified.

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

5. Graduate Student Requirements
None

6. Method of Evaluation

Grades will be based upon the following requirement
Assignments
1) Research Topic and Question 5% 50 points
2) Concepts and Measurement 5% 50 points
3) Sampling and Causality 5% 50 points
4) Method Selection 5% 50 points
SPSS Labs
1) Lab 1 5% 50 points
2) Lab 2 5% 50 points
Research Proposal
1) Rough Draft 5% 50 points
2) Final Proposal 20% 200 points
Midterm Exam 15% 200 points
Final Exam 20% 200 points
Class Participation 10% 100 points

Out of Class Work
The homework assignments will require the students to work outside of the classroom environment, as will some of the SPSS lab assignments.

7. **Academic Misconduct**
Anyone plagiarizing or committing any other act of academic dishonesty will be reported immediately to the Honor Code Council and will receive an 'F' or 'XF' in the course. This policy includes **both intentional and unintentional acts** of academic dishonesty. Being unaware of these standards will not absolve you of responsibility for your actions in any way.

8. **Target Audience**
Undergraduate sociology and criminology majors, along with majors in other fields of human service (Counseling, Psychology, etc.), BSIS students, and undergraduate and graduate students in other majors wanting to gain a better understanding how social research is conducted.

9. **Support**

Adequate resources are currently available to support this course. We have also included a letter of support from the Department of Sociology faculty.

Proposed Contact Person

David May
Chair, Undergraduate Curriculum Committee
Department of Sociology
dmay@soc.msstate.edu
662-325-7877

Note Included with this proposal is the current syllabus being used by Dr. Yasmiyn Irizzary, a tenure-track assistant professor in the department of Sociology. Because the only change being made to the course involves the prerequisite change, we did not include two syllabi but only a current (Spring 2014) syllabus for the course.

SO 3213: Introduction to Social Research

Spring 2014
Meeting Times: Tuesday & Thursday 3:30 – 4:45 pm
Meeting Place: Swalm 110

Instructor:	Dr. Yasmiyn Irizarry
Office:	Bowen Hall 293
Office Hours:	Tuesday & Thursday 1:30 -2:30 pm (or by appointment)
Email:	yi10@msstate.edu (fastest way to contact me)
Office Phone:	662-325-1232
Mailbox:	Bowen Hall 207

Course Description and Objective

Social scientists have developed systematic methods for gathering information to aid us in understanding our social world. This information is used to provide more accurate answers to questions about social phenomena. This course, required for sociology and criminology majors, will introduce you to some of these research methods, and will teach you the basic skills needed to critically evaluate the research of others and to develop research of your own. These skills should be valuable to you for interpreting and understanding research reported in the popular media, as a job skill desired by many employers, and for your future work as a sociologist (i.e. senior capstone, senior honor's thesis or graduate work).

We will focus primarily on research design and data collection skills. Class periods will include a mix of lecture, discussion, and hands-on activities. This course will emphasize the use of different methods and struggling with the decisions you need to make when designing and conducting a research project. This course is also geared towards giving you the skills necessary to design a research study on a sociological question of interest to you, which you will be required to do in your major capstone course.

Course Requirements

Required Readings:

Schutt, Russell K. 2012. *Investigating the Social World: The Process and Practice of Research,* 7th Edition. Thousand Oaks, CA: Sage Publications, Inc.

This book is available in print, for purchase or rental, and in eBook format through the campus bookstore and several online retailers.

Additional readings are available on MyCourse. Some of the readings posted are required for the course. These readings are noted in the course schedule and are marked with an **MC**. Some readings will also be available through the library website. Other readings, exercises, information sheets, and links to websites are posted to assist you in this course and enhance your class experience. I encourage you to look them over.

Required readings MUST be read BEFORE the class period they are assigned for. It is important that you come to class prepared to discuss articles when they are assigned because some are statistically and/or theoretically complicated. We will talk through them in class, but you must still read them ahead of time and should try your best to make sense of them before coming to class.

I-Clicker Requirement:

The use of an i-clicker is **required** for this course. These can be purchased at the university bookstore. Basic instructions and information are available from the ITS helpdesk and online here: http://www.its.msstate.edu/support/documentation/clicker/

Statistical Software Requirement:

In this course, we will be using a popular statistical package called SPSS. You can either purchase a student version of the software through ITS ($25) or you can use any computer lab on campus to access the software. The computer lab in Bowen 256 is available for your use most days.

Grading:

Careful reading and participation are mandatory for this course. Classroom time will be balanced between lecture and discussion of the readings. Because the course is discussion-based, it is absolutely necessary for you to complete the readings prior to each class and be prepared to discuss them. Paper assignments, quizzes, and presentations will complement the readings and discussion.

Grades will be based upon the following requirement

Assignments		
1) Research Topic and Question	5%	50 points
2) Concepts and Measurement	5%	50 points
3) Sampling and Causality	5%	50 points
4) Method Selection	5%	50 points
SPSS Labs		
1) Lab 1	5%	50 points
2) Lab 2	5%	50 points
Research Proposal		
1) Rough Draft	5%	50 points
2) Final Proposal	20%	200 points
Midterm Exam	15%	200 points
Final Exam	20%	200 points
Class Participation	10%	100 points

Final Course Grade
Once a final point total is calculated, a letter grade is assigned: A=900-1000, B=800-899, C=700-799, D=600-699, F=599 and fewer. The evaluation of work follows the standard University definitions: A=Excellent, B=Good, C=Average, D=Passing, F=Failure

Participation:

Participation in class is mandatory. Your classroom participation grade will be based on your active participation in discussion through answering "reading checks" at the start of class, answering short quizzes and reviews using the i-clicker technology, asking questions, offering insights from the readings, and other discussion of course content. If you are shy or nervous in the classroom, you can supplement your participation through the MyCourses discussion board.

We will begin each class with a brief quiz using the i-clicker technology to verify that you have completed the assigned readings. These reading checks will constitute at least 50% of your participation grade.

I want you to feel free to voice your opinions, but also expect that you be as open minded as possible when listening to viewpoints contrary to your own. **Feel free to ask questions!** Getting involved in this course will enhance your learning and enjoyment (and mine!) and will significantly contribute to the learning of the other students as well.

Assignments and Research Proposal:

Throughout the semester you will have a series of four homework assignments as well as a draft and final version of a research proposal. These assignments should be considered different parts of a single project. You will pick a research topic of interest to you and develop a research proposal addressing that topic. Each homework assignment will develop one part of that proposal. You will also submit a rough draft of the proposal and a final complete research proposal.

Attendance and Tardiness:

I expect all students to attend class, be on time, and not leave class early. Attendance will be taken each class. You may miss up to **four** classes (regardless of the reason for the absence) with no penalty. For each additional absence, **regardless of the reason**, I will deduct 3% points off of your final grade. If you do not plan to attend regularly, you should not take this class. If you do miss a class, you will be responsible for the material covered and all announcements made in class. My notes will not be made available to students. Additionally, arriving late to class will not be tolerated. Students who are more than 5 minutes late to any given class will be marked tardy. **Three tardies are equivalent to one absence.**

Assignment Submission Late Policy:

All assignments must be turned in online through the MyCourses system. Assignments must be submitted before the start of class. For each day that an assignment is late, I will subtract 15 points from the assignment's grade.

Withdrawal:

You must withdraw by **February 24, 2014** to receive a 'W' grade for this class. In compliance with MSU policies, withdrawals after this date will result in a grade of 'WF'.

Incompletes:

In accordance with departmental and university policies, I will not grant an incomplete except in cases with unusual circumstances.

Make-up Exams:

Make up exams will not be given. The only exception to this policy is extreme and unusual circumstances, which must be documented. If you cannot take the exam for some reason, you must contact me prior to the exam date to discuss possible options. **Failure to get permission from me prior to the exam day will mean that you will not be allowed to make-up your missed exam and will lose all points associated with that exam.** This rule will only be waived in the case of extreme emergency on the day of the exam and documentation must be provided.

Appropriate Use of Instructor's Time:

Be considerate and professional when interacting with me. I am happy to answer questions about class material and requirements, and am also available to discuss topics you personally find interesting and would like to know more about. However, I am not here to answer routine questions you can answer by reading the syllabus or find on the first few pages of a simple internet search. **If you missed class, do not ask me if you missed anything important (if you missed class, of course you missed something important).** Make arrangements with a classmate if you need notes for a given class session.

Email:

There are several key points regarding email for this class.

- To communicate with the class, I have established a class email list. This email uses your official MSU email address. It is your responsibility to check this email account (or have it forwarded to an account you use more regularly).
- While email may be a very impersonal form of communication, I expect the same respect over email that you would show in person. Each email must:
    - be addressed accordingly (e.g. it should start with something like "Dear Dr. Irizarry," or "Dr. Irizarry,")
    - use standard English (e.g. no texting shortcuts or emoticons)
    - include a clear subject heading with the course name/ number that tells me the purpose of the email (e.g., asking for feedback, scheduling a meeting)
    - close with your complete first and last name.
- Email is a written document and should be treated as a permanent record of communication.
- I will respond to emails within 2 business days. While I cannot assure immediate responses, I will do my best to answer all emails in a timely manner.

Accommodation of Special Needs:

Mississippi State University adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, contact the office of Student Support Services (SSS). SSS serves as the coordinating body for services provided to special-needs students by other divisions within the University structure, as well as by state rehabilitation agencies.

For additional information contact:
Dr. Micah White: Student Support Services,
01 Montgomery Hall,
Mail Stop 9724,
P.O. Box 806,
Mississippi State, MS 39762.
Telephone (662)325-3335
Fax (662)325-8190

These processes tend to take some time. If you are not registered with SSS and require special services, begin this process immediately and meet with me (in person) to discuss your needs at least two weeks prior to necessary accommodations (e.g., test or assignment).

Technology:

Personal electronic devices, such as cell phones, smart phones, and music players, are not to be used during class for ANY reason. You may use laptops and tablets to take notes; however, anyone found texting, surfing the internet, or utilizing technology for any purpose other than those allowed by the instructor will be asked to leave the class and marked absent for that class day.

Academic Integrity:

Academic misconduct will not be tolerated and will be reported to the University Honor Code office. Plagiarism and cheating are never the right choice. You are responsible for understanding what constitutes plagiarism and how to avoid it. If you have questions about how to cite a source, understanding what plagiarism is, or how to avoid plagiarism, please ask me for help. **Collaboration on homework or lab assignments is NOT PERMITTED** except with the express, written permission of the instructor.

Honor Code Acknowledgement Form:

As an MSU student, you have agreed to abide by the following Honor Code:

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

All students must do their own work. If you utilize or draw from someone else's work or ideas, you must cite your sources. Failure to do so will be considered plagiarism and dealt with according to Mississippi State University's Honor Code policies. Web links to more detailed information about academic honesty can be found on the MyCourses webpage under the Web Links tab.

These guidelines apply to ALL assignments in this class. If something in your writing is not your original thoughts, you must include an in-text citation and appropriate bibliographic information in the references section documenting the original source. If the original phrasing is not yours, you must use quotation marks and citation information appropriately.

These guidelines also apply to i-clicker technology, including taking possession of or using another student's i-clicker for any reason.

There are absolutely no exceptions to this policy. Anyone plagiarizing or committing any other act of academic dishonesty will be reported immediately to the Honor Code Council and will receive an 'F' or 'XF' in the course. This policy includes **both intentional and unintentional acts** of academic dishonesty. Being unaware of these standards will not absolve you of responsibility for your actions in any way.

NOTE: This form is a requirement of the course. Failure to submit this signed form by January 30, 2014, will result in a 1% point reduction in your final grade every subsequent day (Mon-Sun), until the form is turned in.

I hereby acknowledge that I have read the *What is Plagiarism, Types of Plagiarism, and MSU Honor Code* web links posted on MyCourses and agree to abide by this policy of academic honesty and academic integrity.

_____ _____

Signature Date

_____

Printed Name

Schedule:

Week	Date	Topic	Reading	Comments
Week 1	Jan 14	Introduction		Bring syllabus, book, and i-clicker
	Jan 16	Why Do Research?	Schutt Chapter 1	
Week 2	Jan 21	Process and Problems of Social Research	Schutt pp. 25-45 MC- Smith 1991	
	Jan 23	Research Topics and Questions	Schutt pp. 45-63 MC- Booth et al. 2008 A	
Week 3	Jan 28	Strategies for Reading and Writing Social Research	Schutt pp. 501-511, Appendix A, Appendix B MC- Georgia State University Research; Irizarry 2012; White 2005	
	Jan 30	Summarizing, Paraphrasing, and Plagiarism	MC-Booth et al. 2008 B; Davis 2012; *What is Plagiarism; Types of Plagiarism; MSU Honor Code* (web links)	Due-Assignment 1; Signed Honor Code Form
Week 4	Feb 4	Research Ethics and IRB	Schutt Chapter 3 MC- Allen 1997; ASA Code of Ethics; Buchanan and Miller 2006; Van Manaan 1983	Guest Lecturer
	Feb 6	Introduction to Concepts and Measurement	Schutt Chapter 4	
Week 5	Feb 11	Conceptualization and Operationalization	MC- Becker 1998 A	
	Feb 13	Measurement	MC- Neuman 1997	
Week 6	Feb 18	Sampling	Schutt Chapter 5	
	Feb 20	Sampling (cont.)	MC- Becker 1998 B; Piliavin et al. 1989	Due- Assignment 2
Week 7	Feb 25	Review		
	Feb 27	Exam I		

Week	Date	Topic	Reading	Comments
Week 8	Mar 4	Research Design and Causation	Schutt Chapter 6 MC- "What Causes What?" (podcast)	
	Mar 6	Experiments and Social Experiments	Schutt Chapter 7 MC- Lovaglia 2003; Pager 2003 A	
Week 10	Mar 18	Survey Research	Schutt Chapter 8 MC- Groves 1990; Gun 2002; Schaeffer and Presser 2003	
	Mar 20	Survey Research (cont.)	MC-Census AQE Report (skim); LaPiere 1934; Smith 1987; Pager and Quillian 2005	Due- Assignment 3
Week 11	Mar 25	Introduction to SPSS	MC- SPSS Guides	
	Mar 27	Secondary Data Analysis	Schutt pp. 413-420	
Week 12	Apr 1	Quantitative Data Analysis	Schutt Chapter 14 MC- Freedman 1991	Due- Lab 1
	Apr 3	Open Lab		
Week 13	Apr 8	Introduction to Qualitative Methods	Schutt Chapter 9 MC- Berk and Adams 1970; Pager 2003 B	Due- Lab 2
	Apr 10	Qualitative Methods (cont.)	MC- Carey et al. 2001; Hood et al. 1996; Weiss 2004	Due- Assignment 4
Week 14	Apr 15	Qualitative Data Analysis	Schutt Chapter 10	
	Apr 17	Content Analysis	Schutt pp. 430-441 MC- Hughey 2008; Krippendorf 2004;	Due- Research Proposal Rough Draft
Week 15	Apr 22	Evaluation and Policy Research	Schutt Chapter 11	
	Apr 24	Historical Comparative	Schutt Chapter 12 MC- Pescosolido et al. 1997; Walters and Briggs 1993	
Week 16	Apr 29	Peer Review		Due- Final Research Proposal
	May 1	No Class- Reading Day		
	May 7	Final Exam 3-6 pm		

Note Regarding Syllabus Changes- I reserve the right to make changes to this syllabus during the course of the semester. Any such changes will be announced in class and on MyCourses.

Appendix: The Meaning of Grades

For students, the grading process can be a mystery. After completing your essay or exam, it may seem that they are sent off to a place where grades magically appear at random. I want to assure you that this is not the case. Just as you put time and effort into completing your assignments and exams, I put time and effort into grading them. This means that I *do* read every word of your essays, papers, and exam answers. Whenever possible, I will have detailed grading rubrics that allow me to deduct points in the same way from each student's exam. In the case of response essays, in which a specific grading rubric is not practical, the following describes my view on what makes an answer worth each letter grade:

A Work surpasses the requirements of an assignment by adding new insights, creativity, and/or particularly thoughtful analysis or applications. In "A" answers, students demonstrate a complete understanding of the course material, have clearly stated purposes, and support their ideas with examples when appropriate. Few changes, corrections, or suggestions can be made regarding the accuracy of information or the effectiveness of communication.

B Work meets the requirements of the assignment. In "B" answers, students demonstrate a solid command of the course material, support their ideas with examples when appropriate, state their purposes, and apply concepts to another context if applicable. "B" work is clear and effective, has good organization, and has clearly expressed ideas.

C Work partially meets the requirements of the assignment. In "C" answers, students demonstrate an acceptable command of the course material and a basic ability to apply concepts, support their ideas, and state their purposes. A "C" may indicate work that has some gaps and errors or communication that is inconsistent or difficult to follow.

D Work marginally meets the requirements of the assignment and has many areas that need improvement. Often "D" work indicates an attempt to merely repeat the material from class discussions without further insight or consideration.

F Work does not meet the requirements of the assignment. "F" work is consistently weak, reflecting little thought or effort.

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Arts & Sciences **Department:** Sociology

Contact Person: David May **Mail Stop** 9562 **E-mail:** dmay@soc.msstate.edu

Nature of Change: Cross-list course **Date Initiated:** 10 April 14 **Effective Date:** 1 Aug 14

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
SO	3313	Deviant Behavior	(3)

Current Catalog Description:
SO 3313. Deviant Behavior. (3) (Prerequisite: SO 1103or its equivalent or consent of instructor). Three hours lecture. Introduction to the social and cultural factors related to human deviance. Special attention is given to the study of various theories of deviance.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CRM/SO	3313	Deviant Behavior	(3)

New or Modified Catalog Description:
SO 3313. Deviant Behavior. (3) (Prerequisite: SO 1103or its equivalent or consent of instructor). Three hours lecture. Introduction to the social and cultural factors related to human deviance. Special attention is given to the study of various theories of deviance.

Approved:		*Date:* 4/10/14
Department Head		
Chair, College or School Curriculum Committee		
Dean of College or School		4-10-14
Chair, University Committee on Courses and Curricula		
Chair, Graduate Council (if applicable)		
Chair, Deans Council		

MISSISSIPPI STATE
UNIVERSITY

September 6, 2013

Dear Chair, University Committee on Courses and Curriculum,

Please accept this letter of support for the Sociology department's proposal to modify SO 3313- Deviant Behavior so that it will become a cross-listed course, CRM/SO- 3313- Deviant Behavior. We feel that the study of deviant behavior is an important part of a strong foundation in both criminology and sociology and agree with the SO/CRM faculty that this course should be cross-listed for both majors. For these reasons, our departmental faculty is fully supportive of efforts of the Criminology program's faculty to cross-list this course; in fact, the departmental faculty voted unanimously for approval of this course at our September 6, 2013 faculty meeting. Please contact David May, Chair of the Department of Sociology Undergraduate Curriculum Committee, if you have further questions.

Sincerely yours,

Department of Sociology Undergraduate Curriculum Committee

Shannon Lane
David May (chair)
Ashley Perry
Lindsey Peterson
Melinda Pilkinton

COURSE MODIFICATION
Department of Sociology

1. CATALOG DESCRIPTION

Current Course: SO 3313. Deviant Behavior. (3) (Prerequisite: SO 1103 or its equivalent or consent of instructor). Three hours lecture. Introduction to the social and cultural factors related to human deviance. Special attention is given to the study of various theories of deviance.

New Course: CRM/SO 3313. Deviant Behavior (3). (Prerequisite: CRM 1003 and SO 1103 or consent of instructor). Three hours lecture. Introduction to the social and cultural factors related to human deviance. Special attention is given to the study of various theories of deviance.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

a. The study of deviant behavior is an important part of a strong foundation in criminology. Thus, the SO/CRM faculty believe it is essential that course be cross-listed for both majors.

b. The new prerequisites require both CRM 1003 (Crime and Justice in America, the introductory Criminology course) and SO 1003 (the Introduction to Sociology course). Students will need to have completed both these courses to have a good foundation in each field prior to course enrollment.

3. JUSTIFICATION AND LEARNING OUTCOMES

The modification of this course title and description is necessary to more accurately convey the meaningfulness of the course for both Criminology and Sociology majors. The addition of the prerequisite of CRM 1003 is necessary due to the terminology and background knowledge provided by that course.

Learning Outcomes

1. Students will be able to define, describe, and apply terms and concepts related to the study of deviance and sociological theories of deviance.

2. Students will be able to define and explain the social process through which individuals develop and maintain deviant identities and careers through the examination of various types of deviant behavior.

3. Students will develop the ability to critically think about and evaluate competing theoretical perspectives of deviance.

4. Students will be able to communicate in formal and informal writing their sociological/social structural understanding of societal responses to, and the social control of, deviant behavior.

4. ADDITIONAL INFORMATION

a. COURSE SYMBOL: CRM is added to the course symbol because it is now a cross-listed course.

b. COURSE NUMBER:
i. First Digit: There will be no change to the first digit (3).
ii. Second and Third Digit: There will be no change to the second (2) and third digit (1).
iii. Fourth Digit: There will be no change to the fourth digit (3).

c. COURSE TITLE: There will be no change to the course title.

d. CREDIT HOURS: The credit hours for this class will remain unchanged.

e. PREREQUISITE: The prerequisite for this class will be modified to include CRM 1003. CRM 1003 is the introductory course required in the Criminology Program. CRM 1003 presents the basic terminology used in criminology and also familiarizes students with the difference between deviance and crime. Additionally, this course will become one of 5 courses students can take for their Criminal Behavior and Motivation elective. The remaining courses all require both CRM 1003 and SO 1003 as prerequisites.

f. METHOD/HOURS OF INSTRUCTION: There will be no change to the method/hours of instruction.

g. METHOD OF DELIVERY: There will be no modification to the method of delivery.

h. COURSE DESCRIPTION: There will be no modification to the course description.

i. CURRENT DESCRIPTION: The course description will not be modified.

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

5. Graduate Student Requirements

None

6. Method of Evaluation

Exams (450 points= 90%)
* 3 exams worth 150 points per exam

Quizzes (50 points=10%)
* 10 announced/unannounced quizzes worth 5 points per quiz

Out of Class Work

Some of the quizzes will require students to watch a video outside of class times and complete the quiz at the next class meeting.

7. Academic Misconduct

"It is extremely important that you read, in full, the honor code and its stance on plagiarism. I WILL NOT hesitate to turn you in to the honor code council. **Any student found guilty of a student honor code violation will receive an F for the course.**

If you have any questions concerning this policy, please see the University Honor Code website at http://students.msstate.edu/honorcode/." (Page 4 of the syllabus)

8. Target Audience

Criminology majors, Sociology majors, majors in other fields of human service (Counseling, Psychology, etc.), BSIS students, and students in other majors wanting to gain a better understanding of deviant behavior.

9. Support

Adequate resources are currently available to support this course. A letter of support from the Department of Sociology faculty is included with this application.

10. Effective Date

08/2014

11. Proposed 24 Character Abbreviation

Deviant Behavior

12. Proposed Semester Effective

Fall 2014

13. Proposed Contact Person

David May
Chair, Undergraduate Curriculum Committee
Department of Sociology
dmay@soc.msstate.edu
662-325-7877

Note Included below is the current syllabus being used by Dr. Raymond Barranco, a tenure-track assistant professor in the department of Sociology. Because the only change being made to the course involves the course symbol change and prerequisite change, we did not include two syllabi but only a current (Fall 2013) syllabus for the course.

Deviant Behavior

SO 3313-01 | 2:00 – 3:15 Tu,Th | McCool 111

Instructor: Dr. Raymond Barranco

Email: rbarranco@soc.msstate.edu

Office: 203 Bowen Hall

Office Hours: 11a-1p Monday – Thursday or by appointment

Course Description

- A survey of theory and research on the violation of social norms and laws. Primary emphasis is on social phenomena influencing conformity and deviance, together with institutional responses to individual and group deviance.

Course Objective

- The primary goal of this course is to help you think critically about deviant behavior. We will discuss all major types of deviance and theories explaining deviant behavior. You will learn the major points of each theory, how they apply in real life, and how to critically evaluate each one.

Required Book

- *Constructions of Deviance, 7th* edition, by Adler and Adler. Wadsworth Publishing.

- This is not a typical textbook, rather it is a reader. However, test questions will come from required readings in this book. I will provide you with a study guide to help guide your reading.

Recommended Textbook

- In addition to the book listed above, I RECOMMEND you buy a traditional textbook. If you miss class, having this book will help you keep up with the material we're covering during lecture. Also, the textbook will help clarify anything that is unclear in class. The book I recommend is...

- *Deviant Behavior: Crime, Conflict, and Interest Groups*, 8th edition, by McCaghy, et al. Pearson.

- I will use PowerPoint during each lecture. I will post these on Blackboard so that you may bring them to class if you like. Please note that the PowerPoints are merely outlines designed to help you keep up during class. If you choose to skip class and try to use the PowerPoints to study, you will not do well on the test.

Attendance

- Class attendance is the responsibility of the student. The student is expected to attend all classes. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed.

- I recommend you click on the following link regarding the University's attendance policy. It provides a list of valid excuses, among other things. http://www.msstate.edu/dept/audit/1209.html

Exams

- There will be three multiple choice/short answer exams in this class. The final exam will not be cumulative. Each exam will be worth 30% of your final grade. The number of questions on each test will vary; however, I will tell you before each exam how many questions and short answers to expect. **All exam dates are clearly marked in the class outline below; therefore, if you know of any conflicts that may arise you must inform me as soon as possible.**

- ****YOU MUST BE ON TIME FOR EXAMS. No new exams will be administered after the first student has completed his/her exam and has exited the classroom**.**

Makeups

- If you miss a test **and have a university accepted excuse** (see http://www.msstate.edu/dept/audit/1209.html), I'll let you make up the test. All make-ups will be given on December 3rd.

Quizzes

- There will be two types of quizzes given throughout the semester: random quizzes based on information I give you in-class and video quizzes. The questions for the video quizzes will be posted on Blackboard and you will be required to bring them to class.

- The quizzes will count for 10% of your final grade. This is a very easy grade, think of it as bonus. However, if you do not attend class, you will have a difficult time earning an "A".

Bonus Assignment

- I will post on Blackboard a bonus assignment that you are free to attempt. Your assignment will be to violate a norm and record peoples' reactions. Please see Blackboard for detailed instructions. This can be worth up to 3% of your OVERALL course grade.

Grades

Exams: 90% (450 points)
Quizzes: 10% (50 points)

Scale:		
	A	90 -100% (450-500 points)
	B	80 – 89 (400-449 points)
	C	70 – 79 (350-399 points)
	D	60 – 69 (300-349 points)
	F	0 - 59 (Below 300 points)

Exam 1-	**150 points**
Exam 2-	**150 points**
Exam 3-	**150 points**
Quiz 1-	**5 points**
Quiz 2-	**5 points**
Quiz 3-	**5 points**
Quiz 4-	**5 points**
Quiz 5-	**5 points**
Quiz 6-	**5 points**
Quiz 7-	**5 points**
Quiz 8-	**5 points**
Quiz 9-	**5 points**
Quiz 10-	**5 points**

IMPORTANT NOTES

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2) If you are concerned about your course performance, contact me as soon as possible. If you wait until the end of the semester to contact me about your status in this course it will be too late! Please also note that new academic policies have been put in place that put serious restrictions on the ability of students to drop and retake classes. These changes mean it is more important than ever that you take responsibility for your course performance, because dropping a course is no longer without penalties.

3) Be respectful of others. *Among other things, this means refraining from conversations with other students during lecture, turning off cell phones upon entering the classroom, and waiting until the end of class to pack up your things.* If you must leave class early, please choose a seat near the door in order to minimize your disruption of others while exiting the classroom. Last, it is always important that you be respectful of those with opposing points of view. Remember, the exchange of ideas is a big part of what a college education is all about!

Course Outline

Below is an outline of the course. You will find the topics covered each day, holidays, and exam dates.

8/20: Syllabus

8/22: Intro – Asch's Study

8/27: Conformity - Milgram Video

8/29: Demonic – Biological

9/3: Psychological - Drinking

9/5: Heterosexual Deviance

9/10: Sex in America Video

9/12: Labeling – Positive, Prostitution Video

9/17: Prostitution Video continued

9/19: **Study/Reading Day**

9/24: **Exam 1 (Read Chapters 1,4,6,10,28,45)**

9/26: Homosexual Deviance - Physical Disorders

10/1: Mental Disorders

10/3: Lobotomy Video

10/8: Differential Association - Fencing

10/10: **FALL BREAK**

10/15: Neutralization - Strain

10/17: Subcultures- Control

10/22: Girl Gangster Video

10/24: **Study/Reading Day**

10/29: **Exam 2 (Read chapters 25,27,35,41,43,44)**

10/31: Self Control - Suicide

11/5: Drugs

11/7: Meth Video

11/12: Social Disorganization

11/14: Various Crimes

11/19: Serial Arsonist Video

11/21: Serial Killers

12/3: Makeups

12/12: **FINAL EXAM, 12pm (Read chapters 11,14,15,16,34,42)**

Respect for Other Students and Proper Classroom Conduct

There will be discussion topics posted on Blackboard that may illicit controversial conversation. Please feel free to share your views but be mindful that not everyone will share your view. Learn to share your opinions in a manner that will move the class forward and not hinder it by causing conflict. Having said this, MSU policy states: http://www.msstate.edu/dept/audit/91100.html.

Sexual Harassment Policy

If you have any questions concerning this policy, please see the related web page at: http://www.msstate.edu/dept/audit/60402.html

Mississippi State University Honor Code (aka Academic Dishonesty)

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Special Services

If you need an accommodation, contact the office of Student Support Services (SSS), within the Division of Student Affairs. SSS strives to provide opportunities that enable special-needs students to take full advantage of their University experience and to function as independently as possible in the process. **For additional information:** http://www.msstate.edu/dept/audit/1235.html. *These processes tend to take some time. If you are not registered with SSS and require special services, begin this process immediately. Additionally, meet with me (in person) to discuss your needs at least one week prior to the necessary accommodations (e.g., test or assignment).*

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APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Arts & Sciences **Department:** Sociology

Contact Person: Kimberly Kelly **Mail Stop** 9562 **E-mail:** kkelly@soc.msstate.edu

Nature of Change: Add **Date Initiated:** 10 April 14 **Effective Date:** 1 Aug 14

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
SO	4503/6503	Gender and Work	(3)

New or Modified Catalog Description:
This course presents research and theories on the role of gender in shaping labor market opportunities, experiences, and rewards; remedies for enduring problems, including those applied in the United States' workplace and abroad; and new research directions.

Approved: [signature] Department Head	*Date:* 4/10/14
[signature] Chair, College or School Curriculum Committee	
[signature] Dean of College or School	4-10-14
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

MISSISSIPPI STATE
UNIVERSITY

October 30, 2013

Dear Chair, University Committee on Courses and Curriculum,

Please accept this letter of support for the Sociology department's proposal for a new course entitled SO 4503/6503- Gender and Work. We feel that this course is a valuable addition to our Sociology program because of its content, particularly in the area of social and gender stratification. We also feel that it will be a popular elective and have been assured by our department head that its periodic offering will require no additional faculty or resources. For these reasons, our departmental faculty is fully supportive of the Sociology department's effort to offer this new course. In fact, the departmental faculty voted unanimously for approval of this change at our October 11, 2013 faculty meeting. Please contact David May, Chair of the Department of Sociology Undergraduate Curriculum Committee, if you have further questions.

Sincerely yours,

Department of Sociology Undergraduate Curriculum Committee

Shannon Lane

David May (chair)

Ashley Perry

Lindsey Peterson

Melinda Pilkinton

SO 4503/6503: GENDER AND WORK

A. PROPOSAL FORMAT

1. CATALOG DESCRIPTION

SO 4503/6503. Gender and Work. (3) (Prerequisite: SO 1003 or consent of instructor). Three hours lecture. Presents research on the role of gender in work opportunities, experiences, and rewards; remedies for problems in the US and abroad; and new research directions.

2. DETAILED COURSE OUTLINE

I. Introduction: The Sociology of Gender and Work (6 contact hours)
- a. Week 1 – Conceptualizing gender, work, and inequality
  - i. Defining Gender and Work
  - ii. Historical overview of gender and workplace inequality
- b. Week 2 – Types of work
  - i. Paid labor, unpaid labor, and domestic labor
  - ii. Sexual division of labor
  - iii. Devaluation of domestic and unpaid work

II. Sex Segregation at Work (6 contact hours)
- a. Week 3 – Occupational segregation and gender atypical occupations
- b. Week 4 – Within-occupation segregation
  - i. Glass ceiling
  - ii. Glass escalator
  - iii. Gendered pay gap

III. Gendered Organizations (3 contact hours)
- a. Week 5
  - i. Gendered organizational logic
  - ii. Gender hierarchies
  - iii. Devaluation of women's work

IV. Work and Family (6 contact hours)
- a. Week 6
  - i. Paid work and family work
  - ii. Part-time work and full-time careers
  - iii. Work and parenthood
- b. Week 7
  - i. The second shift
  - ii. Wage penalties for motherhood
  - iii. Wage premiums for fatherhood

V. Sexual and Gender Harassment (6 contact hours)
- a. Week 8
  - i. Defining sexual harassment
  - ii. Role of power
- b. Week 9
  - i. Harassment as a form of social control
  - ii. Gender harassment

VI. Emotional Labor and Care Work (3 contact hours)
- a. Week 10
  - i. Gendered emotional duties within work
  - ii. Commercialization of feelings

VII. Race, Class, Gender, and Work (9 contact hours)
- a. Week 11

i. Intersections of gendered and racial wage inequality
ii. Immigrant labor

b. Week 12 -Structural mechanisms affecting gender and race inequality of work
c. Week 13 -Welfare and poor working mothers

VIII. Globalization (6 contact hours)
a. Week 14 - Gender, capitalism and globalization
b. Week 15 – Global politics of work

IX. Exams (3 contact hours)

3. METHOD OF EVALUATION

Attendance	10%
Quizzes	45%
Exams	30%
Facilitating Discussion	15%
Total	100%

100 Point Scale

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

Reading quizzes will be given daily to ensure students are prepared for a fast-paced, rigorous course. There will be two examinations which will be in essay format. Students will be required to write discussion questions based on the readings on assigned days and maintain a productive flow of discussion. Each student will work with 1-2 other students on their assigned facilitation days. Each student will facilitate three times throughout the course.

4. JUSTIFICATION & LEARNING OUTCOMES

Justification: This course will fulfill a major sub-area (i.e., Gender Inequality and Work) in both Sociology of Gender and Sociology of Stratification. It would also expand course offers for sociology graduate students as well as another course option for undergraduate students pursuing the Gender Studies minor or graduate students pursing a Graduate Certificate in Gender Studies. This class is very intensive and based on extensive discussion and interaction between the instructor and students in order to cover a number of complex concepts and topics. A condensed time frame and extended class periods are critical to making the class effective for undergraduates and graduate students.

Learning Outcome: The purpose of this course is to challenge students to consider the relationship between gender and work in the context of globalization and stratification processes. Students who successfully complete this course will demonstrate an understanding of gender as it affects and is affected by the social institution of work.

We expect initial enrollment to be between 20 and 30 students. We base this prediction on current enrollments, which we predict will rise as when the course is offered during the regular academic year.

5. **ACADEMIC MISCONDUCT**
Students will be required to adhere to the MSU Honor Code. Students will be notified in the syllabus that violations will be reported to the Honor Council. Students will receive an F for the course for any academic misconduct during the semester.

6. **TARGET AUDIENCE**
Sociology majors, both graduate and undergraduate, majors in other fields of human service (Counseling, Criminology, Psychology, etc.), BSIS students, and undergraduate and graduate students in other majors wanting to gain a better understanding of the role that gender plays in work and employment.

7. **SUPPORT**
The faculty of the Department of Sociology supports this proposal. Dr. Kelley specializes in gender and gender inequality and anticipate offering this course in a regular rotation with other gender classes. Thus, staffing will be adequate for this class.

The MSU Library accommodates the necessary holdings for a Ph.D. program in sociology that has an emphasis in stratification, including gender stratification. These current holdings meet disciplinary standards, thus we believe that the library resources far exceed the necessary resources for an undergraduate degree in sociology in general, as well as this particular class.

This particular class warrants no specialized equipment or classroom facilities which are not already available at MSU. No additional funds will be necessary for the implementation of this course.

8. **INSTRUCTOR OF RECORD (GRADUATE COURSE)**
This course will be offered for graduate credit as a split level course.

Kimberly Kelly

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

Exams	30%
Quizzes	30%
Discussion leader	20%
Research presentation	20%
Total	100%

Graduate students are required to take two exams where they reflect on readings, assignments, or material as specified by the instructor. These exams will be more extensive than those administered to undergraduates. Furthermore, graduate students are required to lead discussion independently for two class periods where the student will teach undergraduates and showcase knowledge on a selected topic. Finally, graduate students are required to select a relevant research topic and present this material to the class. This presentation should pertain to Gender and Work and include a literature review, overview of research findings, and policy implications.

10. **PLANNED FREQUENCY**
We plan for this course to be offered every other year depending on demand.

11. EXPLANATION OF ANY DUPLICATION
We do not perceive any duplication issues with this course.

12. METHOD OF INSTRUCTION CODE
C

13. METHOD OF DELIVERY
F

14. PROPOSED C.I.P. NUMBER
45.1301

15. PROPOSED 24-CHARACTER ABBREVIATION
Gender and Work

16. PROPOSED SEMESTER EFFECTIVE
August 2014

17. OTHER APPROPRIATE INFORMATION
(4990 and 6990 requirements)- Graduate students will be required to read all assigned readings below; undergraduates will be required to several of the readings (but not all the readings) listed below. Because the required readings change from one semester to the next, we have included all the readings below as an example of the course readings required for both groups of students.

Padavic, Irene and Barbara F. Reskin. 2002. Women and Men at Work (2nd Edition). Thousand Oaks, CA: Pine Forge Press.

Tannen, Deborah. In The Practical Skeptic ed. Lisa McIntyre. Boston: McGraw-Hill. Chapter 16, "Marked: Women in the Workplace," pp. 131-137.

England Paula and Nancy Folbre. 1999. "Who Should Pay for the Kids?" American Academy of Political and Social Science 563: 194-207.

Bittman et al. 2003. "When Does Gender Trump Money? Bargaining and Time in Household Work." American Journal of Sociology 109(1): 186-214.

Roos, Patricia A. and Barbara F. Reskin.1992. "Occupational Desegregation in the 1970s: Integration and Economic Equity?" Sociological Perspectives 35: 69-91.

Henson, Kevin, and Jackie Krasas Rogers. 2001. "'Why Marcia You've Changed!' Male Clerical Temporary Workers Doing Masculinity in a Feminized Occupation." Gender & Society 15(2):218-238.

Tanner, Julian, Rhonda Cockerill, Jan Barnsley, and A. Paul Williams. 1999. "Flight Paths and Revolving Doors: A Case Study of Gender Desegregation in Pharmacy." Work, Employment, and Society 13:275-93.

Williams, Christine. 1992 "The Glass Escalator: Hidden Advantages for Men in the `Female' Professions." Social Problems 39(3) 253-268.

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18. PROPOSAL CONTACT PERSON

Kimberly Kelly
662-325-2498
kkelly@soc.msstate.edu

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSIY

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

College or School: Art and Sciences **Department: Mathematics and Statistics**

Contact Person: Mohammad Sepehrifar **Phone: 662-325-7145**
E-mail: ms1914@msstate.edu

Nature of Change: Distance Approval **Date Initiated: 2/20/13** **Effective Date: 8/19/14**

New or Modified: New

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
ST	8114	Statistical Methods	(4)

Current Catalog Description:

ST8114. (Prerequisite: MA 1313). Three hours lecture. Two hours laboratory. Fall and Spring semesters. Descriptive statistics; sampling distributions; inferences for one and two populations; completely random, block, Latin square, split-plot designs; factorials; simple linear regression; chi-square tests.

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

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSIY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCCC, Butler-Williams Building, Suit B, 100 Walker Road, Mail Stop 9699 (325-0831)

College or School: Arts & Sciences **Department: Mathematics and Statistics**

Contact Person: Mohammad Sepehrifar **E-mail: ms1914@msstate.edu**

Nature of Change: AOCE Approval **Date Initiated: 2/3/14** **Effective Date: 8/19/14**

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
ST	8114	Statistical Methods	(4)

Current Catalog Description:

ST 8114 Statistical Methods: 4 hours. (Prerequisite: MA 1313). Three hours lecture. Two hours laboratory. Fall and Spring semesters. Descriptive statistics; sampling distributions; inferences for one and two populations; completely random, block, Latin square, split-plot designs; factorials; simple linear regression; chi-square tests.

Approved:	*Date:*
Department Head	2/25/2014
Chair, College or School Curriculum Committee	2/28/14
Dean of College or School	2-28-14
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

COURSE PROPOSAL FOR CAMPUS 5

1. CATALOG DESCROPTION

ST 8114. Statistical Methods. (4) (Prerequisite: MA 1313). Three hours lecture. Two hours laboratory. Fall and Spring semesters. Descriptive statistics; sampling distributions; inferences for one and two populations; completely random, block, Latin square, split-plot designs; factorials; simple linear regression; chi-square tests.

2. JUSTIFICATION FOR DISTANCE LEARNING OFFERING

This distance learning course has been requested by the Research and Extension Center (REC) for off-campus MAFES and MSU Extension faculty, and would be of interest at other locations. The students are seeking advanced degrees in disciplines requiring this statistics course in their program of study. The course will be offered in our classrooms with internet connection, which will allow all students to follow the lectures while it is steaming online. All lectures will be recorded and posted on the web for viewing at a later date by an IT officer. In case instructor uses the "blackboard" system he or she will post the taped lectures on his/ her blackboard account so students have access to the materials through the web. Having access to the statistical software, SAS , is part of the requirements for the lab sessions. These graduate students will have access to this SAS software thorough their MSU account. All Lab sessions will be recorded and posted on the web as well by an IT office.

3. LEARNING OUTCOMES

The students will gain knowledge of the tools and techniques used in applied statistics. Students will be prepared to solve problems in research projects, to make decisions based on data, and to become critical readers of Statistical Analysis. In fact, this three- hour lecture along with the two- hour laboratory tries to connect Statistical Methods with Data Analysis.

4. DETAILED COURSE OUTLINE OF CAMPUS 1

During the regular semester (15 weeks), there will be 45 class sessions (1-houre lecture; 3 days a week) along with 15 sessions of 2-hours for the lab sections (75 hours as the total contact hours for this course). Statistical methods will be stressed throughout the course and applications will be used to illustrate the concepts covered. Topics are covered include:

Campus 1	Contact hours
I. Summarizing Data	**(6.5 hours)**
A. Descriptive Statistics	1.5
B. Measures of central tendency	2.5
C. Measures of variability	2.5
D. Lab #1 : Introduction to SAS	**(4 hours)**
II. Probability and Probability Distributions	**(8 hours)**
A. Distributions for Discrete Random Variables	2
B. Distributions for Continuous Random Variables	2
C. The Normal Distribution	2.5
D. Normal Approximation	1.5
E. Lab #2: Outlier detection	**(4 hours)**
III. Analyzing Data, Interpreting the Analyses, and Communicating	**(7.5 hours)**
A. Inferences about mean for a Normal Population	2
B. Inferences about m1 _ m2: Independent Samples	2
C. Estimation and Tests for a Population Variance	1.5
D. A Statistical Test about More Than Two Population Means: ANOVA	2
E. Lab#3: Graphical Methods for one Variable	**(5 hours)**
IV. Categorical Data	**(7.5 hours)**
A. Inferences about a Population Proportion p	2.5
B. Difference between Two Population Proportions, p1 _ p2	2.5
C. Contingency Table	2.5
D. Lab#4:The Normal Probability Distribution	**(4 hours)**
V. Linear Regression and Correlation	**(7.5 hours)**
A. Estimating Model Parameters	2.5

B. Inferences about Regression Parameters	2.5
C. Correlation	2.5
D. Lab#5: Inference about One Population Parameter	**(5 hours)**
VI. Completely Randomized Designs	**(8 hours)**
A. Completely Randomized Design with a Single Factor	2
B. Factorial Treatment Structure	2
C. Comparisons of Treatment Means	2
D. Blocked Designs, Latin Square Design, and Factorial Treatment Structure	2
E. Lab#6: Inference about Two Populations Parameters	**(4 hours)**
F. Lab#7:Completely Randomized Design- One-Way Class Analysis	**(4 hours)**
Total:	**75 hours**

In addition, 3 contact hours will be allocated to the final exam.

5. DETAILED COURSE OUTLINE OF CAMPUS 5

The same material will be covered in both Campus 1 and Campus 5 courses. During the semester, there will be 45 lectures of one hour along with 15 sessions of two hours for the lab sections. The lectures will be delivered to remote sites during the regular class period using the distance learning facilities at either MSU or the ERDC Graduate Institute. The students may submit their homework by either email or FAX. All major tests are held on campus and students must take these exams including the final exam (during the scheduled time) on campus. In a special situation, instructor may accommodate tests at another time (morning or evening). The instructor may also assign a proctor in case student has a valid excuse not to take tests on campus. The major topics in the course will be allocated the following contact hours.

	Campus 5	Contact hours
I.	Summarizing Data	**(6.5 hours)**
	A. Descriptive Statistics	1.5
	B. Measures of central tendency	2.5
	C. Measures of variability	2.5
	D. Lab #1 : Introduction to SAS	**(4 hours)**
II.	Probability and Probability Distributions	**(8 hours)**
	A. Distributions for Discrete Random Variables	2
	B. Distributions for Continuous Random Variables	2
	C. The Normal Distribution	2.5
	D. Normal Approximation	1.5
	E. Lab #2: Outlier detection	**(4 hours)**
III.	Analyzing Data, Interpreting the Analyses, and Communicating	**(7.5 hours)**
	A. Inferences about mean for a Normal Population	2
	B. Inferences about m1 _ m2: Independent Samples	2
	C. Estimation and Tests for a Population Variance	1.5
	D. A Statistical Test about More Than Two Population Means: ANOVA	2
	E. Lab#3: Graphical Methods for one Variable	**(5 hours)**
IV.	Categorical Data	**(7.5 hours)**
	A. Inferences about a Population Proportion p	2.5
	B. Difference between Two Population Proportions, p1 _ p2	2.5
	C. Contingency Table	2.5
	D. Lab#4:The Normal Probability Distribution	**(4 hours)**
V.	Linear Regression and Correlation	**(7.5 hours)**
	A. Estimating Model Parameters	2.5

B. Inferences about Regression Parameters	2.5
C. Correlation	2.5
D. Lab#5: Inference about One Population Parameter	**(5 hours)**
VI. Completely Randomized Designs	**(8 hours)**
A. Completely Randomized Design with a Single Factor	2
B. Factorial Treatment Structure	2
C. Comparisons of Treatment Means	2
D. Blocked Designs, Latin Square Design, and Factorial Treatment Structure	2
E. Lab#6: Inference about Two Populations Parameters	**(4 hours)**
F. Lab#7:Completely Randomized Design- One-Way Class Analysis	**(4 hours)**
Total:	**75 hours**

In addition, 3 contact hours will be allocated to the final exam.

Content Area	**Face-to-Face**	**Online, Internet, Web-based**
Chapter One	10.5 contact hours (lectures, quizzes, feedback, discussion, Lab)	10.5 contact hours (lectures, quizzes, feedback, discussion, Lab, email)
Chapter Two	12 contact hours (lectures, quizzes, feedback, discussion, Lab)	12 contact hours (lectures, quizzes, feedback, discussion, Lab, email)
Chapter Three	12.5 contact hours (lectures, quizzes, feedback, discussion, Lab)	12.5 contact hours (lectures, quizzes, feedback, discussion, Lab, email)
Chapter Four	11.5 contact hours (lectures, quizzes, feedback, discussion, Lab)	11.5 contact hours (lectures, quizzes, feedback, discussion, Lab, email)
Chapter Five	12.5 contact hours (lectures, quizzes, feedback, discussion, Lab)	12.5 contact hours (lectures, quizzes, feedback, discussion, Lab, email)
Chapter Six	16 contact hours (lectures, quizzes, feedback, discussion, Lab)	16 contact hours (lectures, quizzes, feedback, discussion, Lab, email)
Total	**75 contact hours**	**75 contact hours**

6. METHOD OF EVALUATION

There will be 15 homework assignments and 7 mini projects which will include both exercises exploring the statistical theory and the validity of the statistical model or statistical methods. Homework assignments and mini projects will be given at one-week intervals during the semester. The students may submit their homework by either email or FAX. Three exams and the final examination must be taken on campus. instructor may accommodate tests at another time (morning or evening). The instructor may assign a proctor in case student has a valid excuse not to take tests on campus. In a special situation, instructor may accommodate tests at another time (morning or evening).

Grading will be based on the following.

3 major tests	45% (15% each)
Homework and mini projects	25%
Final exam (a comprehensive test)	30%
Total	100%

Grading scale

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

XF: failure due to academic dishonesty

7. ACADEMIC MISCONDUCT

Mississippi State University has an approved Honor Code that applies to all students. Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students required stating their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements of the processes of the Honor Code. Distance learning students are expected to complete homework, computer assignments and tests honestly. Academic misconduct is any activity which may compromise the academic integrity of the University. Academic misconduct includes, but is not limited to, deceptive acts such as the following:

- Using unauthorized materials as an aid during an examination.
- Providing assistance to, or receiving assistance from, another person in any manner prohibited by the instructor.
- Possessing or providing an examination or assignment, or any part thereof, at any time or in any manner not authorized by the instruction.
- Taking a quiz, examination, or similar evaluated assignment for another person; or utilizing another person to take a quiz, examination, or similar assignment in place of oneself.
- Submitting any course materials or activities not the student's own, allowing such a submission to be made for oneself, making such a submission for another.

An incident in academic dishonesty can result in an XF for the course and can be as severe as expulsion for the university.

In order to prevent academic misconduct, the students' academic activities are monitored carefully.

- In-class and final exams will be newly created each semester. The exams will require the students to answer the open questions with writing the related mathematical proof; multiple-choice problems will be included.
- Additionally, weekly assignments will remade each year, limiting the ability of former students to assist current students.
- In-class and final exams will be proctored. These proctors will be chosen according the standard procedure for distance learning. Hard copies of the exams, with paid return envelopes, will be sent to the proctors in advance.
- All homework and projects will include problems which require students to submit the solution written in hand-writing. The hand-writing will be checked to determine if it matches the hand-writing on the exams.

8. TARGET AUDIENCE

This course is intended to prepare the off-campus MAFES and MSU Extension faculty to use statistical methods for analyzing data in many different fields of study.

9. METHOD OF INSTRUCTION C

10. METHOD OF DELIVERY I

The distance learning course will be delivered over interactive video during lecture hours with the lectures posted on the web.

11. DELIVERY STATEMENT

This distance learning course will not violate the Provost's policies on Campus 5 offerings.

B. Letters of support from the Department of Mathematics & Statistics and Associate Dean of the College of Agriculture and Life Sciences at MSU.

C. SPECIAL NOTES

1. CROSS-LISTING
   This course is not cross-listed with any other departments
2. EFFECTIVE DATE
   Fall, 2014
3. EFFECT ON OTHER COURSES
   This distance learning course is not requirement for any other department
4. CONTACT PERSON
   Mohammad Sepehrifar, 662-325-7145, msepehrifar@math.msstate.edu

MISSISSIPPI STATE UNIVERSITY

College of Agriculture and Life Sciences
Mississippi Agricultural and Forestry Experiment Station
Office of the Dean and Director
Box 9760
Mississippi State, MS 39762

March 27, 2013

Mohsen Razzaghi
Professor and Head
Department of Mathematics and Statistics
Mississippi State University
410 Allen Hall

Dear Dr. Razzaghi:

Mississippi State University has four Research and Extension Centers with each housing MAFES and MSU-ES faculty, research and Extension associates, professional Extension agents housed in counties, and numerous other employees. University employees based in Starkville or Meridian have an opportunity to pursue advanced degrees requiring statistical classes by simply walking to a classroom. Off-campus employees that wish to pursue the same advanced degrees are severely limited in their degree selection because of the lack of available on-line, web, or distance statistics classes. County-based Extension employees are required to complete a MS degree in a relevant field within five years of their hire date, if hired with only a BS. Many of these individuals currently pursue degrees in a field that does not require statistics courses rather than Plant and Soil Sciences or Animal Sciences, etc., due to the lack of availability of distance classes in statistics. Research or Extension associates in MAFES or MSU-ES must have or obtain a MS degree or equivalent in order to be promoted from Associate I to II, and the lack of availability of statistics classes limits their promotion potential. Also, the lack of availability of statistics classes severely limits the ability of any employee wishing to pursue a Ph.D. degree, regardless of field of study.

I fully support the Mathematics and Statistics Department's proposal to teach Statistics 8114 (Statistical Methods) via distance learning. MAFES and Extension employees who are pursuing or wish to pursue graduate education are looking forward not only to this opportunity, but the opportunity to take additional statistics courses.

Sincerely,

Walter N. Taylor
Associate Dean

Phone (662) 325-2953 • Fax (662) 325-0015
www.cals.msstate.edu
www.mafes.msstate.edu

MISSISSIPPI STATE UNIVERSITY™

DEPARTMENT OF MATHEMATICS AND STATISTICS

April 17, 2013

Dr. Angi Bourgeois, Chair
University Committee on Courses & Curricula
Mail Stop 9638

Dear Dr. Bourgeois:

The Department of Mathematics and Statistics is proposing the addition of ST 8114 Statistical Methods as a distance learning course. This course has been requested by the Research and Extension Center for off-campus MAFES and MSU Extension faculty, and would also be of interest at other locations for students who are pursuing advanced degrees in disciplines that require statistics courses as a part of their program of study. Students taking the course would be able to gain knowledge of the tools and techniques that are used in applied statistics. ST 8114 has been offered by the Department of Mathematics and Statistics for more than fifteen years on the MSU main campus. Typically, two sections of the course are offered each fall and spring semester on the main campus.

The graduate faculty in the Department of Mathematics and Statistics voted in favor of adding ST 8114 as a distance learning course (23 in favor, 0 opposed, 1 abstained) in a departmental faculty meeting held on April 11, 2013. We are confident that there are enough interested faculty in our Department who would be able to teach ST 8114, based on the fact that our Statistics Committee supports the addition of ST 8114 as a distance learning course. Library support for the course is more than adequate. In addition to subscribing to a variety of print and online mathematics and statistics journals, the University Libraries offer users electronic access to bibliographic and full text information held locally and at remote sites.

Sincerely yours,

Corlis Johnson

Corlis Johnson,
Graduate Coordinator and Associate Head

P.O. Box MA, 410 Allen Hall, MS State, MS 39762
www.msstate.edu/dept/math • office@math.msstate.edu • Phone: (662) 325-3414 • Fax: (662) 325-0005

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

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

Contact Person: Thomas Miller **Mail Stop:** 9580 **E-mail:** TMiller@business.msstate.edu

Nature of Change: Add **Date Initiated:** 2/3/2014 **Effective Date:** Fall 2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
FIN	4743/6743	Consumer Finance	(3)

New or Modified Catalog Description:

FIN 4743/6743 Consumer Finance (3) (Prerequisite: Grade of C or better in FIN 3123; prerequisite or co-requisite FIN 3723) Three hours lecture. Supply and demand for consumer credit products, their role in the lending landscape, economic impact of the consumer finance industry, its workings, and its regulation.

Approved:	Department Head	*Date:* 4-8-2014
	Chair, College or School Curriculum Committee	4/8/2014
	Dean of College or School	4/8/14
	Chair, University Committee on Courses and Curricula	
	Chair, Graduate Council (if applicable)	
	Chair, Deans Council	

MISSISSIPPI STATE UNIVERSITY
DEPARTMENT OF FINANCE AND ECONOMICS
COLLEGE OF BUSINESS

February 4, 2014

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

RE: Modifications to Courses in Finance and Real Estate

Ladies and Gentlemen:

On behalf of the faculty of the Department of Finance and Economics, please accept this letter of support to add the following course subject to the details outlined in the attached UCCC documents:

FIN 4743 / 6743 Consumer Finance

This course has previously been offered twice as a special topics course (4990), and it was very successful and well received by students. The signatures of the Finance faculty below demonstrate their support of the permanent addition of this course. It is our belief that addition will enhance the quality of our programs, and it will allow for easier student planning/scheduling due to the additional elective option.

Approved: **Date:**

Michael J. Highfield, Ph.D., CFA — FEBRUARY 4, 2014
Associate Professor of Finance and Department Head of Finance and Economics

Brandon Cline, Ph.D. — 2/4/14
Assistant Professor of Finance and Renasant Bank Fellow in Finance

Jacqueline Garner, Ph.D. — 2/5/2014
Associate Professor of Finance and John Nutie and Edie Dowdle Professor

Kartono Liano, Ph.D. — 2/4/14
Professor of Finance

Tom Miller, Ph.D. — 2-4-2014
Professor of Finance and Jack R. Lee Chair of Financial Institutions and Consumer Finance

Kenneth Roskelley, Ph.D.
Associate Professor of Finance and BancorpSouth Professor of Finance

Chip Wade, Ph.D. — 2/5/14
Assistant Professor of Insurance

Brian Young, Ph.D. — 2/4/14
Assistant Professor of Finance

MISSISSIPPI STATE UNIVERSITY

School of Human Sciences

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

March 18, 2014

Dr. Thomas W. Miller, Jr.
Professor of Finance and Jack R. Lee Chair
in Financial Institutions and Consumer Finance
Depart of Finance and Economics
CAMPUS

Dear Dr. Miller:

The faculty of the School of Human Sciences have reviewed the course proposal for FIN 4743/6743 – Consumer Finance. We found very little overlap with our HS 3303 – Consumer Economics course. The courses are completely different in both focus and content.

We fully support the creation of your new course and hope to recommend it to qualified students in Human Sciences who want to explore the theories behind the consumer finance industry as part of their curriculum.

I wish you the best with your course proposal.

Sincerely,

Michael E. Newman

Michael E. Newman
Professor and Director

School of Human Sciences • Box 9745 • Mississippi State, MS 39762-9745
(662) 325-3050 • Fax (662) 325-8188 • email:humansci@humansci.msstate.edu

Course Addition Proposal
FIN 4743/6743

1. CATALOG DESCRIPTION

FIN 4743/6743 Consumer Finance (3) (Prerequisite: Grade of C or better in FIN 3123; prerequisite or co-requisite FIN 3723) Three hours lecture. Supply and demand for consumer credit products, their role in the lending landscape, economic impact of the consumer finance industry, its workings, and its regulation.

2. DETAILED COURSE OUTLINE (syllabus attached)

I. Consumer Credit Markets in the Postwar Era (7 contact hours)
   A. Institutional sources of consumer credit (1 contact hour)
   B. The development of consumer credit markets (2 contact hours)
   C. Estimating debt burden and spending
      1. Burden trends (1 contact hour)
      2. Research on long term trends (2 contact hours)
      3. The distribution of the use of credit (1 contact hour)

II. The Demand for Consumer Credit (11 contact hours)
   A. The emergence of modern consumer credit markets (2 contact hours)
   B. The economics of consumer credit, Fisher-Seligman Framework (3 contact hours)
   C. Behavioral models of consumer credit (3 contact hours)
   D. Rational reasons for credit card debt (2 contact hours)
   E. The monthly payments model (1 contact hour)

III. The Supply of Consumer Credit (11 contact hours)
   A. Financial intermediation (1 contact hour)
   B. Costs of consumer credit (1 contact hour)
   C. The economics of consumer credit products:
      1. Payday loans (1 contact hour)
      2. Finance Company loans (2.5 contact hours)
      3. Pawn Loans and Title Loans (2.5 contact hours)
      4. Deposit Advances (1.5 contact hours)
      5. Internet loans (1.5 contact hours)

IV. Recent Issues in Consumer Credit (10 contact hours)
   A. Credit reporting and FICO Scores (2.5 contact hours)
   B. Credit cards and young consumers (1.5 contact hours)
   C. High-rate credit products
      1. Recent research in payday lending (2 contact hours)
      2. Recent research in finance company lending (2 contact hours)

3. Dollar Cost versus APR (2 contact hours)

V. Regulation of the Consumer Credit Industry (8 contact hours)
   A. Federal regulation, overview (2 contact hours)
   B. The history of federal regulation (3 contact hours)
   C. Current Federal regulation, specifically the CFPB (1 contact hour)
   D. State regulation (2 contact hours)

Total: 47 Contact Hours

3. METHOD OF EVALUATION

As with other elective courses in the Finance area, the students will be evaluated with a set of quizzes, homework problems, and exams. Emphasis is placed on class participation and attendance.

Means of evaluation, weights:

	Undergraduate	Graduate
	Weight, in percent	Weight, in percent
Midterm One	20	20
Midterm Two	20	20
Final Exam	25	20
Homework	15	15
Research Project	0	15
Quizzes	10	5
Class Participation:		
Attendance	5	2.5
Contributions/Decorum	5	2.5
Total	100	100

Course grade assignment (100 point scale):

> 91.0%	A
82.0-90.9%	B
68.9-81.9%	C
60.0-68.8%	D
< 60.0%	F

4. Justification and Learning Outcomes

Justification

The Consumer Credit industry has a large footprint in Mississippi. The industry serves hundreds of thousands of Mississippians each year. Accordingly, there are several reasons for offering a course in consumer finance. First, there are many career opportunities available in this industry. Second, many states, including Mississippi, have renewed efforts by their state treasurers to increase financial literacy. The course has met with considerable enthusiasm. When offered as a FIN 4990 special topics course during Spring 2013 and Spring 2014, enrollment was 52 and 38 students, respectively. The material covered in this course is not duplicated in any other course in the College of Business curriculum.

Learning Objectives

The overarching learning objective is to help student learn how to become financially literate concerning consumer credit markets. In so doing, they will study many aspects of consumer credit demand and the supply of consumer credit. Students are consumers. They will likely use credit. Moreover, because this course is for those earning a degree in business with a finance major, they could well be the consumer credit "expert" in their family. After completing this course successfully, students will be able to:

1. Explain the function of price in a market place
2. Debate "predatory" lending and the political economy
3. Demonstrate a knowledge of the Fisher-Seligman model of consumer credit
4. Discuss cognitive models of consumer credit decision making
5. Describe the evolution of credit cards
6. Discuss credit use among young consumers
7. Discuss the role of credit scores
8. Distinguish among credit products with high APRs but low cost, such as
    a. Hidden costs of bank accounts
    b. Pawn lending, including title loans
    c. Payday lending
    d. Traditional installment lending
    e. Sovereign nation loans
    f. Online sources of consumer credit
9. Discuss consumer protection efforts, including
    a. The effects of interest rate ceilings
    b. The history of regulation in consumer credit markets
    c. Regulatory trends in consumer credit

5. ACADEMIC MISCONDUCT (see attached syllabus)

The following passage on academic misconduct is displayed in the syllabus:

I fully expect each student to follow the Honor Code at Mississippi State University. Occurrences of academic misconduct will be addressed in a most serious manner. As you know, the MSU Honor Code is:

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

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information, visit: http://www.students.msstate.edu/honorcode.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty.

6. TARGET AUDIENCE

Undergraduate students in their senior year (and some students in their junior year). Graduate students are also targeted for enrollment.

7. SUPPORT

A letter of support has been requested from Human Sciences. There are two courses in Human Sciences that might have overlap at some level: HS 3303 (Consumer Economics) and/or HS 4313 (Family Resource Management).

8. INSTRUCTOR OF RECORD (GRADUATE COURSE)

Thomas William Miller, Jr., Ph.D.
Professor of Finance and *Jack R. Lee Chair in Financial Institutions and Consumer Finance*
662.325.1997
TMiller@business.msstate.edu

9. GRADUATE STUDENT REQUIREMENTS

Training in the scientific method is part of this course for graduate students. As such, each graduate student will be required to 1) pose, and have approved, a relevant research question in the area of Consumer Finance; 2) gather the data necessary to provide evidence concerning the question; 3) submit a timely preliminary draft of the methods to be used to answer the question 4) incorporate the feedback from the preliminary draft and deliver a polished 5-7 page paper that contains the question, data used, a description of the analysis, summary, conclusions, and suggestions for other questions that could be asked on this topic. Additionally, each student will stand ready to comment on their project during the semester and present some results.

10. PLANNED FREQUENCY

Once per academic year, Spring semester.

11. EXPLANATION OF ANY DUPLICATION

There is no material duplication of this course coverage in any finance class offered in the College of Business. A letter of support has been requested from Human Sciences. There are two courses in Human Sciences that might have overlap at some level: HS 3303 (Consumer Economics) and/or HS 4313 (Family Resource Management). If there is overlap, an explanation of any duplication will appear.

12. METHOD OF INSTRUCTION CODE

C. Lecture.

13. METHOD OF DELIVERY

F. Face to face.

14. PROPOSED C.I.P. NUMBER

52.0899

15. PROPOSED 24-CHARACTER ABBREVIATION

Consumer Finance

16. PROPOSED SEMESTER EFFECTIVE

Fall 2014

17. OTHER APPROPRIATE INFORMATION

This course has been offered twice before as a Special Topics course FIN 4990.

The readings for this course stem largely from "Consumer Credit and the American Economy," Durkin, Esringhausen, Staten, and Zywicki, Oxford University Press, 2014 forthcoming. Through special arrangement with the authors, the material of this book was made available before publication.

18. PROPOSAL CONTACT PERSON

Thomas William Miller, Jr., Ph.D.
Professor of Finance and *Jack R. Lee Chair in Financial Institutions and Consumer Finance*
662.325.1997
TMiller@business.msstate.edu

Mississippi State University School of Business

Consumer Finance
Finance 4743/6743 – Spring 2014

INSTRUCTOR: Tom Miller – McCool 310-i
Emergency Cell: 314.494.7823 (PLEASE start/title your text/email with: FIN4990)

Class Meets Tuesday/Thursday, 3:30pm to 4:45pm, McCool 116
NO food or drink (water is ok) to be consumed during class
Attendance Taken

Office Phone: (662) 325-1997. Preferred E-Mail: tommillerjr@gmail.com
Office Hours: Tuesday/Thursday 10:00-11:00 and 5:00-5:30
(Plus arrangements, email, and text messages, of course)

I send email blasts from MyCourses. You are responsible to check for these email blasts.
I Tweet: @tommillerjr

REQUIRED (that is, ALL of these materials are required—NOT optional):

- **Prerequisites:** Grade of C or better in FIN 3123; prerequisite or co-requisite FIN 3723.
- **Text: "Consumer Credit and the American Economy,"** *in press*, Durkin, Esringhausen, Staten, and Zywicki, Oxford University Press, 2014. Through a special arrangement with the authors, the contents of this book will be made available to you at no charge.
- **Financial Calculator: TI BAII Plus.** This calculator is one approved for use to take the CFA exam. We will use it in our course (that is, we will use no others). Cost ranges from $25-$35 at Wal-Mart, Target, Best Buy or many online outlets. There is also a BAII Plus App for the iPhone, about $15.
- **Attend each class meeting and be ready when the meeting starts.** Attendance is factored in to your final grade. You earn points for attending class, which means being ready when the meeting starts. If you are not in class, for whatever reason, you are not in class. If you are not in class, you do not receive attendance points because you did not attend. There are no "excused" absences. Do not try to "explain" why you missed or will miss. All that matters is whether you were in class on time.

COURSE OBJECTIVES: The Consumer Credit industry has a large footprint in Mississippi. The industry serves hundreds of thousands of Mississippians each year. There are many career opportunities available in this industry. My objective is to help you become financially literate concerning consumer credit markets. In so doing, we will study many aspects of consumer credit demand and the supply of consumer credit. You are a consumer. You will likely use credit.

Moreover, because you are earning a degree in business with a finance major, you could well be the consumer credit "expert" in your family. After completing this course successfully, you will be able to:

1. Explain the function of price in a market place
2. Debate "predatory" lending and the political economy
3. Demonstrate the economic concepts underlying consumer credit using the Fisher/Seligman framework
4. Understand cognitive models of consumer credit decision making
5. Describe the evolution of credit cards
6. Discuss credit use among young consumers
7. Understand the role of credit scores
8. Distinguish among credit products with high APRs but low cost, such as
    a. Hidden costs of bank accounts
    b. Pawn lending, including title loans
    c. Payday lending
    d. Traditional installment lending
    e. Sovereign nation loans
    f. Online sources of consumer credit
9. Discuss consumer protection efforts, including
    a. The effects of interest rate ceilings
    b. The history of regulation in consumer credit markets
    c. Regulatory trends in consumer credit

ABOUT THE CLASS: Every business course has broad responsibilities. We seek to help you develop the analytical thinking skills that are essential for success in business. We seek to help you view business as an integrated whole rather than a set of isolated decisions in finance, marketing, management, accounting, and other fields of study. Last, but certainly not least, recent events have made it even more important that we help you develop both an ethical perspective and skills in ethical reasoning.

A major goal of the course is to help you develop your skills in finance. Other goals are: develop and refine your analytical problem solving skills and improve your written communication skills.

The financial environment is discussed by a wide range of websites, blogs, podcasts, and TV shows every day simply because it affects everyone's life. It particularly affects the life of every business person. Stock prices and interest rate levels might well determine whether an individual can afford to buy a house, or determine whether a business can expand. An objective of our course is to help you develop an understanding of the part of the financial environment known as consumer credit.

The pace of this course is surprisingly fast, despite the instructor's Montana accent. Do you want to keep up and succeed? Do these things: 1) Attend each class meeting and take notes in your own writing, 2) read the chapter before we discuss it, 3) re-read the chapter after we discuss it, and rewrite your course notes, 4) take all the quizzes and do the homework.

INTERNET: I plan to post all relevant materials on MyCourses. You should consider this syllabus a "contract" for the course, especially exam dates. Any changes to our day-to-day schedule, on-line quizzes, and other due dates will appear on MyCourses. You are responsible for checking the course webpage for announcements and other class related information. In particular, pay attention to the opening and closing dates and times for online quizzes. Once set, the times will not be changed unless I have made a mistake.

That is, simply because you forgot to take the quiz on time does not mean I will extend the time for you. Therefore, simply do not ask.

GRADING: The mid-terms and final will be given on the dates posted below to the entire class. That is, early mid-term exams or mid-term make-up exams will not be given in any event.

Means of evaluation, weights:

	Undergrad	Graduate
	Weight, in percent	Weight, in percent
Midterm One	20	20
Midterm Two	20	20
Final Exam	25	20
Homework	15	15
Research Project	0	15
Quizzes	10	5
Class Participation	5	2.5
Attendance	5	2.5
Total	100	100

COURSE GRADE ASSIGMENT: Course grades are assigned as follows:

> 91.0%	A
82.0-90.9%	B
68.9-81.9%	C
60.0-68.8%	D
< 60.0%	F

NOTE CONCERNING EXAMS: All you are allowed to use on the exam is a calculator (i.e., your TI BA-IIPlus). That is, you cannot use: crib sheet, 3x5 cards, cell phone, smart phone, laptop, iPod, i-Pad, iPhone, iDK, in-person advisor, or any item not listed that is deemed inappropriate by the instructor. You will be given a formula sheet containing the relevant formulas. Every Exam is Comprehensive.

SPECIAL NOTE ON FINAL: Our final exam is on Wednesday, May 7, 2014 from 3pm to 6pm. I cannot imagine that you have made plans to leave MSU before finals week is over. But, if you have, either: 1) change these plans or 2) drop the course. You must take the final exam on the set date—unless you have an audit trail for a University-approved excuse. I do not post or pass out sample exams. Connect® will give you a lot of practice. I can assure you that you will be tested on the material covered in class, quiz material, and homework material.
HOMEWORK: Homework will be graded. Late homework will not be accepted in any case. The lowest homework score is dropped.

WRITTEN ASSIGNMENT: Essentially, you will be reading the assigned chapters and writing multiple choice and true false questions to submit to a test bank for the course. As a group during the semester, we will decide on the number of questions. My initial thought is for you to write five multiple choice and five true false questions for each exam.

GRADUATE STUDENT RESEARCH PROJECT REQUIREMENTS: Training in the scientific method is part of this course for graduate students. As such, each graduate student will be required to 1) pose, and have approved, a relevant research question in the area of Consumer Finance; 2) gather the data necessary to provide evidence concerning the question; 3) submit a timely preliminary draft of the methods to be used to answer the question 4) incorporate the feedback from the preliminary draft and deliver a polished 5-7 page paper that contains the question, data used, a description of the analysis, summary, conclusions, and suggestions for other questions that could be asked on this topic. Additionally, each student will stand ready to comment on their project during the semester and present some results.

QUIZZES: On-line quizzes will be posted roughly once a week (except for test weeks). Be alert to their appearance. In addition, there will be an unknown number of unannounced in-class quizzes that can focus on articles in *The Wall Street Journal*. These quizzes will commence exactly at the start of class. If you are not in your seat by the time I finish handing out the quizzes, you will receive a score of zero on this in-class quiz. All in-class quiz grades will count toward your final grade. For on-line quizzes, the lowest quiz score is dropped.

CLASS PARTICIPATION:

Attendance: Over the years, it has been my experience that the best way to earn a grade that reasonably reflects your ability is to show up for class every day. Moreover, reading the material in advance of the class will really help you understand my take on the material and will help you ask clarifying questions that will help us all learn. I expect everyone to attend class each day and I will take attendance.

There is value to being in class. I will award points for attendance. You must be present to earn credit for attending class. If you are not present, for whatever reason, you do not earn credit for attending that day's class. Including exam dates, there are 30 class sessions. Assuming you have not earned a red card or two (see below) your attendance points are earned as follows:

Sessions Attended	Attendance Weight, Undergraduate	Attendance Weight, Graduate
28+	5.0	2.5
27	4.5	2.0
26	4.0	2.0
25	3.5	1.5
24	3.0	1.5
23	2.5	1.0
< 22	0.0	0.0

Suppose you earn the maximum number of points elsewhere. Example One: You attend 28 or more sessions, so the maximum possible score for you in the course is 100. Example Two: You attend 22 or fewer sessions, so the maximum possible score for you in the course is 95 for undergraduates, and 97.5 for graduate students.

Classroom Decorum: Your class participation grade also depends on your ability to participate in our shared learning experience in a collegial and professional manner. Carrying on a protracted conversation in class, texting, watching videos on your cell phone, reading the paper, eating, or drinking in class are some examples of simply unacceptable unprofessional manners. Choose to wander in and out of the classroom aimlessly (or with the purpose of getting a drink, making a phone call, having a smoke) is particularly un-collegial. If you display unprofessional behavior, you will receive a warning (yellow card). If you persist, you will receive a red card. The cost you will bear for a red card is two (2) full percentage points off your grade for each red card.

We will talk about class-room decorum expectations on the first day class. Sometimes we must leave early for a job interview or for another urgent matter. You will tell me about job interviews in advance and any urgent matters ex post. If you really have to visit the restroom, please excuse yourself professionally and expeditiously. Please minimize these excursions.

ACADEMIC INTEGRITY: I fully expect each student to follow the Honor Code at Mississippi State University. Occurrences of academic misconduct will be addressed in a most serious manner. As you know, the MSU Honor Code is:

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

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not

exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information, visit: http://www.students.msstate.edu/honorcode.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty.

STUDENTS WITH DISABILITIES: Students who believe that, due to the impact of a disability, they may need academic accommodations in order to meet the requirements of this class are encouraged to contact Julie Berry in the Office of Student Support Services in Room 01 Montgomery Hall, PH: 662.325.3335 or jbery@saffairs.msstate.edu. I promise to work with student support services to ensure the academic accommodations that you deserve.

CELL PHONES: Please turn your cell phone off (or on silence) during class. Texting during class or having your cell phone ring are two examples of unprofessional manners, and are susceptible to yellow and red cards.

LAPTOP POLICY: Laptops are to remain closed at all times during class—unless the instructor asks you to open your laptop for a specific reason. I have found that the cost of the urge to email and surf during class greatly outweighs the benefit of using a laptop to take notes. If you want to take notes on the slides that I prepare, print them beforehand and bring them with you to class. Or, take notes on a separate piece of paper and transfer your notes (especially on the calculations) to augment my presentation.

APPEALS: Students may appeal grading of any assignment by providing a neatly typed appeal that describes the nature of the disagreement. All appeals must be turned in by the end of the first class period after the return of the assignment. I will consider all qualified appeals and render a decision within a reasonable period of time. In all cases my objective will be fairness to both you and your classmates. Any further appeals of course grades must follow MSU guidelines.

COURSE COVERAGE, CONTACT HOURS, AND SCHEDULE (Updated, 1/9/2014)

My plan is to get us through the chapters as listed below. I believe I have all the correct relevant dates. Please note the exam dates. Plan to take them as scheduled.

Meeting	Date	Contact Hours	Slides or Chapter(s)	Topic; Remarks
1	14-Jan	1.5		Introduction to Course
2	16-Jan	1.5	Bias	Positive vs. Normative Economics
3	21-Jan	1.5	Integrity	Functions of Price
4	23-Jan	1.5	One	Consumers and Their Credit
5	28-Jan	1.5		
6	30-Jan	1.5	Two	The Growth of Consumer Credit Markets
7	4-Feb	1.5		
8	6-Feb	1.5	Three	The Economics of Consumer Credit Demand
9	11-Feb	1.5		
10	13-Feb	1.5	Four	Cognitive Models of Consumer Credit Decisions
11	18-Feb	1.5	Mid-Term I	
12	20-Feb	1.5	Four	Cognitive Models of Consumer Credit Decisions
13	25-Feb	1.5		
14	27-Feb	1.5		
15	4-Mar	1.5	Six	Credit Reporting
16	6-Mar	1.5		
	11-Mar			**S P R I N G**
	13-Mar			**B R E A K**
17	18-Mar	1.5	Seven	Evolution of the Credit Card
18	20-Mar	1.5		
19	25-Mar	1.5	Eight	Issues about Small Dollar Credit Availability
20	27-Mar	1.5		
21	1-Apr	1.5	Mid-Term II	
22	3-Apr	1.5	Eight, Cont.	
23	8-Apr	1.5		AFSA
24	10-Apr	1.5	Nine	Federal Regulation of Consumer Credit, I.
25	15-Apr	1.5		APEE
26	17-Apr	1.5	Ten	Federal Regulation of Consumer Credit, II.
27	22-Apr	1.5		
28	24-Apr	1.5	Eleven	State Regulation of Consumer Credit
29	29-Apr	1.5		
30	7-May	3.5	**WEDNESDAY**	
		47.0	**Final Exam: 3pm--6pm**	Written Report Due, 12 Noon
	12-May		**Grades Due, High Noon (Monday)**	
	17-May		***Commencement, 10am (Saturday)***	

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road (Mail Stop 9699).

College or School: College of Business Department: Marketing, PGA Golf Management

Contact Person: Jeff Adkerson Phone: 325-3161 E-mail:jwa4@msstate.edu

Nature of Change: Modification Date Initiated: Spring 2010 Effective Date: Spring 2015

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
MKT	2221	Golf Professional Development I	(1)

Current Catalog Description:

MKT 2221. Golf Professional Development I. (1) (Prerequisite: enrollment in the PGM program or permission of instructor). Two hour lab. Introduction to PGA PGM program course materials. Practical applications of golf tournament operations; introduction to teaching golf and golf club performance; and customer relations material. America.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
MKT	2221	Golf Professional Development I	(1)

New or Modified Catalog Description:

MKT 2221. Golf Professional Development I. (1) (Prerequisite: MKT 2211 and enrollment in the PGA Golf Management program or permission of instructor). Two hour lab. Introduction to PGA PGM program course materials. Practical applications of golf tournament operations and customer relations material.

Approved: *Date:* 4/8/14

Department Head

4/8/2014

Chair, College or School Curriculum Committee

4/8/14

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

MISSISSIPPI STATE UNIVERSITY

Department of Marketing,
Quantitative Analysis & Business Law
College of Business

April 7, 2014

To: Committee on Courses and Curriculum

From: Robert Moore, MQABL Departmental CCC Chair

Re: Support of Modifications to MKT 2221-PGM Level 1 Seminar, Addition of MKT2223-Introduction to Golf Swing Instruction and the PGM Degree Modification.

Members of the Marketing Faculty in the College of Business support the changes proposed by the PGM program. The proposed changes bring the PGM curriculum in alignment with the requirements set forth by the U. S. Professional Golf Association.

Frank G. Adams, Ph.D., Assistant Professor of Marketing

Joel Collier, Ph.D., Associate Professor of Marketing

Melissa Moore, Ph.D., Professor of Marketing

Robert S. Moore, Ph.D. Professor of Marketing

Nicole Ponder, Ph.D., Professor of Marketing

Nicole Ponder

Kevin Shanahan, Ph.D., Associate Professor of Marketing

324 McCool Hall • P.O. Box 9582 • Mississippi State, MS 39762 • (662) 325-3163 • (662) 325-7012

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

March 31, 2014

Mississippi State University
University Committee on Courses and Curriculum

Dear Committee Members:

Recent changes in the curriculum for the Golf and Sports Turf Management (GSTM) concentration within the Agronomy (AGRN) major will necessitate a change in the courses taken by students in the Professional Golf Management (PGM) major. We are adding an Intro to Turf Course (PSS 2113) and making the lab that was a part of the Turfgrass Management course a standalone one credit lab, Turfgrass Management Lab (PSS 2111). This combination of courses will replace the Turfgrass Management Course (PSS 4414) that was a required course in your program. For students that have PSS 4414 in their program of study, the PSS 2113, 2111 combination would be the substitute courses. In addition, we will be offering PSS 4413 Advanced Turfgrass Management that would offer a more in depth study of turfgrass management. PSS 4423 Golf Course Operations offers a hands on analysis of the operations performed in golf course management and would also be an excellent course for your students, who wanted to take additional course in turfgrass management.

The PSS 2113, 2111 combination will allow for more scheduling flexibility for the students as the lab and class are no longer coupled, however PSS 2113 is a pre or co-requisite course for PSS 2111. It is hoped that the new coursed will better align with the learning outcomes set forth by the PGA of America. The proposed courses allow instructors more time to provide deliverables directly related to the required knowledge base both GSTM and PGM students need through their careers.

Should the committee have questions I will be glad to address those concerns at the committee's convenience.

Barry Stewart,
Association Professor Plant and Soil Sciences

Barry Stewart

Digitally signed by Barry Stewart
DN: cn=Barry Stewart, o=Mississippi State University, ou=Department of Plant and Soil Sciences, email=brs40@msstate.edu, c=US
Date: 2014.03.31 10:59:07 -05'00'

Course Proposal Modification
MKT 2221 Golf Professional Development I

1. Catalog Description

Current Description:

MKT 2221. Golf Professional Development I. (1) (Prerequisite: enrollment in the PGM program or permission of instructor). Two hour lab. Introduction to PGA PGM program course materials. Practical applications of golf tournament operations; introduction to teaching golf and golf club performance; and customer relations material. America.

Modified Description:

MKT 2221. Golf Professional Development I. (1) (Prerequisite: MKT 2211 and enrollment in the PGA Golf Management program or permission of instructor). Two hour lab. Introduction to PGA PGM program course materials. Practical applications of golf tournament operations and customer relations material.

2. Course Outline

Tournament Operations (15 contact hours)

Analyze the role of tournament business at a golf facility (2)
Develop an event to meet the tournament's purpose or purpose of the customer (2)
Plan, organize and promote golf events (2)
Prepare the golf course and facility for an event (2)
Mark the golf course (3)
Organize rules officials and conduct rules committee meetings (2)
Manage rules situations and make rulings (2)

Customer Relations (15 contact hours)

Discuss the business value of effective customer relations (2)
Identify the moments of truth and develop strategies to provide a positive interaction (2)
Recognize four interaction strategies and apply them to a variety of routine and challenging situations (3)
Identify seven interpersonal skills and apply them to a variety of routine and challenging situations (3)
Initiate systematic greeting and engagement processes (2)
Develop training procedures for effective staff – customer interactions (3)

3. Method of Evaluation

Assessment will consist of exams, case analyses and presentations, and class participation. The exams will assess understanding of key course concepts. The cases will involve applications of course concepts common to managing golf operations. Participation includes quizzes, exercises, and in-class discussion.

Exams (100 points each)	200 points
Classroom participation	25 points
Quizzes	25 points
Lesson Papers	50 points
Tournament	100 points
Work Experience Activities (75 points per course)	150 points
Extra Credit – MSU Golf Course Research Project	TBD
Total Possible Points	**550 points**

Grading Scale (Percentage)
90-100% = A
80-89% = B
70-79% = C
60-69% = D
< 60% = F

4. Justification & Learning Outcomes

The PGA of America changed the PGA PGM curriculum effective Fall 2010. The new curriculum required additional contact hours and in-depth hands-on experience. After delivering the material for a few semesters, it is determined there is not an adequate amount of time to properly deliver the Introduction to Teaching material along with Customer Relations content, therefore our request to remove the Golf Instruction material and replace with tournament operations content. In addition to this course modification, we are proposing a new course to deliver the Introduction to Teaching material. This new course is available due to the removal of Golf Course Design, LA 3603. These adjustments, in concert, are encouraged by the PGA of America, our accrediting body.

Learning Objectives:
Students will be able to:

1. Plan and run golf tournaments at a facility level.
2. Identify tournament business objectives and strategies to achieve those objectives
3. Plan, organize, and promote events
4. Prepare the golf course and facility for an event
5. Analyze the role of tournament business at a golf facility
6. Organize the rules aspects of golf tournaments to include: rules committees, golf course marking, facilitate rulings.
7. Discuss the business value of effective customer relations
8. Describe the essential components of the PGA Customer Relations Model
9. Recognize, identify, and utilize the four interaction strategies and seven interpersonal skills
10. Demonstrate skills for customer interactions and resolving routine and challenging situations.
11. Develop training procedures in customer relations and measure the business value of effective customer relations.

5. Support

This course requires no additional faculty support at current or expected enrollment levels. The College of Business currently has sufficient personnel and other infrastructure to offer this course.

6. Instructors of Record

The College of Business and Industry currently employs one person who is fully qualified to teach the designated course: Jeff Adkerson, Class A PGA Golf Professional and Director of the PGM Program

7. Graduate Student Requirements

N/A

8. Planned Frequency

Every Spring semester beginning Spring 2015

9. Explanation of Any Duplication

The proposed course does not overlap with existing courses.

10. Method of Instruction Code

L Laboratory

Method of Delivery: F Face to face

11. Proposed C.I.P. Number

52.1401

12. Proposed 30 Character Abbreviation

Golf Professional Devel I

13. Proposed Semester Effective

Spring 2015

14. Other Appropriate Information

Source material is provided through the PGA PGM Program.

15. Proposal Contact Person

Jeff Adkerson, PGA
Director, PGA Golf Management
Mississippi State University
309 McCool Hall
PO BOX 6217
Mississippi State, MS 39762
662.325.3161
662.325.1779 (fax)
jwa4@msstate.edu

MISSISSIPPI STATE UNIVERSITY

COLLEGE OF BUSINESS
PGA GOLF MANAGEMENT / MARKETING
MKT 2221 – 01; Golf Professional Development I; Spring 2015

Credit Hours: 1

Prerequisites: PGA Golf Management student

Classroom: McCool Hall; 112

Class meetings: MW; 12:00 – 12:50 pm

Instructor: Jeff Adkerson, PGA; Director, PGA Golf Management
McCool Hall; 309
662.325.3161; jwa4@msstate.edu
8:00 am – 5:00 pm by appointment

Course Description: 2 hour lab. Introduction to PGA PGM program course materials. Practical applications of golf tournament operations and customer relations material.

Required Text: PGA PGM Program materials

Other Materials: Video equipment. Other materials as assigned/provided by the instructor

Course Goals:

Tournament Operations

1. Analyze the role of tournament business at a golf facility
2. Develop an event to meet the tournament/customer purpose
3. Plan, organize and promote golf events
4. Prepare the golf course and facility for an event
5. Mark the golf course
6. Organize rules officials and conduct rules committee meetings
7. Manage rules situations and make rulings

Customer Relations

1. Discuss the business value of effective customer relations
2. Identify the moments of truth
3. Recognize four interaction strategies and apply them to a variety of routine and challenging situations
4. Identify seven interpersonal skills and apply them to a variety of routine and challenging situations
5. Initiate systematic greeting and engagement processes
6. Develop training procedures for effective staff – customer interactions

Course Content: Lectures, quizzes, exams, research and analysis. Students are to submit a one page paper on each lesson covered in the PGA PGM Program. Papers are to be typed, double-spaced, and emailed to jwa4@msstate.edu prior to the lesson lecture. Students will also be involved in tournament administration through participation in the Heritage Cup match play event.

Assessment:

Exams (100 points each)	200 points
Classroom participation	25 points
Quizzes	25 points
Lesson Papers	50 points
Tournament	100 points
Work Experience Activities (75 points per course)	150 points
Extra Credit – MSU Golf Course Research Project	TBD
Total Possible Points	**550 points**

Playing Scale (Semester Scoring Average of 10 rounds)	Grading Scale
A : 75 and under	A = 495 – 550 points
B : 76 – 80	B = 440 – 494 points
C : 81 – 85	C = 385 – 439 points
D : 86 – 90	D = 330 – 384 points
F : 91 and over	F = 329 and below

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

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information please visit: http://www.msstate.edu/dept/audit/1207.html

Attendance: Students are expected to attend all class sessions, take all scheduled examinations and turn in all assignments on time. Students will not be permitted to enter class once class has started. Quizzes may be given at anytime during the semester without notice. Students will receive a zero on an exam or assignment unless the absence is excused. Excused absences must be confirmed by the Dean of Students. Activities such as: social events, intramural sports, golf matches do not qualify as excused absences. The instructor will determine if the absence is excused.

Professionalism: Use of cell phone is not allowed. Assignments are to be submitted in class unless otherwise specified. It is the student's responsibility to make up any missed work or class.

Campus Resources: MSU Career Center; www.career.msstate.edu
MSU Golf Course

Support Services: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Student Support Services is available to assist in determining classroom accommodations that are most appropriate for students with disabilities based on documentation of their disability. Examples of classroom accommodations are varied, but may include: Adapted testing arrangements, extended time on tests, assistance with ordering recorded texts, and access to special equipment. The Student Support Services Website is http://www.sss.msstate.edu/

Course Schedule:

Date	Topic	Notes/Assignments
January 15	Tournament Operations	Lesson 1
January 17	Tournament Operations	Lesson 1
January 22	**NO CLASS**	**PGA Merchandise Show**
January 24	**NO CLASS**	**PGA Merchandise Show**
January 29	Tournament Operations	Lesson 2
January 31	Tournament Operations	Lesson 2
February 5	Tournament Operations	Lesson 3
February 7	Tournament Operations	Lesson 3
February 12	Tournament Operations	Lesson 4
February 14	Tournament Operations	Lesson 4
February 19	Tournament Operations	MSU Golf Course (Tees / Holes)
February 21	Tournament Operations	MSU Golf Course (Marking)
February 26	Tournament Operations	MSU Golf Course (Staging)
February 28	Tournament Operations	EXAM
March 5	Customer Relations	Lesson 1
March 7	Customer Relations	Lesson 1
March 12	**NO CLASS**	**Spring Break**
March 14	**NO CLASS**	**Spring Break**
March 19	Customer Relations	Lesson 2 (Directing)
March 21	Customer Relations	Lesson 2 (Convincing)
March 26	Customer Relations	Lesson 2 (Involving)
March 28	Customer Relations	Lesson 2 (Supporting)
April 2	Customer Relations	Lesson 3
April 4	Customer Relations	Lesson 3
April 9	Customer Relations	Lesson 3
April 11	Customer Relations	Lesson 3
April 16	Customer Relations	Lesson 3
April 18	NO CLASS	**Good Friday**
April 23	Customer Relations	Lesson 4
April 25	Customer Relations	**EXAM**
April 28	Customer Relations	*Portfolio Activities due: Tourn Ops and Cust Rel (5:00 pm)*

10 points will be added to the grade of all PGA Exams that are passed.
Example:
PGA Exam Grade 68; Adjusted Grade 68 (for class only)
PGA Exam Grade 76; Adjusted Grade 86 (for class only)
This adjustment is for class only and is not reflected in any PGA of America records.

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road (Mail Stop 9699).

College or School: College of Business Department: Marketing, PGA Golf Management

Contact Person: Jeff Adkerson Phone: 325-3161 E-mail:jwa4@msstate.edu

Nature of Change: Add Date Initiated: Spring 2014 Effective Date: Spring 2015

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
MKT	2223	Introduction to Golf Swing Instruction	(3)

New or Modified Catalog Description:

MKT 2223. Introduction to Golf Swing Instruction. (3) (Prerequisite: MKT 2211 and enrollment in the PGA Golf Management program or permission of instructor). Three hour lecture. Introduction to PGA PGM program course materials. Theoretical concepts and practical application of golf swing instruction.

	Date:
Approved:	4/8/14
Department Head	
Robert Otondo	4/8/2014
Chair, College or School Curriculum Committee	
	4/8/14
Dean of College or School	
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

MISSISSIPPI STATE UNIVERSITY

Department of Marketing,
Quantitative Analysis & Business Law
College of Business

April 7, 2014

To: Committee on Courses and Curriculum

From: Robert Moore, MQABL Departmental CCC Chair

Re: Support of Modifications to MKT 2221-PGM Level 1 Seminar, Addition of MKT2223-Introduction to Golf Swing Instruction and the PGM Degree Modification.

Members of the Marketing Faculty in the College of Business support the changes proposed by the PGM program. The proposed changes bring the PGM curriculum in alignment with the requirements set forth by the U. S. Professional Golf Association.

Frank G. Adams, Ph.D., Assistant Professor of Marketing

Joel Collier, Ph.D., Associate Professor of Marketing

Melissa Moore, Ph.D., Professor of Marketing

Robert S. Moore, Ph.D. Professor of Marketing

Nicole Ponder, Ph.D., Professor of Marketing

Nicole Ponder

Kevin Shanahan, Ph.D., Associate Professor of Marketing

324 McCool Hall • P.O. Box 9582 • Mississippi State, MS 39762 • (662) 325-3163 • (662) 325-7012

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

March 31, 2014

Mississippi State University
University Committee on Courses and Curriculum

Dear Committee Members:

Recent changes in the curriculum for the Golf and Sports Turf Management (GSTM) concentration within the Agronomy (AGRN) major will necessitate a change in the courses taken by students in the Professional Golf Management (PGM) major. We are adding an Intro to Turf Course (PSS 2113) and making the lab that was a part of the Turfgrass Management course a standalone one credit lab, Turfgrass Management Lab (PSS 2111). This combination of courses will replace the Turfgrass Management Course (PSS 4414) that was a required course in your program. For students that have PSS 4414 in their program of study, the PSS 2113, 2111 combination would be the substitute courses. In addition, we will be offering PSS 4413 Advanced Turfgrass Management that would offer a more in depth study of turfgrass management. PSS 4423 Golf Course Operations offers a hands on analysis of the operations performed in golf course management and would also be an excellent course for your students, who wanted to take additional course in turfgrass management.

The PSS 2113, 2111 combination will allow for more scheduling flexibility for the students as the lab and class are no longer coupled, however PSS 2113 is a pre or co-requisite course for PSS 2111. It is hoped that the new coursed will better align with the learning outcomes set forth by the PGA of America. The proposed courses allow instructors more time to provide deliverables directly related to the required knowledge base both GSTM and PGM students need through their careers.

Should the committee have questions I will be glad to address those concerns at the committee's convenience.

Barry Stewart,
Association Professor Plant and Soil Sciences

Barry Stewart

Digitally signed by Barry Stewart
DN: cn=Barry Stewart, o=Mississippi State University, ou=Department of Plant and Soil Sciences, email=brs40@msstate.edu, c=US
Date: 2014.03.31 10:59:07 -05'00'

New Course Proposal
MKT 2223 Introduction to Golf Swing Instruction

1. Catalog Description

MKT 2223. Introduction to Golf Swing Instruction. (3) (Prerequisite: MKT 2211 and enrollment in the PGA Golf Management program or permission of instructor). Three hour lecture. Introduction to PGA PGM program course materials. Theoretical concepts and practical application of golf swing instruction.

2. Course Outline

Introduction to Teaching and Golf Club Performance (45 contact hours)

How students learn golf knowledge and skills and identify implications for teaching (5)
Identify and explain the principles of effective practice (4)
Structure an effective golf lesson (3)
Deliver effective explanations and demonstrations during a golf lesson (9)
Analyze students' instructional needs and set practical learning goals (3)
Demonstrate basic knowledge of anatomy and physiology and any limitations that may affect a golfers' performance (4)
Define information required to properly assess a player's golf equipment (4)
Define club performance terms and demonstrate effects on ball flight and player performance (4)
Observe a player's golf swinging motion, ball flight, and equipment to evaluate effectiveness of their equipment (9)

3. Method of Evaluation

Assessment will consist of exams, case analyses and presentations, and class participation. The exams will assess understanding of key course concepts. The cases will involve applications of course concepts common to managing golf operations. Participation includes quizzes, exercises, and in-class discussion.

Work Experience Activities	200 points
Exams (3)	300 points
PGA/PGM Knowledge Test (Final Exam)	100 points
Participation and Attendance	50 points
Total Possible Points	**650 points**

Grading Scale (Percentage)
90-100% = A
80-89% = B
70-79% = C
60-69% = D
< 60% = F

4. Justification & Learning Outcomes

The PGA of America changed the PGA PGM curriculum effective Fall 2010. The new curriculum required additional contact hours and in-depth hands on experience. After delivering the material for a few semesters, it is determined there is not an adequate amount of time to properly deliver the Introduction to Teaching material in our prior delivery sequence. We are proposing a new course to deliver the Introduction to Teaching material which will provide students with a better foundation in understanding

this material. Subsequent courses in the PGA PGM Curriculum are based on the foundations laid in this proposed course, placing importance on gaining an understanding of the concepts taught through this course. The credit hours for this new course are available due to the removal of Golf Course Design, LA 3603. These changes are encouraged by the PGA of America, our accrediting body.

Learning objectives:
Students will be able to:

1. Demonstrate golf knowledge and skills
2. Identify and explain the principles for effective practice
3. Structure an effective golf lesson
4. Explain how junior golfers learn golf knowledge
5. Deliver effective explanations and demonstrations during a golf lesson
6. Engage in self-assessment of teaching skills and competencies
7. Conduct appropriate assessments to determine the skill level of the golfer
8. Define golf club performance terms and specifications and describe their effects on ball flight and player performance
9. Define what information is required to properly assess a player's golf equipment
10. Observe a player's swinging motion, ball flight, and equipment to evaluate the effectiveness of the equipment.

5. Support

This course requires no additional faculty support at current or expected enrollment levels. The College of Business currently has sufficient personnel and other infrastructure to offer this course. This course was delivered in Spring 2014 as a temporary course and was well received with increased student retention of material.

6. Instructors of Record

The College of Business and Industry currently employs one person who is fully qualified to teach the designated course: Jeff Adkerson, Class A PGA Golf Professional and Director of the PGM Program

7. Graduate Student Requirements

N/A

8. Planned Frequency

Every Spring semester beginning Spring 2015

9. Explanation of Any Duplication

The proposed course does not overlap with existing courses.

10. Method of Instruction Code

C Lecture

Method of Delivery: F Face to face

11. Proposed C.I.P. Number

52.9999

12. Proposed 24 Character Abbreviation

Intro to Golf Instruction

13. Proposed Semester Effective

Spring 2015

14. Other Appropriate Information

Source material is provided through the PGA PGM Program.

15. Proposal Contact Person

Jeff Adkerson, PGA
Director, PGA Golf Management
Mississippi State University
309 McCool Hall
PO BOX 6217
Mississippi State, MS 39762
662.325.3161
662.325.1779 (fax)
jwa4@msstate.edu

MISSISSIPPI STATE UNIVERSITY

COLLEGE OF BUSINESS
PGA GOLF MANAGEMENT / MARKETING
MKT 2223 – 01; Introduction to Golf Swing Instruction
Spring 2015

Credit Hours: 3

Prerequisites: MKT 2211 and enrollment in the PGA Golf Management program or permission of the instructor

Classroom: McCain Hall 185

Class meetings: Tuesday & Thursday, 2:00-3:15 PM

Instructor: Adam Scott, PGA; Program Coordinator, PGA Golf Management
McCool Hall; 309
662.325.3161; ascott@business.msstate.edu
8:00 am – 5:00 pm by appointment

Course Description: 3 hour lecture. Introduction to PGA PGM program course materials. Theoretical concepts and practical application of golf swing instruction.

Required Text: PGA of America's PGA Professional PGA Golf Management Level 1 Seminar Manual: ***Introduction to Teaching and Golf Club Performance***

Course Goals: Learning objectives:
Students will be able to:

1. Demonstrate golf knowledge and skills
2. Identify and explain the principles for effective practice
3. Structure an effective golf lesson
4. Explain how junior golfers learn golf knowledge
5. Deliver effective explanations and demonstrations during a golf lesson
6. Engage in self-assessment of teaching skills and competencies
7. Conduct appropriate assessments to determine the skill level of the golfer
8. Define golf club performance terms and specifications and describe their effects on ball flight and player performance
9. Define what information is required to properly assess a player's golf equipment
10. Observe a player's swinging motion, ball flight, and equipment to evaluate the effectiveness of the equipment.

Course Content: Lectures, quizzes, exams, presentations, PGA/PGM 2.0 Seminars research and analysis.

Assessment

Work Experience Activities	200 points
Exams (3)	300 points
PGA/PGM Knowledge Test (Final Exam)	100 points
Participation and Attendance	50 points
Total Possible Points	**650 points**

Grading Procedures and Policies

A = 585 – 650 points
B = 520 – 584 points
C = 455 – 519 points
D = 390 – 454 points
F = 389 points and below

PGA Seminars: **Students are required to attend the Industry Awareness and Teaching seminars conducted this semester. Failure to attend these seminars will result in your inability to attempt the Instruction exam and complete the requirements of this course.**

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

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Attendance: Students are expected to attend all class sessions, take all scheduled examinations and turn in all assignments on time. Quizzes may be given at anytime during the semester without notice. Students will receive a zero on an exam or assignment unless the absence is excused. Excused absences must be confirmed by the Dean of Students. Activities such as: social events, intramural sports, golf matches do not qualify as excused absences. The instructor will determine if the absence is excused. Each absence will result in a 10 point reduction in the participation grade up to the maximum of 50 points.

Professionalism: Use of cell phone is not allowed. Assignments are to be submitted in class unless otherwise specified. Work Experience Activities will be graded on their presentation, grammar, level of thought, and ability to show understanding of material. Feedback on assignments will be provided in a timely manner. The final grading of Work Experience Activities will be Pass/Fail. Assignments are to be typed and double-spaced.

Campus Resources: MSU Career Center; www.career.msstate.edu

Support Services: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Student Support Services is available to assist in determining classroom accommodations that are most

appropriate for students with disabilities based on documentation of their disability. Examples of classroom accommodations are varied, but may include: Adapted testing arrangements, extended time on tests, assistance with ordering recorded texts, and access to special equipment. The Student Support Services Website is http://www.sss.msstate.edu/

Course Schedule: All Lessons derived from the PGA of America PGA Professional Golf Management Level 1 Pre-Seminar Manual: *Introduction to Teaching and Golf Club Performance*

Date	**Topic**	Notes/Assignments
January 14	Introduction to the Course	Syllabus Review
January 16	Lesson 3-1: Introduction to the Full Swing	Page 83-91
January 21	**No Class**	**2013 PGA Merchandise Show**
January 23	**No Class**	**2013 PGA Merchandise Show**
January 28	Lesson 3-1: Introduction to the Full Swing	Page 92-96
January 30	Lesson 3-1: Introduction to the Full Swing	Page 87-89
February 4	Lesson 3-1: Introduction to the Full Swing	Page 97-113
February 6	Lesson 3-2: Introduction to the Short Game	Page 114-118
February 11	Lesson 3-2: Introduction to the Short Game	Page 119-126
February 13	Lesson 3-3: Fitness and Performance	Page 127-138
February 18	Lesson 3-4: Defining Golf Club Performance	Page 139-155
February 20	Lesson 3-5: Developing Equipment Expertise	Page 156-169
February 25	Lesson 3 Review and Demonstration	MSU Golf Course
February 27	Lesson 3 Review and Demonstration	MSU Golf Course
March 4	Lesson 3-6: Integrating Club and Teaching Performance	Page 170-180
March 6	**LESSON 3 EXAM**	
March 11	**No Class**	**Spring Break Holiday**
March 13	**No Class**	**Spring Break Holiday**
March 18	Lesson 1-1: Introduction to How Students Learn	Page 6-19
March 20	Lesson 1-2: How Students Process Information When Learning	Page 20-27
March 25	Lesson 1-3: Principles of Effective Practice	Page 28-37
March 27	Lesson 1-4: How Junior Golfers Learn	Page 38-49
March 28-30	**PGA PGM 2.0 Level 1 Industry Awareness/Introduction to Teaching & Golf Club Performance Seminars**	
April 1	PGA Seminar and Lesson 1 Review	
April 3	**LESSON 1 EXAM**	
April 8	Lesson 2-1: Lesson Progression	Page 51-60
April 10	Lesson 2-2: Analyzing Student Needs and Setting Goals	Page 61-65
April 15	Lesson 2-3: Explanations and Demonstrations	Page 66-75
April 17	Lesson 2-4: Self Assessment of Teaching Skills	Page 76-81
April 22	**LESSON 2 EXAM**	
April 24	PGA/PGM Knowledge Test Preparation	
April 29	PGA/PGM Knowledge Test Preparation	
May 5	**INTRODUCTION TO TEACHING EXAM (ACL 100) @ 3:00-6:00 PM**	

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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College or School: Education

Department: Leadership and Foundations

Contact Person: Stephanie King

Mail Stop: 9698 **E-mail:** SKing@colled.msstate.edu

Nature of Change: Add

Date Initiated: 2/7/14 **Effective Date:** Upon approv

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

N/A

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CCL	8193	Seminar in Community College Leadership	(3)

New or Modified Catalog Description:

A study of current issues in community college leadership. Designed for students in a community college leadership program.

	Date:
Approved: _____ Department Head	1/31/14
_____ Chair, College or School Curriculum Committee	4-9-14
_____ Dean of College or School	4/9/14
_____ Chair, University Committee on Courses and Curricula	
_____ Chair, Graduate Council (if applicable)	
_____ Chair, Deans Council	

COURSE ADDITION

1. CATALOG DESCRIPTION

CCL 8193. Seminar in Community College Leadership. (3). Three hours seminar. A study of current issues in community college leadership. Designed for students in a community college leadership program.

2. DETAILED COURSE OUTLINE

See attached syllabus.

3. METHOD OF EVALUATION

See attached syllabus.

Selection of education issue to investigate	10%
Four mini-presentations	40%
Final paper	20%
Participation in Discussion Board	10%
Final presentation	20%
Total	100%

Grading:
A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = Below 60%

Out of Class Work
Students will be required to do outside readings that expand their knowledge of the subject, and they will be required to complete the assignments listed above.

4. JUSTIFICATION AND LEARNING OUTCOMES

The proposed course is needed to meet the needs of students in the Workforce Education Leadership program, which is offered through Campus 5 (CDE). The benefit for the course to be offered through CDE is that students, many of whom work full-time and live some distance from campus, are able to work and further their education. The extra value students will receive from the Campus 5 course compared to a face-to-face Campus 1 course is primarily convenience in that they will be able to live and work in their local communities and attend class. The desired learning outcomes for the course are to (1) provide the opportunity for students to investigate issues in community college leadership, (2) broaden students' understanding of community college environments; and (3) build students' research and communication skills in the context of community college leadership. The expected enrollment is ten students per semester. This expectation is based on the number of students typically admitted to the program each year.

5. ACADEMIC MISCONDUCT

Academic misconduct is of limited concern for this course as the students will not be taking quizzes or exams but rather writing about the issues they have chosen. Students must be able to discuss their work with their classmates and instructor. Syllabi will contain the following statement.

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

The rules and procedures of the MSU Honor Code will be followed. Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research or other academic work. It does not include honest error or honest differences in interpretations or judgments of data. Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. Please see http://students.msstate.edu/honorcode/ for more information.

6. TARGET AUDIENCE

The target audience for the course are students who are enrolled in the Campus 5 Master of Science in Workforce Education Leadership program. Many of these students live some distance from campus. Only students who are enrolled a community college leadership program will be allowed to enroll in the course.

7. SUPPORT

Please see the attached letter of support from department faculty. There are no anticipated changes in support including personnel and material requirements. In the Department of Leadership and Foundations, there are several faculty members qualified to teach the course. The changes will not take faculty away from other required courses in the unit. One support staff member in the Department of Leadership and Foundations is available to assist with the program. Library support is provided both online and on campus. No special laboratories or equipment are required. Funds are available to set up and continue the course.

8. INSTRUCTOR OF RECORD

Stephanie King

9. GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)

This is not a split-level course.

10. PLANNED FREQUENCY

The course will be offered each fall semester.

11. EXPLANATION OF ANY DUPLICATION

There is no duplication.

12. METHOD OF INSTRUCTION CODE

S: Seminar

13. METHOD OF DELIVERY

O: Online

14. PROPOSED C.I.P. NUMBER

13.0407

15. PROPOSED 24-CHARACTER ABBREVIATION

Sem Comm Coll Lead

16. PROPOSED SEMESTER EFFECTIVE

Upon Approval

17. OTHER APPROPRIATE INFORMATION

Textbooks will include education-related texts based on the topics chosen by students as well as the latest edition of the *American Psychological Association Publication Manual*. Students will draw extensively from various databases provided by the library as they search for materials to use in their assignments.

18. PROPOSAL CONTACT PERSON

Stephanie B. King, 662.325.7066, SKing@colled.msstate.edu

COURSE SYLLABUS

Course prefix and number: CCL 8193

Course title: Seminar in Community College Leadership

Credit hours: 3 Semester Hours

Type of course: Seminar (delivered online)

Catalog description: CCL 8193 Seminar in Community College Leadership (3). Three hours seminar. A study of current issues in community college leadership. Designed for students in a community college leadership program.

Course objectives:

1. Develop inquiry and problem-solving skills as related to community college leadership (CFPO 1).
2. Use and apply educational research findings to enhance practice in community college leadership (CFPO 13).
3. Pursue in-depth knowledge in community college leadership (CFPO 3).
4. Focus on issues, problems, and trends in community college leadership (CFPO 14).

Topics covered in the course:

Content Area	Online
Research process for issues in community college leadership, including using resources (e.g., the library)	3 contact hours (Lectures, email feedback)
Using APA style for work relating to issues in community college leadership, especially citing material within the body of the paper as well as in the reference list	2 contact hours (Lectures, email feedback)
Structured discussion board session about research process for issues in community college leadership	1 contact hour
Identifying issues in community college leadership (e.g., financial, students, employees, accountability)	3 contact hours (Lectures, email feedback)
Selecting issues to investigate in community college leadership	2 contact hours (Lectures, email feedback)
Structured discussion board session about issues in community college leadership	2 contact hours
Types of academic materials related to issues in community college leadership	2 contact hours (Lectures, email feedback)
Summarizing academic materials related to issues in community college leadership	3 contact hours (Lectures, email feedback)
Structured discussion board session about literature related to issues in community college leadership	2 contact hours
Roles of professionals in field of community	2 contact hours (Lectures, email feedback)

college leadership	
Evaluating different professional opinions about issues in community college leadership	3 contact hours (Lectures, email feedback)
Structured discussion board session about professional opinions about issues in community college leadership	2 contact hours
Drawing conclusions about perceptions of issues in community college leadership from research	2 contact hours (Lectures, email feedback)
Thinking critically about issues in community college leadership	3 contact hours (Lectures, email feedback)
Structured discussion board session about perceptions of issues in community college leadership	2 contact hours
Writing strategies for overall conclusions regarding issues in community college leadership	3 contact hours (Lectures, email feedback)
Presentation strategies for overall conclusions regarding issues in community college leadership	3 contact hours (Lectures, email feedback)
Structured discussion board session about overall conclusions regarding issues in community college leadership	2 contact hours
Viewing other students' presentations about issues in community college leadership	3 contact hours
Total	**45 contact hours**

Recommended texts:
Education-related text
Current edition of the *Publication Manual of the American Psychological Association*

Methods of instruction: Instruction will be done within the structure of the online classroom. Methods of instruction will consist of lectures, questioning, technology use, and discussions.

Suggest student activities:

1. Select and submit a community college issue to investigate. (Course objective 4)
   Students will research issues in community college leadership and select a topic on which the majority of work completed in the course will be based. The topic selected will be evaluated on its appropriateness to community college concerns and the availability of resources that may be used to research the issue.
2. Prepare and post four mini-presentations. (Course objectives 1-4)
   During the semester, students will have the opportunity to share information about the selected topic with the class; each presentation will share new information learned regarding the topic. Students will be required to turn in documentation of materials used. Presentations will be evaluated on content and appearance.
3. Develop and submit a final paper. (Course objectives 1-4)
   Students will write an eight to ten-page paper about the topic following APA guidelines using the information they have gathered during the semester. The paper will be evaluated on content as well as the use of proper grammar and APA style.
4. Develop and post a final presentation. (Course objectives 1-4)

Students will create and present a 10-12 minute PowerPoint on the semester-long research topic. The presentation will be evaluated on content and appearance.

5. Participate in the Discussion Board (Course objectives 1-4)

   Students will post meaningful information to the Discussion Board in a timely manner and will respond appropriately and frequently to other students on the Discussion Board. Participation will be evaluated based on content and timeliness.

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

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Technology:
Technology will be used extensively in the course since it is taught online. Students will retrieve information, review requirements for and submit assignments, participate in discussions, and communicate with the instructor using myCourses.

Diversity:
Diversity will be addressed in readings and course activities as appropriate.

Disability:
Reasonable accommodations will be provided to any student who demonstrates, through appropriate documentation, a qualified disability. Please contact the instructor or visit Student Support Services at http://www.sss.msstate.edu/ for more information.

Field component:
There will not be a field component.

Evaluation of student progress:
Specific guidelines for each component will be provided on myCourses. Please see the *Suggested student activities* section above for more specific information as well.

Selection of education issue to investigate	10%
Four mini-presentations	40%
Final paper	20%
Participation in Discussion Board	10%
Final presentation	20%

Grading:

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = Below 60%

Bibliography

Cohen, A. M., Brawer, F. B., & Kisker, C. B. (2014). *The American community college* (6th ed.). San Francisco, CA: Jossey-Bass.

Floyd, D. L., Haley, A., Eddy, P. L., & Antczak, L. (2009). Celebrating the past, creating the future: 50 years of community college research. *Community College Journal of Research and Practice, 33*(3-4), 216-237.

Levin, J. S. (2013). *Understanding community colleges*. New York: Routledge.

Mendoza, P., Basham, M. J., Campbell, D. F., O'Daniels, T. M., Malcolm, Z., Felton, S., & Douma, D. (2009). Missions, values, and "flying monkeys": Critical issues for community colleges today and in 2019. *Community College Journal of Research and Practice, 33*(11), 866-882.

Pennington, K., Williams, M. R., & Karvonen, M. (2006). Challenges facing rural community colleges: Issues and problems today and over the past 30 years. *Community College Journal of Research and Practice, 30*(8), 641-655.

MISSISSIPPI STATE UNIVERSITY

Department of Leadership and Foundations

TO: Box Council and UCCC Committee Members

FROM: Linda T. Coats, Chairman
Department of Leadership and Foundations Curriculum Committee

RE: Approved Proposals

DATE: February 3, 2014

The Department of Leadership and Foundations Curriculum Committee met and approved the following proposals:

Master of Science in Workforce Education Leadership Degree Modification and Course Addition;

Master of Arts in Teaching Community College Education Degree Modification Addition of EDF/EDA/CCL 9613 for Department doctoral students.

Departmental faculty members' agreement is so indicated by their signatures on the support letters included with the proposals.

P.O. Box 6037 • Mississippi State, Mississippi 39762 • Phone (662) 325-0969
Fax (662) 325-0975

MISSISSIPPI STATE UNIVERSITY

Department of Leadership and Foundations

TO: Box Council and UCCC Committee Members

FROM: Stephanie B. King, Community College Leadership Faculty Member

RE: Support of Workforce Education Leadership Program Modification and Course Addition

DATE: January 27, 2014

This letter of support is offered by the Department of Leadership and Foundations faculty for the proposed modification of the Master of Science in Workforce Education Leadership Program by deleting Internship and adding Seminar. As indicated by the signatures below, a majority of the department faculty have approved the proposal as written for submission to the Box Council and the UCCC.

Department Faculty

Dr. Jinzhong Xu	2/4/14 Date
Dr. Jack Blendinger	2/4/14 Date
Dr. Linda Coats	1/31/14 Date
Dr. Frankie Williams	2/4/14 Date
Dr. Debra Prince	1-31-14 Date
Dr. Kay Brocato	1/30/14 Date
Dr. Dan Stumpf	01-31-14 Date
Dr. Ed Davis	1-31-14 Date
Dr. Stephanie King	1/29/14 Date

P. O. Box 6037 • Mississippi State, MS 39762 • Phone: (662) 325-0969
FAX: (662) 325-0975

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Education

Department: Leadership and Foundations

Contact Person: Stephanie King

Phone: 7066 **E-mail:** SKing@colled.msstate.edu

Nature of Change: Distance Approval

Date Initiated: 2/7/14 **Effective Date:** Upon Appro

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

N/A

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CCL	8193	Seminar in Community College Leadership	(3)

New or Modified Catalog Description:

A study of current issues in community college leadership. Designed for students in a community college leadership program.

	Date:
Approved: _____ Department Head	1/31/14
_____ Chair, College or School Curriculum Committee	4-9-14
_____ Dean of College or School	4/9/14
_____ Chair, University Committee on Courses and Curricula	
_____ Chair, Graduate Council (if applicable)	
_____ Chair, Deans Council	

COURSE APPROVAL FOR DISTANCE EDUCATION (CDE)

1. CATALOG DESCRIPTION

CCL 8193 Seminar in Community College Leadership (3). Three hours seminar. A study of current issues in community college leadership. Designed for students in a community college leadership program.

2. JUSTIFICATION FOR CDE OFFERING

The proposed course is needed to meet the needs of students in the Workforce Education Leadership program, which is offered through Campus 5 (CDE). The benefit for the course to be offered through CDE is that students, many of whom work full-time and live some distance from campus, are able to work and further their education. The extra value students will receive from the Campus 5 course compared to a face-to-face Campus 1 course is primarily convenience in that they will be able to live and work in their local communities and attend class. The expected enrollment is ten students per semester. This expectation is based on the number of students typically admitted to the program each year.

3. LEARNING OUTCOMES

The desired learning outcomes for the course are to (1) provide the opportunity for students to investigate issues in community college leadership, (2) broaden students' understanding of community college environments; and (3) build students' research and communication skills in the context of community college leadership.

4. DETAILED COURSE OUTLINE OF CAMPUS 1

There is no current Campus 1 course syllabus or detailed course content outline. This is a new course. There will be no Campus 1 course since this is a Campus 5 program.

5. DETAILED COURSE OUTLINE OF CAMPUS 5

A copy of the proposed Campus 5 course syllabus is included. The course content has been adapted for distance learning by providing a number of instructional materials for students to explore, lectures accessible online, online discussion activities, and email feedback. The required period of time to be spent on each major topic in clock-hours is listed in the table below. These hours are based on the time students should spend reading and learning about a topic, discussing their work, and completing assignments.

Content Area	Online
Research process for issues in community college leadership, including using resources (e.g., the library)	3 contact hours (Lectures, email feedback)
Using APA style for work relating to issues in community college leadership, especially citing material within the body of the paper as well as in the reference list	2 contact hours (Lectures, email feedback)
Structured discussion board session about research process for issues in community college leadership	1 contact hour
Identifying issues in community college	3 contact hours (Lectures, email feedback)

leadership (e.g., financial, students, employees, accountability)	
Selecting issues to investigate in community college leadership	2 contact hours (Lectures, email feedback)
Structured discussion board session about issues in community college leadership	2 contact hours
Types of academic materials related to issues in community college leadership	2 contact hours (Lectures, email feedback)
Summarizing academic materials related to issues in community college leadership	3 contact hours (Lectures, email feedback)
Structured discussion board session about literature related to issues in community college leadership	2 contact hours
Roles of professionals in field of community college leadership	2 contact hours (Lectures, email feedback)
Evaluating different professional opinions about issues in community college leadership	3 contact hours (Lectures, email feedback)
Structured discussion board session about professional opinions about issues in community college leadership	2 contact hours
Drawing conclusions about perceptions of issues in community college leadership from research	2 contact hours (Lectures, email feedback)
Thinking critically about issues in community college leadership	3 contact hours (Lectures, email feedback)
Structured discussion board session about perceptions of issues in community college leadership	2 contact hours
Writing strategies for overall conclusions regarding issues in community college leadership	3 contact hours (Lectures, email feedback)
Presentation strategies for overall conclusions regarding issues in community college leadership	3 contact hours (Lectures, email feedback)
Structured discussion board session about overall conclusions regarding issues in community college leadership	2 contact hours
Viewing other students' presentations about issues in community college leadership	3 contact hours
Total	**45 contact hours**

6. METHOD OF EVALUATION

Evaluation will include the items listed below.

Selection of education issue to investigate	10%
Four mini-presentations	40%
Final paper	20%
Participation in Discussion Board	10%
Final presentation	20%

Total 100%

Grading:
A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = Below 60%

Out of Class Work
Students will be required to do outside readings that expand their knowledge of the subject, and they will be required to complete the assignments listed above.

7. ACADEMIC MISCONDUCT
Academic misconduct is of limited concern for this course as the students will not be taking quizzes or exams but rather writing about the issues they have chosen. Students must be able to discuss their work with their classmates and instructor. Syllabi will contain the following statement.

Mississippi State University Honor Code:
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The rules and procedures of the MSU Honor Code will be followed. Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research or other academic work. It does not include honest error or honest differences in interpretations or judgments of data. Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. Please see http://students.msstate.edu/honorcode/ for more information.

8. TARGET AUDIENCE
The target audience for the course are students who are enrolled in the Campus 5 Master of Science in Workforce Education Leadership program. Many of these students live some distance from campus. Only students who are enrolled a community college leadership program will be allowed to enroll in the course.

9. METHOD OF INSTRUCTION
The method of instruction is S: Seminar.

10. METHOD OF DELIVERY
O: Online. The course will be taught online. The method of delivery for the CDE course is web-based. Detailed information on how the subject material is delivered through distance learning is documented in the table above and includes using online resources, times for discussion, and work on the assignments. Student participation and interaction is achieved through required participation in the Discussion Board.

11. DELIVERY STATEMENT
The submitted CDE course will not violate the Provost's policies on Campus 5 offerings.

12. SUPPORT

Please see the attached letter of support from department faculty. There are no anticipated changes in support including personnel and material requirements. In the Department of Leadership and Foundations, there are several faculty members qualified to teach the course. The changes will not take faculty away from other required courses in the unit. One support staff member in the Department of Leadership and Foundations is available to assist with the program. Library support is provided both online and on campus. No special laboratories or equipment are required. Funds are available to set up and continue the course.

B. SPECIAL NOTES

1. CROSS-LISTING

The course will not be cross-listed.

2. EFFECTIVE DATE

Upon Approval

3. EFFECT ON OTHER COURSES

This course is intended for students in the Master of Science in Workforce Education Leadership program. There is no duplication with other courses.

4. CONTACT PERSON

Stephanie B. King, 662.325.7066, SKing@colled.msstate.edu

INSTRUCTOR OF RECORD

Stephanie King

GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)

This is not a split-level course.

PLANNED FREQUENCY

The course will be offered each fall semester.

PROPOSED C.I.P. NUMBER

13.0407

PROPOSED 24-CHARACTER ABBREVIATION

Sem Comm Coll Lead

OTHER APPROPRIATE INFORMATION

Textbooks will include education-related texts based on the topics chosen by students as well as the latest edition of the *American Psychological Association Publication Manual*. Students will draw

extensively from various databases provided by the library as they search for materials to use in their assignments.

COURSE SYLLABUS

Course prefix and number: CCL 8193

Course title: Seminar in Community College Leadership

Credit hours: 3 Semester Hours

Type of course: Seminar (delivered online)

Catalog description: CCL 8193 Seminar in Community College Leadership (3). Three hours seminar. A study of current issues in community college leadership. Designed for students in a community college leadership program.

Course objectives:

1. Develop inquiry and problem-solving skills as related to community college leadership (CFPO 1).
2. Use and apply educational research findings to enhance practice in community college leadership (CFPO 13).
3. Pursue in-depth knowledge in community college leadership (CFPO 3).
4. Focus on issues, problems, and trends in community college leadership (CFPO 14).

Topics covered in the course:

Content Area	Online
Research process for issues in community college leadership, including using resources (e.g., the library)	3 contact hours (Lectures, email feedback)
Using APA style for work relating to issues in community college leadership, especially citing material within the body of the paper as well as in the reference list	2 contact hours (Lectures, email feedback)
Structured discussion board session about research process for issues in community college leadership	1 contact hour
Identifying issues in community college leadership (e.g., financial, students, employees, accountability)	3 contact hours (Lectures, email feedback)
Selecting issues to investigate in community college leadership	2 contact hours (Lectures, email feedback)
Structured discussion board session about issues in community college leadership	2 contact hours
Types of academic materials related to issues in community college leadership	2 contact hours (Lectures, email feedback)
Summarizing academic materials related to issues in community college leadership	3 contact hours (Lectures, email feedback)
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college leadership	
Evaluating different professional opinions about issues in community college leadership	3 contact hours (Lectures, email feedback)
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Structured discussion board session about overall conclusions regarding issues in community college leadership	2 contact hours
Viewing other students' presentations about issues in community college leadership	3 contact hours
Total	**45 contact hours**

Recommended texts:
Education-related text
Current edition of the *Publication Manual of the American Psychological Association*

Methods of instruction: Instruction will be done within the structure of the online classroom. Methods of instruction will consist of lectures, questioning, technology use, and discussions.

Suggest student activities:

1. Select and submit a community college issue to investigate. (Course objective 4)
   Students will research issues in community college leadership and select a topic on which the majority of work completed in the course will be based. The topic selected will be evaluated on its appropriateness to community college concerns and the availability of resources that may be used to research the issue.
2. Prepare and post four mini-presentations. (Course objectives 1-4)
   During the semester, students will have the opportunity to share information about the selected topic with the class; each presentation will share new information learned regarding the topic. Students will be required to turn in documentation of materials used. Presentations will be evaluated on content and appearance.
3. Develop and submit a final paper. (Course objectives 1-4)
   Students will write an eight to ten-page paper about the topic following APA guidelines using the information they have gathered during the semester. The paper will be evaluated on content as well as the use of proper grammar and APA style.
4. Develop and post a final presentation. (Course objectives 1-4)

Students will create and present a 10-12 minute PowerPoint on the semester-long research topic. The presentation will be evaluated on content and appearance.

5. Participate in the Discussion Board (Course objectives 1-4)

   Students will post meaningful information to the Discussion Board in a timely manner and will respond appropriately and frequently to other students on the Discussion Board. Participation will be evaluated based on content and timeliness.

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Technology:

Technology will be used extensively in the course since it is taught online. Students will retrieve information, review requirements for and submit assignments, participate in discussions, and communicate with the instructor using myCourses.

Diversity:

Diversity will be addressed in readings and course activities as appropriate.

Disability:

Reasonable accommodations will be provided to any student who demonstrates, through appropriate documentation, a qualified disability. Please contact the instructor or visit Student Support Services at http://www.sss.msstate.edu/ for more information.

Field component:

There will not be a field component.

Evaluation of student progress:

Specific guidelines for each component will be provided on myCourses. Please see the *Suggested student activities* section above for more specific information as well.

Selection of education issue to investigate	10%
Four mini-presentations	40%
Final paper	20%
Participation in Discussion Board	10%
Final presentation	20%

Grading:

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = Below 60%

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Pennington, K., Williams, M. R., & Karvonen, M. (2006). Challenges facing rural community colleges: Issues and problems today and over the past 30 years. *Community College Journal of Research and Practice, 30*(8), 641-655.

MISSISSIPPI STATE UNIVERSITY

Department of Leadership and Foundations

TO: Box Council and UCCC Committee Members

FROM: Linda T. Coats, Chairman
Department of Leadership and Foundations Curriculum Committee

RE: Approved Proposals

DATE: February 3, 2014

The Department of Leadership and Foundations Curriculum Committee met and approved the following proposals:

Master of Science in Workforce Education Leadership Degree Modification and Course Addition;

Master of Arts in Teaching Community College Education Degree Modification Addition of EDF/EDA/CCL 9613 for Department doctoral students.

Departmental faculty members' agreement is so indicated by their signatures on the support letters included with the proposals.

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Fax (662) 325-0975

MISSISSIPPI STATE UNIVERSITY

Department of Leadership and Foundations

TO: Box Council and UCCC Committee Members

FROM: Stephanie B. King, Community College Leadership Faculty Member

RE: Support of Workforce Education Leadership Program Modification and Course Addition

DATE: January 27, 2014

This letter of support is offered by the Department of Leadership and Foundations faculty for the proposed modification of the Master of Science in Workforce Education Leadership Program by deleting Internship and adding Seminar. As indicated by the signatures below, a majority of the department faculty have approved the proposal as written for submission to the Box Council and the UCCC.

Department Faculty

Dr. Jinzhong Xu	2/4/14 Date
Dr. Jack Blendinger	2/4/14 Date
Dr. Linda Coats	1/31/14 Date
Dr. Frankie Williams	2/4/14 Date
Dr. Debra Prince	1-31-14 Date
Dr. Kay Brocato	1/30/14 Date
Dr. Dan Stumpf	01-31-14 Date
Dr. Ed Davis	1-31-14 Date
Dr. Stephanie King	1/29/14 Date

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FAX: (662) 325-0975

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Education **Department:** Counseling & Educational Psych

Contact Person: Rebecca Goldberg **Mail Stop:** 9727 **E-mail:** RGoldberg@colled.msstate.edu

Nature of Change: Add **Date Initiated:** 2/4/14 **Effective Date:** 6/2015

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
COE	8143	Grief Counseling for Loss and Bereavement	(03)

New or Modified Catalog Description:

This course is designed to provide students with understanding of grief and loss responses, and counseling approaches for working with bereaved and grieving individuals.

Approved: _____ **Department Head**	*Date:* 2-4-2014
_____ **Chair, College or School Curriculum Committee**	3-18-14
_____ **Dean of College or School**	3/18/14
_____ **Chair, University Committee on Courses and Curricula**	
_____ **Chair, Graduate Council (if applicable)**	
_____ **Chair, Deans Council**	

MISSISSIPPI STATE UNIVERSITY™

DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY
508 Allen Hall, Mailstop 9727
175 President's Circle
Mississippi State, MS 39762
Phone (662) 325-3426 FAX (662) 325-3263

TO: Box Council and UCCC Committee Members

FROM: Rebecca M. Goldberg, Assistant Professor, Department of Counseling and Educational Psychology

RE: Support of course addition proposal COE 8143 Grief Counseling for Loss and Bereavement

DATE: 2/4/14

This attached letter of support is offered by the Counseling and Educational Psychology faculty for the proposed addition of the course COE 8143 Grief Counseling for Loss and Bereavement. As indicated by the signatures provided, a majority of the program area faculty have approved the proposal as written for submission to the Box Council and the UCCC.

Course Addition

Addition of the New Course Grief Counseling for Loss and Bereavement (COE 8143)

Department of Counseling and Educational Psychology

1. **Catalog Description**

   COE 8143. Grief Counseling for Loss and Bereavement. Three hours lecture. This course is designed to provide students with understanding of grief and loss responses, and counseling approaches for working with bereaved and grieving individuals.

2. **Detailed Course Outline**

   Please see attached proposed course syllabus

3. **Methods of Evaluation**

   In-Class

   Student evaluation will be based upon film project presentation, group project presentation, personal loss paper, and multicultural death practices presentation (both instructor and peer evaluation will occur for presentations), as well as class participation in discussion of weekly probes and questions, and wellness activities.

   Points Distribution

   Participation = 10 points
   Film Project Presentation = 20 points
   Group Projects = 25 points
   Multicultural Death Practices Presentation = 25 points
   Personal Loss Paper = 20 points

   Total Points = 100

   Grading

	Letter Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
59 and below	F

Personal Loss Paper
The term paper is to be no more than 5 pages in the body. Term papers should be prepared using the style and format of the Publication Manual of the American Psychological Association (6th ed.).

4. Justification and Outcome

This course will serve as an elective for the graduate counseling students in Counseling and Educational Psychology.

The addition of this course will allow us to have a competitive program similar to our peer universities. Peer institutions that offer courses in grief, bereavement, death and dying include University of Mississippi, University of Georgia, University of North Carolina Greensboro, University of Missouri, Louisiana State University, University of Kentucky, and University of South Carolina.

Material in this course will be all new material. The textbooks for this class are "Counseling Strategies for Loss and Grief" by Keren Humphrey and "Grief Counseling and Grief Therapy: A Handbook for the Mental Health Practitioner" by J. William Worden. Please see the syllabus for a detailed outline of the topics covered in the proposed class.

This proposed course was offered in the Summer and Fall semesters of 2012 as a special topics class. There were students from different counseling programs enrolled, including clinical mental health counseling, school counseling, college counseling, vocational rehabilitation counseling, and student affairs. Feedback from the students was positive for both the content of the class and the required textbooks.

Upon completion of this course, students will have in-depth understanding of grief and loss responses, as well as counseling approaches for working with bereaved and grieving individuals. Students will have a thorough understanding of loss and grief terminology, types of loss and grief, the tasks and mediators of the mourning process, facilitation of uncomplicated grief and abnormal or complicated mourning, grief in the family system, models and strategies for loss adaptation (i.e., cognitive-behavioral, constructivist, emotion-focused, narrative, solution-focused), as well as dealing with the counselor's own grief and issues surrounding stress and burnout.

Helping clients adjust to grief and loss is a critical skill for counselors and therapists. Researchers anticipate that aging baby boomers' requests for grief counseling will increase as they experience successive losses. Additionally, many returning veterans are seeking counseling services to cope with the losses of war. Clients must also manage non-death losses that result from natural disasters (e.g., hurricanes, floods) and relationships (e.g., divorce, separation). As a result, counselors can anticipate that they will have more clients seeking assistance for loss and bereavement issues, which raises concerns that there are specific grief competencies that counselors must possess.
The Grief Counseling Competencies include areas of personal competencies, conceptual skills and knowledge, assessment skills, treatment skills, and professional skills necessary for treating clients experiencing loss and bereavement. Areas of personal competency include overall wellness and ability to articulate thoughts and feelings about grief and self-care, sense of humor, spirituality, personal philosophy, attitude toward loss. Conceptual skills and knowledge competencies include the ability to define normal and

complicated grief, describe effective and ineffective coping skills, knowledge of theories of grief, and developmental understanding of death. The assessment competencies evaluate the counselor's ability to assess clients for unresolved losses, complete suicide assessments, assess spirituality, recognize cultural influences on grief, and assess making appropriate referrals to medical treatment. The treatment skills competencies include the ability to provide psychoeducation on grief and loss issues; facilitate individual, group, and family counseling sessions focused on grief; establish rapport with clients; use active listening skills; reframe loss experience; use creative arts in counseling; and co-create and participate in mourning rituals. The professional skills competencies include the skills of providing grief-related community and school activities, crisis intervention, working on an interdisciplinary team, maintaining current literature on grief, and participating in professional support groups. In today's job market, there are opportunities for our students to secure counseling positions within the helping professions that will require them to evaluate, process, and treat grief, thus, we need to increase our emphasis on the area of grief counseling to make our students more marketable to the industry.

5. Academic Misconduct

Students will receive a copy of the MSU Honor Code on the first day of class (see syllabus).

6. Target Audience

Graduate counseling students in the Department of Counseling and Educational Psychology (clinical mental health counseling, school counseling, vocational rehabilitation counseling, and student affairs), as well as graduate Educational Psychology and School Psychology students.

7. Support

Please see the attached letter of support from the department faculty.

8. Instructor of Record

Dr. Rebecca Goldberg

9. Planned Frequency

The course will be offered annually during the Summer ten-week semester.

10. Explanation of Duplication

There is not duplication of material in this course. Content in this course will build upon the basic information that the students receive in Counseling Theory, Counseling Skills, and Group Counseling.

11. Method of Instruction Code

C

12. Proposed CIP Number

13.1102

13. Proposed 24-Character Abbreviation

Grief Counseling

14. Proposed Semester Effective

Summer 2015

15. Proposal Contact Person

Dr. Rebecca Goldberg

MISSISSIPPI STATE UNIVERSITY™

DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY
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November 22, 2013

Dear colleagues –

This letter is a proposal to add the class COE 8143 Grief Counseling for Loss and Bereavement (see attached syllabus) to the course index in the Department of Counseling and Educational Psychology. I request your support in approving the syllabus so that it can be submitted to the Box Council for review.

The framework for the course is based on standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The following standards will be met by the proposed course:

- Student will increase awareness and application of wellness exercises and self-care strategies appropriate to the counselor role. (CACREP Core II.G1.d)
- Student will increase awareness of attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster student's understanding of self and culturally diverse clients. (CACREP Core II.G2.b)
- Student will enhance his or her understanding of individuals, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies. (CACREP Core II.G2.d)
- Student will gain understanding of effects of crises, disasters, and other trauma-causing events on persons of all ages. (CACREP Core II.G3.c)
- Student will enhance his or her understanding of an orientation to wellness and prevention as desired counseling goals. (CACREP Core II.G5.a)
- Student will gain information on counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Student will be exposed to models of counseling that are consistent with current professional research and practice in the field so s/he begins to develop a personal model of counseling. (CACREP Core II.G5.d)
- Student will gain information on crisis intervention and suicide prevention models, including the use of psychological first aid strategies. (CACREP Core II.G5.g)

Additionally, the course also addresses the Conceptual Framework Program Outcomes (CFPO) developed for the College of Education at Mississippi State University. The following standards will be met by the proposed course:

- Student will enhance his or her understanding of the knowledge, skills, and dispositions needed to become a professional and help all students learn; demonstration of responsible, ethical behavior, and good judgment. (CFPO #1: Professionalism)

- ❖ Student will gain awareness of commitment to diversity and the ability to work with diverse groups. (CFPO #2: Diversity)
- ❖ Student will exhibit pursuit and demonstration of in-depth knowledge in the discipline. (CFPO #3: Knowledge)
- ❖ Student will exhibit 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. (CFPO #5: Communication Skills)
- ❖ Student will learn relevant social and cultural skills for a diverse educational environment; tolerant, fair, and culturally appropriate behavior. (CFPO #6: Social/Cultural Skills)
- ❖ Student will use self-reflection for improvement of student learning and personal and professional growth. (CFPO #8: Reflection)
- ❖ Student will gain awareness of issues, problems, and trends in the area of professional practice. (CFPO #14: Issues/Trends)

I believe that the benefits of adding this class to the course index will be significant, as evidenced by the vast number of CACREP and CFPO guidelines which will be met by the course. Please let me know if you have any questions or suggestions.

Professionally,

Rebecca Goldberg

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Department of Counseling and Educational Psychology Faculty Approval Signatures

Dr. Ty Abernathy

Dr. Kathy Dooley

Dr. Anastasia Elder unavailable

Dr. Daniel Gadke unavailable

Dr. Donna Gainer

Dr. April Heiselt

Dr. Carlen Henington unavailable

Dr. Deborah Jackson

Dr. Cheryl Justice

Dr. Joan Looby

Dr. Tawny McCleon

Dr. Danielle Molina

Dr. David Morse

Dr. Linda Morse

Dr. Charles Palmer

Dr. Carmen Reisener

Dr. Deb Wells

Dr. Daniel Wong

Date 11/22/13

MISSISSIPPI STATE UNIVERSITY

DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS

Rebecca M. Goldberg, Ph.D., LPC, NCC, GC-C
Office Phone: 662.325.7925
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Office Location: Allen 509F

Class Schedule: TBA
Class Meeting Location: TBA
Office Hours: TBA

COE 8143 – GRIEF COUNSELING FOR LOSS AND BEREAVEMENT

Credit Hours: (3) Three hours lecture

Type of Course: Lecture

Catalogue Description: This course is designed to provide students with understanding of grief and loss responses, and counseling approaches for working with bereaved and grieving individuals.

Course Objectives: The framework for the course is based on standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In addition, the course also addresses the Conceptual Framework Program Outcomes (CFPO) developed for the College of Education at Mississippi State University. Objectives for the course include:

- Student will demonstrate awareness and application of wellness exercises and self-care strategies appropriate to the counselor role. (CACREP Core II.G1.d)
- Student will evaluate advocacy addressing institutional and social barriers. (CACREP Core II.G1.j)
- Student will evaluate multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally. (CACREP Core II.G2.a)
- Student will analyze attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster student's understanding of self and culturally diverse clients. (CACREP Core II.G2.b)
- Student will demonstrate his or her understanding of individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies. (CACREP Core II.G2.d)
- Student will analyze effects of crises, disasters, and other trauma causing events on persons of all ages. (CACREP Core II.G3.c)
- Student will demonstrate an orientation to wellness and prevention as desired counseling goals. (CACREP Core II.G5.a)
- Student will comprehend counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling. (CACREP Core II.G5.d)
- Student will comprehend crisis intervention and suicide prevention models, including the use of psychological first aid strategies. (CACREP Core II.G5.g)
- Student will demonstrate the knowledge, skills, and dispositions needed to become a professional and help all students learn; demonstration of responsible, ethical behavior, and good judgment. (CFPO #1: Professionalism)

- ❖ Student will demonstrate commitment to diversity and the ability to work with diverse groups. (CFPO #2: Diversity)
- ❖ Student will engage in pursuit and demonstration of in-depth knowledge in the discipline. (CFPO #3: Knowledge)
- ❖ Student will demonstrate 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. (CFPO #5: Communication Skills)
- ❖ Student will demonstrate the belief that all students can learn and the relevant social and cultural skills for a diverse educational environment; tolerant, fair, and culturally appropriate behavior. (CFPO #6: Social/Cultural Skills)
- ❖ Student will use self-reflection for improvement of student learning and personal and professional growth. (CFPO #8: Reflection)
- ❖ Student will gain awareness of issues, problems, and trends in the area of professional practice. (CFPO #14: Issues/Trends)

Learner Outcomes:

- ❖ Student will demonstrate wellness orientation, designing and modeling wellness exercises for class members that promote appropriate use of self-care strategies.
- ❖ Student will analyze personal attitudes and beliefs as they relate to issues surrounding death, loss, and grief, distinguishing personal interpretations through experiential learning activities and acculturative experiences.
- ❖ Student will comprehend multicultural issues as they relate to death, loss, and grief and explain his or her understanding to other students, offering examples of strategies for working with clients from diverse populations.

Detailed Course/Topic Outline

- Overview of Grief Counseling for Loss and Bereavement (3 clock hours)
- Thinking Differently About Loss and Grief in the 21st Century (1.5 clock hours)
  - Loss and grief terminology
  - Critical guidelines for conceptualizing loss and grief
- Attachment, Loss, and the Experience of Grief (1.5 clock hours)
  - Attachment theory
  - Normal grief
  - Grief and depression
- Listening To and Listening For Loss and Grief (1.5 clock hours)
  - Types of loss and grief
  - Listening for clues to loss and grief in psychotherapy
  - Diagnosing uncomplicated and complicated bereavement grief
- Two Contemporary Models of Loss Adaptation (1.5 clock hours)
  - Adaptive grieving styles
  - Dual process model
  - Differential grief in families
- Understanding the Mourning Process (1.5 clock hours)
  - Tasks of mourning
  - Dual process model of grieving

- The Mourning Process: Mediators of Mourning (1.5 clock hours)
  - Mediator 1: Who the person who died was
  - Mediator 2: The nature of the attachment
  - Mediator 3: How the person died
  - Mediator 4: Historical antecedents
  - Mediator 5: Personality variables
  - Mediator 6: Social variables
  - Mediator 7: Concurrent stresses
  - When is mourning finished?
- Multicultural Death Practices Presentations (6 clock hours)
  - Practices associated with death, loss, mourning, and grieving according to culture
  - How will this information help counselors who are working with grieving clients from different cultures?
  - Examples of culture options: African, Buddhism, Hawaiian, Hinduism, Islam, Judaism, Maori, Mexican, Native American, Shinto, Taoism, Voodoo
- Grief Counseling: Facilitating Uncomplicated Grief (1 clock hour)
  - Goals of grief counseling
  - Counseling principles and procedures
  - Useful techniques
  - Grief counseling in groups
  - Does grief counseling work?
- Abnormal Grief Reactions: Complicated Mourning (1 clock hour)
  - How grief goes wrong
  - An emerging diagnosis of complicated grief
  - An existing model of complicated mourning
  - Diagnosing complicated mourning
- Grief Therapy: Resolving Complicated Mourning (1 clock hour)
  - Goals and setting of grief therapy
  - Procedures for grief therapy
  - Techniques and timing
  - Dreams in grief counseling and therapy
  - Evaluating results
- Grieving Special Types of Losses (1.5 clock hours)
  - Suicide
  - Sudden death
  - Miscarriages
  - Abortion
  - Anticipatory grief
  - AIDS
- Grief and Family Systems (1.5 clock hours)
  - Death of a child
  - Children whose parents die
  - Family intervention approaches
  - Grief and the elderly

- Film Project Presentations (6 clock hours)
  - Written synopsis of film
  - Examination of film's relevance to death, loss, and/or grief
  - How will this film be used therapeutically?
  - Highlight specific segments of the film for class process and application
  - Examples of film options: *Awakenings, Defending Your Life, The Descendants, Forrest Gump, Ghost, Life as a House, Prince of Tides, Saving Private Ryan, Schindler's List, Sophie's Choice, Steel Magnolias,* and *Tuesdays with Morrie*
- Cognitive-Behavioral and Constructivist Strategies for Loss Adaptation (1.5 clock hours)
  - Cognitive-behavioral strategies for loss adaptation
  - Constructivist strategies for loss adaptation
- Emotion-Focused Strategies for Loss Adaptation (1.5 clock hours)
  - Respecting client differences in emotional processing
  - Emotional processing challenges in loss adaptation
  - Emotion-focused strategies for loss adaptation
- Narrative Therapy Strategies for Loss Adaptation (1 clock hour)
  - Narrative therapy terminology
  - Basic assumptions of narrative therapy
  - Implementation of narrative practices
- Solution-Focused Therapy Strategies for Loss Adaptation (1 clock hour)
  - Basic assumptions of solution-focused therapy
  - Implementation of solution-focused therapy
- Adjunctive Strategies for Loss Adaptation (1 clock hour)
  - Client self-care
  - Creative activities
  - Grief support groups
- The Counseling Professional Working with Loss and Grief (1.5 clock hours)
  - Practical suggestions for counseling professionals
- The Counselor's Own Grief (1.5 clock hours)
  - Loss history
  - Stress and burnout
- Group Project Presentations (6 clock hours)
  - Design and develop an intervention or training activity for use in either a grief support group or as a professional training workshop
  - Overview of the activity: purpose, rationale, goals, objectives, procedures, materials needed (if applicable), expected outcome and instructions
  - The activity could either a) help to facilitate both a group process and the grief process or b) it could be a therapeutic homework project that could be used either in individual or group counseling to help facilitate the grief process

Required Texts:

- Humphrey, K. M. (2009). *Counseling strategies for loss and grief.* Alexandria, VA: American Counseling Association.
- Worden, J. W. (2009). *Grief counseling and grief therapy: A handbook for the mental health practitioner* (4th ed.). Springer Publishing Company: New York.

Methods of Instruction: Course objectives and learner outcomes will be met through lecture, class discussions and activities, student presentations, process dialogue, individual application through personal loss paper, and guest speakers.

Suggested Student Activities

- **Class Participation** (10 points) – Your active participation and prompt presence is expected in all activities and classes (tardiness to class will result in deduction of attendance points). Class participation is vital for acquiring the knowledge and skills necessary to achieve the course objectives. Additionally, students' presence and participation contributes to the interchange of ideas and experiences. Your absence affects your class members. If you are going to miss a class, please let the Professor/Instructor know in advance (if possible).
  - **Class Assignments** – Students will be required to complete assignments outside of class and bring them to class and engage in experiential class activities, as indicated by the dates on the tentative course schedule syllabus or as announced by the Professor/Instructor in class. Failure to complete any requested assignment will result in deduction of points. (CACREP Core II.G3.c; CFPO #1,5,8)
  - **Weekly Readings Probes and Questions** – Students are required to bring no less than two probes and/or questions for each chapter read to every class meeting. Students will present some of these probes/questions to the class each week for group discussion. You will turn in these probes/questions to the Professor/Instructor for class credit. (CACREP Core II.G1.j, G3.c, G5.d,g; CFPO #1,2,3,5,6,14)
  - **Wellness Activities** – Compassion fatigue and burnout are possible risks for grief counselors. As a result, we will take time (about 15 minutes) at the end of every class to foster wellness. All students are required to sign up for at least one class period to lead a wellness activity. Consider bringing in a relaxation technique, or something that helps you encourage your own wellness. You will share this with your classmates, with the hopes of increasing their repertoires of wellness skills. You will sign up for time slots during class. (CACREP Core II.G1.d, G5.a; CFPO #1)

- **Film Project Presentations** (20 points) – A film project will be one of the tasks of each student. Each student is to select a film from the list provided (or one chosen with instructor approval). View it, prepare a written synopsis of the film, examine its relevance to death, loss, and/or grief, how the film may be used therapeutically, and make a presentation to the class utilizing specific segments of the film. These are all the instructions you will receive on this assignment. Be creative. Inform the Professor/Instructor of which film you selected prior to viewing – films may be utilized on a first-come, first-served basis. Students will engage in peer evaluation of film project presentations. (CACREP Core II.G2.d; CFPO #1,3,5,14)

- **Film List:** *Accidental Tourist, Always, A River Runs Through It, Awakenings, Boyz 'N the Hood, Brainstorm, City of Angels, Courage Under Fire, Defending Your Life, The Descendants, Dragonfly, Fearless, Final Cut, Forrest Gump, Frequency, Ghost, Harold and Maude, Howard's End, I Never Sang for My Father, Jack Frost, Jacob's Ladder, Kramer vs. Kramer, Life as a House, Living Out Loud, Lorenzo's Oil, My Life, Of Mice and Men, Patch Adams, Philadelphia, Prince of Tides, Return to Me, Saving Private Ryan, Schindler's List, Shadowlands, Sixth Sense, Sophie's Choice, Stealing Home, Steel Magnolias, Sunshine Cleaning, What Dreams May Come, Terms of Endearment, The End, Titanic, To Jillian on Her 37th Birthday, Tribute,* and *Tuesdays with Morrie.*

❖ **Group Projects** (25 points): Working in groups by specialized counseling track, design and develop an intervention or training activity that could be used either in a grief support group or as a professional training workshop. This should be an activity that could either a) help to facilitate both a group process and the grief process or b) it could be a therapeutic homework project that could be used either in individual or group counseling to help facilitate the grief process. You may draw from class discussions and experiences and you should look to the literature for guidance. You will turn in an overview of the activity which includes: purpose, rationale, goals, objectives, procedures, materials needed (if applicable), expected outcome and instructions. Students will engage in peer evaluation of group projects. (CACREP Core II.G2.d; CFPO #1,3,5,14)

❖ **Multicultural Death Practices Presentations** (25 points) – Students will design and implement presentations based on diverse cultures' practices surrounding death and grief. Various cultures have quite divergent ways of mourning or celebrating death and coping with subsequent grief. You will select a culture from the list provided (or one chosen with instructor approval) and present to the class information about that group regarding their practices associated with death, loss, mourning, and grieving. How will this information help counselors who are working with grieving clients from different cultures? Inform the Professor/Instructor of which culture you selected prior to preparing your presentation – cultures may be utilized on a first-come, first-served basis. Students will engage in peer evaluation of multicultural death practices presentations. (CACREP Core II.G2.a,b,d; CFPO #1,2,3,5,6,14)

- **Culture List:** African, Buddhism, Hawaiian, Hinduism, Islam, Judaism, Maori, Mexican, Native American, Shinto, Taoism, Voodoo

❖ **Personal Loss Paper** (20 points) – Review the various experiences you have encountered with loss throughout your life. If you have not lost a person in your life to death, you may want to think of loss experiences in the broader sense of the term; for example, loss of a pet, a home, a relationship, valued possession, or the loss of a sense of security. Describe this experience and how the loss had an impact on your life at the time it occurred. What was your awareness of what you were experiencing? How does it impact your life now? Describe how you coped with your loss. How have you come to understanding your coping strategy? Did you go through a grieving process? Did that process fit the grieving process as you have come to understand it through this course? Describe how other people where helpful or not helpful during your time of loss and afterward. What did they do or say that was helpful or not? What would you have preferred them to say or done? As you integrate what you have learned in class with your own experiences, what will you do for others as they experience loss, either professionally or personally? Finally, write a brief statement about your current thoughts about what it means to live life fully. ***NOTE: There is a five (5) page limit on the body of the paper for this assignment.** (CACREP Core II.G2.b; CFPO #1,5,8)

Mississippi State University Policies:

Academic Integrity/Honor Code Policy
Mississippi State University has an approved Honor Code that applies to all students. The code is as follows: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."
Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Student Honor Code. For additional information please visit: http://www.honorcode.msstate.edu/

Cell Phone and Technology Policy
Cell Phones and Electronic Devices in the Classroom: In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited in the classroom. (*Mississippi State University Academic Operating Procedure 10.08*).

Technology may be used in the classroom in the following ways: Power Points, professional websites, online videos, and films. Outside of the classroom, Blackboard Learn will be utilized for submission of class assignments, display of relevant information, and class announcements.

Diversity
Diversity will be addressed in this course through course objectives and learner outcomes, reading assignments, class/group discussion, as well as course assignments.

Nondiscrimination Policy
Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms with Title IX of the education amendments of 1972, section 503. (*Mississippi State University Academic Operating Procedure 03.03).*

Student Support Services
In accordance with University policy, students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. The phone number is (662.325.3335) and their web address is: http://www.sss.msstate.edu/

Field Component: This course does not currently require a field component.

Evaluation of Student Progress:

Total Point Values	Letter Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
59 and below	F

Course Grading:

Assignment	Point Values
Class Participation	10
Film Project and Presentations	20
Group Projects	25
Multicultural Death and Grief Practices Presentations	25
Personal Loss Paper	20
TOTAL POSSIBLE	**100**

COE 8143 – GRIEF COUNSELING FOR LOSS AND BEREAVEMENT

Tentative Course Schedule of Activities: **Reading Content Areas/Assignments:**

DATE	TOPICS	PRE-ASSIGNED READINGS	ASSIGNMENTS
Week #1	Welcome and Overview of Grief Counseling for Loss and Bereavement (3 clock hours)		
Week #2	Thinking Differently About Loss and Grief in the 21st Century (1.5 clock hours) Attachment, Loss, and the Experience of Grief (1.5 clock hours)	Humphrey Chapter 1 Worden Chapter 1	Probes & Questions Wellness Activity
Week #3	Listening To and Listening For Loss and Grief (1.5 clock hours) Two Contemporary Models of Loss Adaptation (1.5 clock hours)	Humphrey Chapters 2 & 3	Probes & Questions Wellness Activity **BRING:** "Moment of Death" Process Questions **WATCH:** "Moment of Death" in class
Week #4	Understanding the Mourning Process (1.5 clock hours) The Mourning Process: Mediators of Mourning (1.5 clock hours)	Worden Chapters 2 & 3	Probes & Questions Wellness Activity
Week #5	Multicultural Death Practices Presentations (3 clock hours)		Wellness Activity **DUE:** Multicultural Death Practices Presentations
Week #6	Multicultural Death Practices Presentations (3 clock hours)		Wellness Activity **DUE:** Multicultural Death Practices Presentations
Week #7	Grief Counseling: Facilitating Uncomplicated Grief (1 clock hour) Abnormal Grief Reactions: Complicated Mourning (1 clock hour) Grief Therapy: Resolving Complicated Mourning (1 clock hour)	Worden Chapters 4 – 6	Probes & Questions Wellness Activity
Week #8	Grieving Special Types of Losses (1.5 clock hours) Grief and Family Systems (1.5 clock hours)	Worden Chapters 7 & 8	Probes & Questions Wellness Activity

Week #9	Film Project Presentations (3 clock hours)		Wellness Activity **DUE:** Film Project Presentations
Week #10	Film Project Presentations (3 clock hours)		Wellness Activity **DUE:** Film Project Presentations
Week #11	Cognitive-Behavioral and Constructivist Strategies for Loss Adaptation (1.5 clock hours) Emotion-Focused Strategies for Loss Adaptation (1.5 clock hours)	Humphrey Chapters 4 & 5	Probes & Questions Wellness Activity
Week #12	Narrative Therapy Strategies for Loss Adaptation (1 clock hour) Solution-Focused Therapy Strategies for Loss Adaptation (1 clock hour) Adjunctive Strategies for Loss Adaptation (1 clock hour)	Humphrey Chapters 6 – 8	Probes & Questions Wellness Activity
Week #13	The Counseling Professional Working with Loss and Grief (1.5 clock hours) The Counselor's Own Grief (1.5 clock hours)	Humphrey Chapter 9 Worden Chapter 9	Probes & Questions Wellness Activity **DUE:** Personal Loss Paper
Week #14	Group Project Presentations (3 clock hours)		**DUE:** Group Projects
Week #15	Group Project Presentations (3 clock hours)		**DUE:** Group Projects

Total Contact Hours: 45

Caveat: The Professor/Instructor reserves the right to change the syllabus and schedule as necessary, and will notify students of such changes at the earliest convenience via Blackboard.

Class Preparation: It is expected that students will prepare for class by doing the pre-assigned readings as well as complete any class assignments due that day prior to coming to class. The student is responsible for all assigned media and other resources and must avail himself/herself of class materials when absent.

Bibliography

Balk, D. Wogrin, C., Thornton, G., & Meagher, D. (2007). *Handbook of thanatology: The essential body of knowledge for the study of death, dying, and bereavement.* Northbrook, IL: Association for Death Education and Counseling.

Becvar, D. S. (2003). *In the presence of grief: Helping family members resolve death, dying, and bereavement issues*. New York: The Guilford Press.

Byock, I. (1997). *Dying well: Peace and possibilities at the end of life*. New York: Riverhead Books.

Cullen, L. T. (2006). *Remember me: A lively tour of the new American way of death.* New York: Harper-Collins Publishers.

Duffey, T. (Ed.). (2005). *Creative interventions in grief and loss therapy: When the music stops, a dream dies.* New York: The Haworth Press, Inc.

Echterling, L. G., Presbury, J. H., & McKee, J. E. (2005). *Crisis intervention: Promoting resilience and resolution in troubled times.* Upper Saddle River, NJ: Pearson Education, Inc.

Freeman, S. J. (2005). *Grief and loss: Understanding the journey*. Belmont, CA: Thomson Brooks/Cole.

Granello, P. F., & Juhnke, G. A. (2010). *Case studies in suicide: Experiences of mental health professionals.* Upper Saddle River, NJ: Merrill.

Hooyman, N. R., & Kramer, B. J. (2006). *Living through loss: Interventions across the life span.* New York: Columbia University Press.

James, J. W., & Friedman, R. (2009). *The grief recovery handbook: The action program for moving beyond death, divorce, and other losses including health, career, and faith.* New York: Harper-Collins Publishers.

Kastenbaum, R. J. (2009). Death, society, and human experience (10th ed.). Boston: Allyn & Bacon.

Lewis, C.S. (1994). *A grief observed.* New York: Harper-Collins Publishers.

Pausch, R. (2008). *The last lecture*. New York: Hyperion.

Ross, C. B., & Baron-Sorensen, J. (2007). *Pet loss and human emotion: A guide to recovery* (2nd ed.). New York: Routledge.

Trozzi, M. (1999). *Talking with children about loss: Words, strategies, and wisdom to help children cope with death, divorce, and other difficult times.* New York: Perigee.

Walsh-Burke, K. (2006). *Grief and loss: Theories and skills for helping professionals*. Boston: Pearson Education, Inc.

Wolfelt, A. D. (2001). *Healing your grieving heart: 100 practical ideas*. Fort Collins, CO: Companion Press.

Wolfelt, A. D. (2001). *Healing your grieving heart for kids: 100 practical ideas*. Fort Collins, CO: Companion Press.

Wolfelt, A. D. (2004). *The understanding your grief journal: Exploring the ten essential touchstones*. Ft. Collins, CO: Companion Press.

Additional Resources

- Association for Pet Loss and Bereavement: Grief support for pet loss – http://www.aplb.org
- Grief Share: Grief recovery support groups – http://www.griefshare.org
- Hospice Foundation of America: Care for terminal illnesses – http://www.hospicefoundation.org
- Pet Loss: Grief support for pet loss – http://www.petloss.com
- Veterans Crisis Line: Confidential help for veterans and their families – http://www.veteranscrisisline.net

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: College of Education **Department: Counseling &Educational Psychology**

Contact Person: Deborah Jackson **Mail Stop: 9727 E-mail: djackson@colled.msstate.edu**

Nature of Change: Course Addition **Date Initiated: 1 Oct 2013 Effective Date: 1 June 2014**

Current Listing in Catalog: N/A
Symbol Number
Title: Credit Hours ()

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol COE Number 8743
Title: Counseling LGBTQ: Awareness, Mental Health and Advocacy Credit Hours (3)

New or Modified Catalog Description:

This course addresses knowledge, skills, and advocacy for counselors who work with lesbian, gay, bisexual, queer, intersex, questioning, and gender-non conforming individuals and communities.

Approved:	*Date:*
Department Head	3-18-2014
Chair, College or School Curriculum Committee	3-20-14
Dean of College or School	3/20/14
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

To: The Box Council and UCCC Committee Members
Mississippi State University Courses and Curricula Committee

From: Deborah Jackson
Department of Counseling and Educational Psychology/Counseling Program Faculty

RE: Support of the approval of COE 8743 Counseling LGBTQ: Awareness, Mental Health and Advocacy

Date: 1/17/2014
Mississippi State University Courses and Curricula Committee,

The Department of Counseling and Educational Psychology fully supports the addition of the new course, COE 8743 Counseling LGBTQ: Awareness, Mental Health and Advocacy. The Counseling faculty serve as the program curriculum committee and submits the attached course proposal for your review. The following Counseling Program faculty approve of this proposal and indicate this approval by signing this letter of support.

Counseling Program Area Faculty

Katherine Dooley — 1/17/14
Dr. Kathy Dooley — Date

Rebecca Goldberg — 1/17/14
Dr. Rebecca Goldberg — Date

1/24/14
Dr. April Heiselt — Date

Deborah L Jackson — 1-17-2014
Dr.Deborah Jackson — Date

Cheryl A. Justice — 1/17/14
Dr. Cheryl Justice — Date

Joan Looby — 1/17/14
Dr. Joan Looby — Date

Danielle K Molina — 1/17/14
Danielle Molina — Date

1/17/14
Dr. Charles Palmer — Date

01.17.14
Dr. Deb Wells — Date

1-30-14
Dr. Daniel Wong — Date

Date

Course Addition

Addition of New Course:
COE 8743 Counseling LGBTQ: Awareness, Mental Health and Advocacy
Department of Counseling and Educational Psychology

1. Catalog Description
   COE 8743 Counseling LGBTQ: Awareness, Mental Health and Advocacy (3)
   Three hours lecture. This course addresses knowledge, skills, and advocacy for counselors who work with lesbian, gay, bisexual, queer, intersex, questioning, and gender-non conforming individuals and communities.

2. Detailed Course Outline
   Please see attached proposed course syllabus.

3. Method of Evaluation (refer to syllabus for description of assignments)

Assignment	Percentage Points
Reading Assignments	10%
Self Assessments – Attitudes and Competencies:	10%
Experiential Activities	20%
Case Studies (Signature Assignment)	20%
Advocacy/ Project Presentations (Signature Assignment)	20%
Book Report	10%
Reflective Summary	10%
	100%

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

4. Justification and Learning Outcomes (also refer to syllabus)

   This course is designed for counselors working with lesbian, gay, bisexual, transgender (LGBTQ), queer, intersex, gender non-conforming, and questioning individuals, groups, and communities. The course is based on the Association for Lesbian, Gay, Bisexual, and Transgendered in Counseling's (ALGBTIC) competencies (2009, 2012) (http://www.algbtic.org/resources/competencies) which were strongly endorsed by the American Counseling Association for counselors working with LGBTQ clients/community and serve as a framework for counselors, counselor educators, supervisors, and students to use in training, practice, and research, within the counseling profession and in facilitating student growth toward LGBTQ competence.

   The competencies not only provide direction for growth in knowledge, skills, and awareness for counselors working with LGBTQ individuals, groups, and

communities, but also foster an understanding of advocacy, ethics, policy and laws regarding the social justice issues that affect these groups.

The LGBTQ class has never been taught as a special topics class; however, many of our faculty, graduate students, practicum students, and interns (and MSU/community counselors) are involved in the Mississippi State University LGBTQ Safe Zone program and also with clients who are LGBTQ and have requested more specific information on counseling with/advocating for the gender non-conforming community.

The expected enrollment for the class is 12-20 graduate students per semester. This prediction is based on typical elective courses offered in the CEP Counseling Program.

Course objectives and learning outcomes are outlined in the course syllabus.

5. Academic Misconduct
   The MSU Student Honor Code is included in the syllabus and reviewed the first day of class. Students will sign the MSU Honor Code after the instructor reviews the Code and gives several examples of Code violations.

6. Target Audience
   Counseling Graduate Students in Clinical Mental Health, School, Rehabilitation, and the Student Affairs emphases.

7. Support
   The Department of Counseling and Educational Psychology, the Counseling curriculum committee and Counseling faculty fully support the addition of the new course, COE 8743 Counseling LGBTQ: Awareness, Mental Health and Advocacy (see attached letter of support).

   Faculty are available to teach this course. The course requires no laboratories, equipment, or student fees. The addition of this course to the curriculum will not require the department to sacrifice any resources marked for other courses.

8. Instructor of Record
   Deborah Jackson

9. Graduate Student Requirements (Split-level Courses)
   This class is not offered to undergraduates. Graduate students are required to complete the reading Assignment, self assessments, experiential activities, case studies, presentations, book report, and reflective summary (see evaluation section).

10. Planned Frequency
    The course will be offered 1-2 times annually (Summer, alternate Spring).

11. Explanation of Duplication
    No existing course duplicates the materials contained in this course.

12. Method of Instruction Code
    C (Lecture)

13. Method of Delivery
F (face-to-face)

14. Proposed C.I.P. Number
CIP 511508 Mental Health Counseling

15. Proposed 24-Character Abbreviation
Counseling LGBTQ

16. Proposed Semester Effective
Summer 2014

17. Other Appropriate Information
The required texts for this class will be:
Bieschke, K. J., Perez, R. M., & DeBord, K. A. (2006). *Handbook of counseling and psychotherapy with lesbian, gay, bisexual, and transgender clients* (2nd ed.). Washington, DC: American Psychological Association.
Levounis, P., Drescher, J. , & Barber, M. P. (2012). *The LGBT casebook.* Arlington, VA. American Psychiatric Publishing.
Additional Required Readings
Association of Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (2013). Counseling competencies for counseling with lesbian, gay, bisexual, queer, questioning, intersex, and ally individuals. *Journal of LGBT Issues in Counseling,* 7:2–43.

Association of Lesbian, Gay, Bisexual, and Transgender Issues in Counseling. (2009). *Competencies for counseling with transgender clients.* Alexandria, VA: Author.

18. Proposal Contact Person
Deborah Jackson
djackson@colled.msstate.edu
325-9840

SPECIAL NOTES

1. Cross-listing
This course is not cross- listed.

2. Effective Date
Upon approval, the effective date for this course to begin is Summer (second five-week term), 2014.

3. Required Courses
This course is an elective and is not required for completion of any CEP Counseling Program.

4. Master Schedule
Upon approval, the effective date for this course to begin is Summer (second five-week term), 2014.

DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY
COUNSELING PROGRAM
PROPOSED COURSE SYLLABUS

COE 8743 Counseling LGBTQ: Awareness, Mental Health and Advocacy (3 Credit Hours)

Deborah L. Jackson, Ph.D.
Office Phone: 662.325.9840
E-Mail: Djackson@colled.msstate.edu
Office Location: Allen 509D

Class Schedule: TBA
Class Meeting Location: TBA
Office Hours: TBA

Catalogue Description:
This course addresses knowledge, skills, and advocacy for counselors who work with lesbian, gay, bisexual, queer, intersex, questioning, and gender-non conforming individuals and communities.

Type of Course: Lecture

Methods of Instruction:

The methods of instruction for this course will be lecture, discussion, small groups, case study, guest speakers, student presentations. In addition, use of MyCourses will be an integral component of course instruction. Students will be asked to participate in experiential exercises designed to support their knowledge of stress management strategies and contribute to the application of that knowledge to practice.

Field Component: This course contains no fieldwork component.

Required Text(s)

Bieschke, K. J., Perez, R. M., & DeBord, K. A. (2006). *Handbook of counseling and psychotherapy with lesbian, gay, bisexual, and transgender clients* (2nd ed.). Washington, DC: American Psychological Association.

Levounis, P., Drescher, J. , & Barber, M. P. (2012). *The LGBT casebook.* Arlington, VA. American Psychiatric Publishing.

Additional Required Readings

Association of Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (2013). Counseling competencies for counseling with lesbian, gay, bisexual, queer, questioning, intersex, and ally individuals. *Journal of LGBT Issues in Counseling*, 7:2–43.

Association of Lesbian, Gay, Bisexual, and Transgender Issues in Counseling. (2009). *Competencies for counseling with transgender clients*. Alexandria, VA: Author.

Course Objectives and Learner Outcomes:

The framework for the course is based on standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP; www.cacrep.org); and the American Counseling Association's Association of Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (http://www.algbtic.org/resources/competencies). In addition, the course also addresses the Conceptual Framework Program Outcomes (CFPO) developed for the College of Education at Mississippi State University. Objectives and outcomes for the course include:

1. To become aware of responsibilities and actions of the professional counselor in advocating for, empowering individual clients and for the broader gender non-conforming community.
    a. Student will read the American Counseling Association's Ethical Standards of Practice and identify areas of strengths and challenge related to his/her own clinical competencies in working with and advocating for LGBTQ community (CACREP II.G.1.j./ CMHC A.2 CFPO 1-3;) (Course Assignments: Class Discussion and Reading Assignments, Self Assessment and Reflective Summary, Advocacy, Empowerment, and Social Justice Project).
    b. Students will read the ALGBTIC competencies for working with lesbian, gay, bisexual, transsexual, questioning, and intersex individuals and allies and identify areas of strengths and challenge related to his/her own clinical competencies in working with and advocating for LGBTQ community (CACREP II.G.1.j/CMHC D.2 ; CFPO 1-3;) (Course Assignments: Class Discussion and Reading Assignments, Self Assessment and Reflective Summary, Advocacy, Empowerment, and Social Justice Project).

2. To increase self awareness of personal, cultural and societal values and attitudes affecting the counseling process with LGBTQ clients. (CACREP II.G.2.a.b./CMHC E.1.; CFPO 8)
    a. Students will summarize areas of strengths and challenge related to his/her own clinical competencies in working with and advocating for LGBTQ community as identified through additional assigned reading, assessment of attitudes and beliefs, and personal interviews. (Course Assignments: Class Discussion and Reading Assignments, Experiential Activities, Self Assessment and Reflective Summary).

3. To identify the cultural, developmental, and systemic contexts in working with LGBTQ clients. (CACREP II.G.2.a.b./CMHC E.2.,5; CFPO 2,3,14.)
    a. Students will understand and use appropriate language and definitions used by and applied to the LGBTQ community as measured by pre- and post vocabulary assessment and interview skills. (Course Assignments: Experiential Activities).
    b. Students will be able to articulate, in class discussions and assignments, the impact that the homophobia and heterosexism of the dominant culture has on LGBT individuals. (Course Assignments: Class Discussion and Reading Assignments, Experiential Activities, Book Review and Discussion).
    c. Students will become familiar with application of theories of identity development/minority stress important to understanding and counseling LGBT clients and apply these in their interview summary and in a case study. (Course Assignments: Experiential Activities , Case Study).

4. To demonstrate knowledge of assessment and intervention skills helpful in working with and advocating for the LGBTQ community. (CACREP II.G.2.d. ; II.G.2.e./CMHC E.4-5., F.1-3.; CFPO 4,6,10,14)
    a. Students will choose one counseling issues that has particular relevance to LGBT clients and their families to use in their case study. (Course Assignments: Class Discussion and Reading Assignments, Case Study).
    b. Students will recommend appropriate assessment and intervention skills in their case study. (Course Assignments: Case Study).
    c. Students will build an advocacy and resource database for local and national resources available to assist in work with LGBTQ clients. (Course Assignments: Advocacy, Empowerment, and Social Justice Project).

Student Activities and Assignments:

1. **Class Discussion and Reading Assignments:**
   Students will be given one reading assignment per class period. All students are expected to be fully prepared to engage in class discussions by completing every assigned reading prior to class. You are responsible for everything that is covered, distributed, or announced during class. Ten percent of your final grade is based on the expectation of your full participation in every class. Students are expected to become familiar with the MSU library and to obtain their own copy of the outside readings, if assigned and not provided by the instructor. (Course Objectives # 1-4)

   See percent distributions and descriptions below.

   - **Excellent** – Active participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic. This does not mean dominating the discussion or talking for the sake of talking (5 percent).

   - **Satisfactory** – Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought and reflection (3-4 percent).

   - **Marginal** – Passive participation including being present, awake, attentive, but not actively involved (2 percent).

   - **Unsatisfactory** – Uninvolved, including being absent, late, present but not attentive, making irrelevant contributions that inhibit the process of the discussion exhibiting disrespect or incivility, or dominating discussion to the point of precluding the contribution of others (0-1 percent).

2. **Experiential Activities:**
   Students will engage in two experiential activities that will facilitate the student's connection with the LGBT community. One activity can be chosen by the student, and the second will be an interview with a member of the gender non-conforming community*. Examples of experiential activities are: attend worship services of a LGBT affirmative church, visit a predominantly gay social event (not simply a Spectrum meeting), or attend a Spectrum/Pride event if available. Students will include a reflective 1-2 page narrative, including any support materials, in their journals for each of the first two events. (Course Objectives # 2. 3)

   ***Interview with a member of gender non-conforming community:**
   To better understand the experience of LGBTQI, students will conduct an in-depth interview with a member of the gender non-conforming community. Review the guidelines in MyCourses, interview the individual using the interview outline provided to the class, and develop a written synopsis and reflective response to the interview. Responses must be written with correct spelling, in proper grammar, in Times New Roman 12 point font, and double-spaced. Students will present to the class a summary of what you learned from this activity.

3. **Book Review and Discussion.** Students will select and read a book related to the topic of LGBTQ issues. Students will submit a 4-5 page written review detailing student responses, reflections, and applications to future counseling practice. Reviews should be written in 12 point font, double spaced, with a cover page. The cover page does not count as one of the 4-5 pages. All papers must be written in APA style.

Grammar, organization, and spelling should be appropriate to graduate level work. Papers with multiple APA mistakes, misspellings, poor organization, and poor grammar will be returned ungraded. Students will be asked to discuss their books in class. A list is provided in this syllabus, but students may read any other book approved by the professor. (Course Objective # 3)

4. **Case Study.**
   This assignment focuses on treatment of client presenting issues. Students will be provided with two cases and will construct a case study for each that includes: background data, diagnosis, theoretical conceptualization, treatment plan, and assessment plan. (Course Objectives # 3, 4)

5. **Advocacy, Empowerment, and Social Justice Project (Groups):**
   In groups , students will identify a current advocacy issue for the LGBTQ community. Students then either develop their own advocacy initiative (as approved by the professor) or join an existing advocacy effort during the course of the semester. Students will include a list of community, state, national, and international resources to which a counselor/educator might refer a student/client in need of these resources. Review the guidelines in MyCourses. Students will present their projects to the class. (Course Objectives #3, 4)

6. **Self Assessment and Reflective Summary.**
   Part 1: Self Assessment – Attitudes and Competencies:
   Students are required to complete 2 assessments of knowledge/attitudes and American Counseling Association competencies at the beginning of the semester and 2 assessments after completing the course. Students will submit a 2 page reflection paper for each assessment at the end of the semester. Assessments will be provided by the professor. Guidelines will be posted on MyCourses. (Course Objectives #1,2)

   Part 2: Self Assessment- Reflective Summary.
   Students will write a 5-6 page reflective summary focusing on individual reflections based on your overall experiences over the semester integrating 1) general knowledge, 2) assessments at beginning and end of course, 3) class discussions, 4) class readings, 5) experiential assignments. (Course Objectives #1,2)

Grading Point Scale

Assignment	Percentage Points
Class Discussion	10%
Experiential Activities	20%
Case Studies (Signature Assignment)	20%
Advocacy/ Project Presentations (Signature Assignment)	20%
Book Review	10%
Reflective Summary	20%
	100%

Grade Percentage	Grade

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

Counseling Programs Mission Statement

The mission of the counseling programs is the development of students who can practice in a variety of professional settings including K-12 schools, institutions of higher education, clinical mental health settings, college counseling centers, and rehabilitation counseling settings. The faculty is committed to preparing graduate students who have solid theoretical knowledge, appropriate clinical skills, and an understanding of the scientist-practitioner model of working with individuals. Graduates are expected to contribute substantially to the improvement of the lives of individuals in our changing, technologically complex, and increasingly diverse society and to promote and conduct research designed to improve and advance the counseling profession.

Mississippi State University Policies:

Academic Integrity/Honor Code Policy

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." Plagiarism, submitting non-original or non-cited work, and turning in duplicate papers for different classes is considered to be cheating. Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Student Honor Code. For additional information please visit: http://www.honorcode.msstate.edu/

Nondiscrimination Policy

Mississippi State University is committed to assuring that the University and its programs are free from discrimination and harassment based upon race, color, ethnicity, sex, pregnancy, religion, national origin, disability, age, sexual orientation, gender identity, genetic information, status as a U.S. veteran, or any other status protected by state or federal law (http://www.policies.msstate.edu/policypdfs/0303.pdf).

Accommodations for Persons with Disabilities

In accordance with University policy, Students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. The phone number is (662-325-3335) and their web address is http://www.sss.msstate.edu/

Incomplete Grades

A grade of "I" (Incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations).Graduate students who receive a grade of "I" must complete all work no later than the last day of class of the next semester (excluding summer) whether the student is enrolled or not. Failure of graduate students to remove an "I" grade during the specified time will result in an automatic grade of "F". Once a grade of "I" has been converted to an "F" because of a student's failure to complete the necessary course work or a lapse of the allowable time, no additional grade change will be allowed except under extreme circumstance(s) as recommended by the relevant deans and approved by the Provost and Executive Vice President. "

Cell Phones and Electronic Devices in the Classroom:

In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited in the classroom. (*Mississippi State University Academic Operating Procedure 10.08).*

Students who text message, talk on their telephones, answer their cell phones during class, or who appear to be engaged with their cell phones in the classroom will be dismissed from class. No exceptions. Students should not bring their laptops to class. Students who use their laptops in class will be dismissed from class. No exceptions.

Departmental Policies

Department Retention Policy

The Department of Counseling and Educational Psychology faculty endorse the American Counseling Association (ACA) and the American Psychological Association (APA) Code of Ethics that state that faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. The faculty also recognizes their obligation: to assist students in obtaining remedial assistance as needed; to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and also to assure that students have adequate recourse to address decisions made. For more information visit:
http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Members of the faculty evaluate student fitness and performance on an ongoing-basis. The faculty makes judgments as to students' fitness and performance based on observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in clinical situations, and their adherence to their discipline's codes of ethics. A series of formal evaluations are conducted at key stages of the student's education such as at the end of each fall and spring semester and prior to enrollment in practicum and/or internship. In addition to reviewing students' academic performance, students' personal characteristics related to professionalism are evaluated using the Personal Characteristics Review Form (PCRF). Students with multiple absences are also evaluated to determine their continued success in the program.

Academic Programs Standards Policy

The Department of Counseling and Educational Psychology defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course and/or more than two grades below a B. Failure of the master's comprehensive examination twice, failure of the written doctoral preliminary/comprehensive examination twice, oral doctoral preliminary/comprehensive examination twice, or failure of the doctoral dissertation defense twice also constitute unsatisfactory performance. Any of these or combination of these will result in termination of the student's graduate program in the department. For more information visit:
http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Course Instructor Policies:

Diversity:
Professionally, counselors are held to high standards regarding respecting clients and valuing diversity. Sometimes, counselors' personal belief systems and values are challenged as they work with persons who are different from themselves. Students in this class are expected to conduct themselves with professionalism and respect for others in the class, as well as, individuals they may interview or guest speakers. Non-professional behavior will result in recommendation that the student's advisor write a professional development plan for the student and possible dismissal from the class.

Attendance and Participation
Students are responsible for regular class attendance and active participation in class activities. Attendance and participation are critical to student and peer learning, and also to overall success of this course. The degree to which you benefit from participation in this course is highly dependent on your participation in lecture and discussion. Students are expected to conduct themselves in a professional manner during class. Classroom misconduct will not be tolerated. Students who continually disrupt class will be asked to leave. All students are expected to attend all class sessions, arrive to class on time, and to participate fully in class activities. Attendance, punctuality, attitude, preparation and degree of participation will be reflected in the student's final grade. *(See MSU policy for excused absences.)*

Missed Exams
Students who miss an exam will receive no grade for that exam. Make-up exams will only be given for university excused absences with appropriate documentation. Make-up exams must be scheduled with the instructor at her convenience.

Missed Assignments
All assignments are due at the beginning of class. Late assignments will not be accepted unless alternate arrangements have been made with the course instructor.

Written Assignment Policy
Students are expected to adhere to the APA style guidelines (6th ed.) for all written assignments submitted. Papers are expected to be of professional quality including clear and concise language, free of any grammar and punctuation errors, and organized to flow. In addition, all work submitted should be the result of the student's own original efforts. All submitted assignments that do not meet these standards will be graded accordingly.

Technology and Email Policy

Students' ability to access and utilize the MSU Libraries' resources and MyCourses will be integral components of course instruction. Students unfamiliar with these technologies should seek training from Library resource staff and/or the professor. Each student at MSU has access to an individual E-mail account through the university e-mail system. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members through MyState. Students will be held responsible for accessing any e-mail or materials posted for this course. The E-mail and MyState systems are also very helpful for maintaining communication between the instructor and students.

Bibliography

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Lecture and Discussion Topics

Topics	Contact Hours
Values Clarification	3.0
ACA Ethics and ALGBTIC Competencies	3.0
LGBTQIA Language And Definitions • Privilege & Heterosexism • Homonegativity	3.0
Cultural Traditions, Rituals, And Rites Of Passage Specific To LGBTQIA Populations	3.0
Homosexual Identity Development and Community • Lesbian • Gay Male	6.0
Cultural And Relational Contexts Of Bisexual: Implications For Therapy	3.0
Transgender Individuals and Communities	3.0
Intersex Individuals and Gender Non-conforming Individuals	3.0
Affirmative Counseling And Psychotherapy With LGBTQIA • Review Of Empirical Research on LGBTQIA Clients In Counseling (2.0 hours) • Best Practices (1 hour) • LGBTQ Mental Health –special topics (3 hours)	6.0
Empowerment and Advocacy Interventions	3.0
Law, Ethics and Public Policy • Current Case Law and Public Policy • Counselor Ethics Regarding LGBT	6.0
Class Presentations: Advocacy, Empowerment, and Social Justice	3.0
Total Contact Hours	**45**

Tentative Course Schedule*

Week	Topic	Assignments**
1	Overview of Syllabus and Introduction to Course & Values Clarification	Complete Self Assessment – Attitudes and Competencies
2	ALGBTIC Competencies For Working With Lesbian, Gay, Bisexual, Transsexual, Questioning, and Intersex Individuals and Allies	*Read ALGBTIC Competencies*
3	Differentiating The Experiences And Identities of LGBTQIA People • LGBTQIA Language And Definitions • Misconceptions And Myths • Privilege, Heterosexism, Biphobia, Transphobia, Homophobia, and Homoprejudice (1.0 hour)	
4	Differentiating The Experiences And Identities of LGBTQIA People • Cultural Traditions, Rituals, And Rites Of Passage Specific To LGBTQIA Populations	Review guidelines for interview with a member of MSU Spectrum:
5	Essential Considerations of Cultural Contexts in Working With LGBTQIA Clients • Lesbian Women's Lives And Communities	Book Report Form Approval Due
6	Essential Considerations of Cultural Contexts in Working With LGBTQIA Clients • Identity Development In The Gay Male Community	
7	Essential Considerations of Cultural Contexts in Working With LGBTQIA Clients • Cultural And Relational Contexts Of Bisexual Women: Implications For Therapy • Development Of Bisexual Men's Identities And Relationships	
8	Essential Considerations of Cultural Contexts in Working With LGBTQIA Clients • Transgender Communities	
9	Essential Considerations of Cultural Contexts in Working With LGBTQIA Clients • Intersex Individuals and Gender Non-conforming Individuals	Interview with a member of MSU Spectrum: Due
10	Affirmative Counseling And Psychotherapy With LGBTQIA • The "Coming Out" Process • Sexual Orientation Conflicts • Mental Health, Domestic Violence, Spirituality, Addiction • Workplace Sexual Identity Management • Lesbian And Gay Family Structures and Issues (e.g., Multiple Coupled Parenting Families, Polyamorous Families)	Book Report Due
11	Affirmative Counseling And Psychotherapy With LGBTQIA • Review Of Empirical Research on LGBTQIA Clients In Counseling • Delivering Ethical Psychological Services to	Case Study Due
12	• Empowerment and Advocacy Interventions The Ally Community	*ACA Advocacy Competencies*
13	Emerging Legal and Ethical Issues In Counseling And Psychotherapy For The LGBTQIA Community • Refusal to Counsel LGBTQ	Case Study Due

	• Reparative Therapy	
14	Laws, Public Policy, Mental Health, and LGBTQIA Clients	Self Assessment – Attitudes and Competencies and Class Summary Reflection Due
15	Class Presentations: Advocacy, Empowerment, and Social Justice	

*Note: The Professor/Instructor reserves the right to change the syllabus and schedule as necessary, and will notify students of such changes at the earliest convenience via MyCourses/Blackboard.

** Additional readings/assignments for class will be required.

Course Addition

Addition of New Course:
COE 8753 Stress Management Counseling
Department of Counseling and Educational Psychology

1. Catalog Description
   COE 8753 Stress Management Counseling (3)
   Three hours lecture. Course content includes cognitive behavioral assessment and application of relaxation and stress management strategies as a mental health/counseling intervention.

2. Detailed Course Outline
   Please see attached proposed course syllabus.

3. Method of Evaluation (refer to syllabus for description of assignments)

Assignment	Percentage Points
Participation**	10%
Assessments*	20%
Stress Profile/Plans (Signature assignment)*	40%
Presentation*	20%
Reflective Summary*	10%
Total Points	100%

*Rubric will be used for evaluating student materials/performance.
** Evaluation description is provided in assignment section of syllabus.

Grading Scale:

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

4. Justification and Learning Outcomes

   Stress in a common issue identified by clients and students. Unmanaged stress can lead to mental illness or emotional distress, such as, anxiety, anger, or depression; it can also lead to ineffective or high risk coping strategies like avoidance, or compulsive behaviors (drinking, sex, gambling). The purpose of this course is to provide the graduate student who plans to work in a variety of mental health/educational/developmental settings with a comprehensive analysis of stress in contemporary society and an orientation to holistic approaches focusing on integration, balance, and harmony of mind, body, spirit, and emotions. This course is also designed to engage students in active dialogue on the

physical and psychological impacts of stress, to learn and practice coping techniques to increase resiliency to stress, to evaluate the efficacy of the strategies for personal use, and to extend the student's mastery of strategies to help clients use and evaluate coping strategies for themselves. Course content includes strategies for addressing issues of stress management as a counseling intervention; proper selection and use of assessment in the counseling process, and experience in application of relaxation and management strategies. No other course on campus addresses both knowledge and specific strategies of stress management or teaches students how to TEACH these strategies. This course has been taught twice as a special topics course and received positive feedback from students who not only incorporated the knowledge and skills into practicum, internship and professional practice, but also who began to use the skills for their own stress management.

The expected enrollment for the class is 12-20 graduate students per semester. This prediction is based on typical elective courses offered in the CEP Counseling Program.

Objectives and outcomes are derived from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards for graduate counselor training programs (Objectives and outcomes can be located in the attached syllabus).

5. Academic Misconduct
   The MSU Student Honor Code is included in the syllabus and reviewed the first day of class. Students will sign the MSU Honor Code after the instructor reviews the Code and gives several examples of Code violations.

6. Target Audience
   Counseling Graduate Students in Clinical Mental Health, School, Rehabilitation, and the Student Affairs emphases.

7. Support
   The Department of Counseling and Educational Psychology, the Counseling curriculum committee and Counseling faculty fully support the addition of the new course, COE 8753 Stress Management Counseling (see attached letter of support).

   Faculty are available to teach this course. The course requires no laboratories, equipment, or student fees. The addition of this course to the curriculum will not require the department to sacrifice any resources marked for other courses.

8. Instructor of Record
   Deborah Jackson

9. Graduate Student Requirements (Split-level Courses)
   This class is not offered to undergraduates. Graduate students are required to complete the reading Assignment, self assessments, experiential activities, case studies, presentations, book report, and reflective summary (see evaluation section).

10. Planned Frequency
    The course will be offered 1-2 times annually (Summer, alternate Spring).

11. Explanation of Duplication
    No existing course duplicates the materials contained in this course.

12. Method of Instruction Code

C (Lecture)

13. Method of Delivery
    F (face-to-face)

14. Proposed C.I.P. Number
    CIP 511508 Mental Health Counseling

15. Proposed 24-Character Abbreviation
    Stress Management Couns

16. Proposed Semester Effective
    Summer 2014

17. Other Appropriate Information

    The required text for this class is:
    Seaward, B. L. (2013). Managing stress: Principles and strategies for health and wellbeing (8th ed.). Jones and Bartlett: London.

    Additional reading assignments will be required throughout the class. Articles and web links will be provided by the course instructor.

18. Proposal Contact Person
    Deborah Jackson
    djackson@colled.msstate.edu
    325-9840

SPECIAL NOTES

1. Cross-listing
   This course is not cross- listed.

2. Effective Date
   Upon approval, the effective date for this course to begin is Summer (second five-week term), 2014.

3. Required Courses
   This course is an elective and is not required for completion of any CEP Counseling Program.

4. Master Schedule
   Upon approval, the effective date for this course to begin is Summer (second five-week term), 2014.

MISSISSIPPI STATE UNIVERSITY
DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY
COUNSELING PROGRAM
PROPOSED COURSE SYLLABUS

COE 8753 Stress Management Counseling (3 Credit Hours)

Deborah L. Jackson, Ph.D.
Office Phone: 662.325.9840
E-Mail: Djackson@colled.msstate.edu
Office Location: Allen 509D

Class Schedule: TBA
Class Meeting Location: TBA
Office Hours: TBA

Catalogue Description:
Three hours lecture. Course content includes cognitive behavioral assessment and application of relaxation and stress management strategies as a mental health/counseling intervention.

Type of Course: Lecture

Methods of Instruction:
The methods of instruction for this course will be lecture, discussion, small groups, guest speakers, student presentations. In addition, use of MyCourses will be an integral component of course instruction. Students will be asked to participate in experiential exercises designed to support their knowledge of stress management strategies and contribute to the application of that knowledge to practice.

Field Component: This course contains no fieldwork component.

Required Text(s)

Seaward, B. L. (2013). Managing stress: Principles and strategies for health and wellbeing (8th ed.). Jones and Bartlett: London.

Additional reading assignments will be required throughout the class. Articles and web links will be provided by the course instructor.

Course Objectives and Learning Outcomes
This course is designed to engage students in active dialogue on the physical and psychological impacts of stress, to learn and practice coping techniques to increase resiliency to stress, to evaluate the efficacy of the strategies for personal use, and to extend the student's mastery of strategies to help clients use and evaluate coping strategies for themselves.

The framework for the course is based on standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP; www.cacrep.org); in addition, the course also addresses the Conceptual Framework Program Outcomes (CFPO) developed for the College of Education at Mississippi State University.

1. To understand the effect personal, environmental, social and environmental factors related to stress and stress management (CFPO 2, 3, 13)
    a. Student will engage in daily experiential activities to explore the effect of personal, environmental, social and environmental factors related to stress and

stress management on him/her self. (Course Assignments: Participation, Assessments, Stress Profiles and Stress Management Plans).

b. Students will complete 20 assessments designed to allow them to understand self care strategies appropriate to the counselor role and professional functioning and apply them to the self/other stress profile and stress management plan. (Course Assignments: Participation, Stress Profiles and Stress Management Plans, Reflective Writing Assignment).

2. To promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities. (CFPO 1,3)
   a. Student will teach prevention, educational or advocacy strategies to another person for the stress management profile/plan assignment. (Course Assignments: Participation, Stress Profiles and Stress Management Plans).
   b. Student will select, research and demonstrate a stress management strategy that is empirically effective with a population of interest and teach the strategy to the class. (Course Assignments: Participation, Strategy/Technique Group Presentation).

3. To know the principles and models of assessment and appropriate stress management plans. (CFPO 1-4, 10)
   a. Student will document a biopsychosocial formulation for a client and formulate treatment recommendations in the Stress Management Plan . (Course Assignments: Stress Profiles and Stress Management Plans).
   b. Student will select, administer and interpret assessments and apply data to promote improvement of personal and client's stress (Course Assignments: Assessments Stress Profiles and Stress Management Plans).

4. To maintain information regarding community resources to make appropriate referrals.(CFPO 1,3) (Course Assignments: Stress Profiles and Stress Management Plans)
   a. Students will include a community/web resource guide with the stress management plan

Student Activities and Assignments:

1. Participation (10%):

Given the unique format of this class and the nature of the material to be covered, and the importance of application of strategies and techniques to counseling practice, students are **expected** to attend all class meetings and to participate in all groups and activities. (Course Objectives # 1,2)

See point distributions and descriptions below.

- **Excellent –** Active participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic. This does not mean dominating the discussion or talking for the sake of talking (5 %).

- **Satisfactory** – Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought and reflection (3-4 %).

- **Marginal** – Passive participation including being present, awake, attentive, but not actively involved (2 %).

- **Unsatisfactory** – Uninvolved, including being absent, late, present but not attentive, making irrelevant contributions that inhibit the process of the discussion exhibiting disrespect or incivility, or dominating discussion to the point of precluding the contribution of others (0-1 %).

2. **Assessments (Textbook/Handouts) (20%):**
Students are required to complete 20 reflective "self-assessment" exercises found in assigned chapters of their text or provided by the instructor/professor. Students receive 1% for assessments that are complete and submitted on time at the beginning of each class (or if directed by the instructor/professor, they may be completed in class). (Course Objectives # 1, 3)

3. **Stress Profiles and Stress Management Plans (40%): (Signature Assignment)**
This exercise offers students the opportunity to explore the issue of stress in their own lives and that of another individual. This assignment will involve 1) submitting a written analysis of the results of the graduate student's own self-exploration, and 2) identifying and working with one individual over the course of the semester to develop a profile and plan. The graduate student's final submission will include their own Stress Profile/Plan and the Stress Profile/Plan of another individual. (Course Objectives # 1,2,3,4)

4. **Strategy/Technique Group Presentation (20%):**
Students will be partnered with another student for presentations in class. Students will present a 60 minute presentation. Presentations will be evaluated based on relevance to stress management, clarity of explanations, organization in presentation, class involvement in demonstration, and creativity. Presentations will include 1) identification of target population 2) identification of stressors and symptoms, 3) assessment of issue and effectiveness of approach, 4) description and demonstration of primary or secondary intervention, 5) handout to class with overview and 10 current, useful and appropriate references/resources. (Course Objective #2)

5. **Reflective Writing Assignment (10%):**
Students will submit a 5 page final reflective response of their perceptions, experiences and practice of stress reduction techniques as described in class (see class expectation for written work in syllabus). (Course Objectives # 1)
See percentage distributions and descriptions for evaluation below.

- **Excellent** –Contributions reflect in-depth study, thought, and analysis of the topic. Demonstrates profound developmental and professional growth. Excellent attention to form and content, and meets writing expectations as outlined in syllabus (5 %).

- **Satisfactory** –Contributions are relevant and of value, but reflect common knowledge and opinion rather than study, thought and reflection. Demonstrates satisfactory developmental and professional growth. Adequate attention to form and content, and meets writing expectations as outlined in syllabus (3-4 %).

- **Marginal** – Contributions are somewhat relevant. Demonstrates minimal developmental and professional growth. Minimal attention to form and content, and minimally fails to meet graduate student writing expectations as outlined in syllabus (2 %).

- **Unsatisfactory** – Demonstrates lack of developmental and professional growth. Makes irrelevant contributions. No attention to form and content, and fails to meet graduate student writing expectations as outlined in syllabus (0-1 %).

Method of Evaluation

Assignment	Percentage Points
Participation**	10%
Assessments*	20%
Stress Profile/Plans (Signature assignment)*	40%
Presentation*	20%
Reflective Summary*	10%
Total Points	100%

*Rubric will be used for evaluating student materials/performance.
** Evaluation description is provided in assignment section of syllabus.

Grading Point Scale

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

Counseling Programs Mission Statement

The mission of the counseling programs is the development of students who can practice in a variety of professional settings including K-12 schools, institutions of higher education, clinical mental health settings, college counseling centers, and rehabilitation counseling settings. The faculty is committed to preparing graduate students who have solid theoretical knowledge, appropriate clinical skills, and an understanding of the scientist-practitioner model of working with individuals. Graduates are expected to contribute substantially to the improvement of the lives of individuals in our changing, technologically complex, and increasingly diverse society and to promote and conduct research designed to improve and advance the counseling profession.

Mississippi State University Policies:

Academic Integrity/Honor Code Policy

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." Plagiarism, submitting non-original or non-cited work, and turning in duplicate papers for different classes is considered to be cheating. Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor

Code. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Student Honor Code. For additional information please visit: http://www.honorcode.msstate.edu/

Nondiscrimination Policy
Mississippi State University is committed to assuring that the University and its programs are free from discrimination and harassment based upon race, color, ethnicity, sex, pregnancy, religion, national origin, disability, age, sexual orientation, gender identity, genetic information, status as a U.S. veteran, or any other status protected by state or federal law (http://www.policies.msstate.edu/policypdfs/0303.pdf).

Accommodations for Persons with Disabilities
In accordance with University policy, Students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. The phone number is (662-325-3335) and their web address is http://www.sss.msstate.edu/

Incomplete Grades
A grade of "I" (Incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations).Graduate students who receive a grade of "I" must complete all work no later than the last day of class of the next semester (excluding summer) whether the student is enrolled or not. Failure of graduate students to remove an "I" grade during the specified time will result in an automatic grade of "F". Once a grade of "I" has been converted to an "F" because of a student's failure to complete the necessary course work or a lapse of the allowable time, no additional grade change will be allowed except under extreme circumstance(s) as recommended by the relevant deans and approved by the Provost and Executive Vice President. "

Cell Phones and Electronic Devices in the Classroom:
In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited in the classroom. (*Mississippi State University Academic Operating Procedure 10.08).*

Students who text message, talk on their telephones, answer their cell phones during class, or who appear to be engaged with their cell phones in the classroom will be dismissed from class. No exceptions. Students should not bring their laptops to class. Students who use their laptops in class will be dismissed from class. No exceptions.

Departmental Policies

Department Retention Policy
The Department of Counseling and Educational Psychology faculty endorse the American Counseling Association (ACA) and the American Psychological Association (APA) Code of Ethics that state that faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. The faculty also recognizes their obligation: to assist students in obtaining remedial assistance as needed; to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and also to assure that students have adequate recourse to address decisions made. For more information visit:
http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Members of the faculty evaluate student fitness and performance on an ongoing-basis. The faculty makes judgments as to students' fitness and performance based on observations of course

performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in clinical situations, and their adherence to their discipline's codes of ethics. A series of formal evaluations are conducted at key stages of the student's education such as at the end of each fall and spring semester and prior to enrollment in practicum and/or internship. In addition to reviewing students' academic performance, students' personal characteristics related to professionalism are evaluated using the Personal Characteristics Review Form (PCRF). Students with multiple absences are also evaluated to determine their continued success in the program.

Academic Programs Standards Policy

The Department of Counseling and Educational Psychology defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course and/or more than two grades below a B. Failure of the master's comprehensive examination twice, failure of the written doctoral preliminary/comprehensive examination twice, oral doctoral preliminary/comprehensive examination twice, or failure of the doctoral dissertation defense twice also constitute unsatisfactory performance. Any of these or combination of these will result in termination of the student's graduate program in the department. For more information visit: http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Course Instructor Policies:

Diversity:
Professionally, counselors are held to high standards regarding respecting clients and valuing diversity. Sometimes, counselors' personal belief systems and values are challenged as they work with persons who are different from themselves. Students in this class are expected to conduct themselves with professionalism and respect for others in the class, as well as, individuals they may interview or guest speakers. Non-professional behavior will result in recommendation that the student's advisor write a professional development plan for the student and possible dismissal from the class.

Attendance and Participation
Students are responsible for regular class attendance and active participation in class activities. Attendance and participation are critical to student and peer learning, and also to overall success of this course. The degree to which you benefit from participation in this course is highly dependent on your participation in lecture and discussion. Students are expected to conduct themselves in a professional manner during class. Classroom misconduct will not be tolerated. Students who continually disrupt class will be asked to leave.
All students are expected to attend all class sessions, arrive to class on time, and to participate fully in class activities. Attendance, punctuality, attitude, preparation and degree of participation will be reflected in the student's final grade. *(See MSU policy for excused absences.)*

Missed Exams
Students who miss an exam will receive no grade for that exam. Make-up exams will only be given for university excused absences with appropriate documentation. Make-up exams must be scheduled with the instructor at her convenience.

Missed Assignments
All assignments are due at the beginning of class. Late assignments will not be accepted unless alternate arrangements have been made with the course instructor.

Written Assignment Policy
Students are expected to adhere to the APA style guidelines (6th ed.) for all written assignments submitted. Papers are expected to be of professional quality including clear and concise language, free of any grammar and punctuation errors, and organized to flow. In addition, all

work submitted should be the result of the student's own original efforts. All submitted assignments that do not meet these standards will be graded accordingly.

Technology and Email Policy
Students' ability to access and utilize the MSU Libraries' resources and MyCourses will be integral components of course instruction. Students unfamiliar with these technologies should seek training from Library resource staff and/or the professor. Each student at MSU has access to an individual E-mail account through the university e-mail system. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members through MyState. Students will be held responsible for accessing any e-mail or materials posted for this course. The E-mail and MyState systems are also very helpful for maintaining communication between the instructor and students.

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Carmody, J. Baer, & R. A. (2009). How long does a mindfulness-based stress reduction program need to be? A review of class contact hours and effect sizes for psychological distress. *Journal of Clinical Psychology.* (65)6, 627-638.

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Tentative Course Schedule* (Summer)

Week/Class	Lecture and Discussion Topics	Contact Hours
1-1	**Introduction to the Course** • **Review of syllabus and assignments**	**4.5 hours**

	Lecture: Stress, Stressors, Symptoms • Assessment Lecture: Short Term Relaxation Techniques v Long Term Coping Strategies <u>Psychoeducation and Application to Practice:</u> • Diaphragmatic Breathing • Lecture and Activity: Journal Writing	(2 hours) (1 hour) (1.5 hours)
1-2	Lecture: The Physiology of Stress/ Stress and Disease • Assessment Lecture: Wellness Model and Dimensions • Assessment <u>Psychoeducation and Application to Practice:</u> • Activity: Progressive Muscle Relaxation • Activity: Imagery/visualization	4.5 hours (1.5 hours) (1.5 hours) (1.5 hours)
2-3	Lecture: Psychology of Stress, Stress Emotions, and Personality • Assessment <u>Psychoeducation and Application to Practice:</u> • Activity: Meditation	4.5 hours (3 hours) (1.5 Hours)
2-4	Lecture and Activity: Physical Exercise and Stress • Assessment Lecture: Time Management • Coping Strategies <u>Psychoeducation and Application to Practice:</u> • Activity: Physical Therapy and Exercise	4.5 hours (1.5 hours) (1.5 hours) (1.5 hours)
3-5	Lecture:, REBT, CBT (Therapeutic Framework) • Negative Cognitions • Cognitive Behavioral Restructuring Lecture: Creative Problem Solving <u>Psychoeducation and Application to Practice:</u> • Activity: Massage Therapy	4.5 hours (1.5 hours) (1.5 hours) (1.5 hours)
3-6	Lecture: Communication Skills: Listening • Role Play and Practice Lecture: Communication Skills: Assertiveness Training • Role Play and Practice	4.5 hours (1.5 hours) (1.5 hours)

	Psychoeducation and Application to Practice: • **Activity: Art Therapy**	**(1.5 hours)**
3-7	**Lecture: Alcohol and Stress** **Lecture: Nutrition and Stress** • **Assessment** **Psychoeducation and Application to Practice:** • **Meal Planning** • **Activity: Humor Therapy**	**4.5 hours** **(1.5 hours)** **(1.5 hours)** **(1.5 hours)**
3-8	**Lecture: Stress and Human Spirituality** **Lecture: Music Therapy** **Psychoeducation and Application to Practice:** • **Additional Coping and Relaxation Techniques** • **Activity: Yoga/Tai Chi**	**4.5 hours** **(1.5 hours)** **(1.5 hours)** **(1.5 hours)**
4-9	**Stress Profiles and Stress Management Plans Discussion: (6 students /15 minutes each)** **Group Presentations: (Estimated 6 graduate students/3 groups present per class. The instructor will need approx 10-15 minutes prior to and following the presentations to address the class. Each student will present his/her case to the class for 60 minutes.)**	**4.5 hours** **(1.5 hours)** **(3 hours)**
5-10	**Stress Profiles and Stress Management Plans Discussion: (6 students /15 minutes each)** **Group Presentations: (Estimated 6 graduate students/3 groups present per class. The instructor will need approx 10-15 minutes prior to and following the presentations to address the class. Each student will present his/her case to the class for 60 minutes.)**	**4.5 hours** **(1.5 hours)** **(3 hours)**
		45 Total Contact Hours

*Note: The Professor/Instructor reserves the right to change the syllabus and schedule as necessary, and will notify students of such changes at the earliest convenience via MyCourses/Blackboard.

COE 8753 Stress Management Counseling

Assignment 6 Guidelines: Stress Profiles and Stress Management Plans (Signature Assignment)

Syllabus Description of Assignment:

Stress Profiles and Stress Management Plans (30%): (Signature Assignment)
This exercise offers students the opportunity to explore the issue of stress in their own lives and that of another individual. This assignment will involve 1) submitting a written analysis of the results of the graduate student's own self-exploration, and 2) identifying and working with one individual over the course of the semester to develop a profile and plan. The graduate student's final submission will include their own Stress Profile/Plan and the Stress Profile/Plan of another individual.

Guidelines:
Students must select a "client" for this assignment. Clients must be over the age of 18, and must read and sign the informed consent form prior to engaging in this assignment with students in the course. Graduates students will collect demographic information, and conduct a biopsychosocial evaluation of the client that will include a general evaluation of stress, wellness, and personal and family factors. The graduate student will assess the client's current coping strategies and stress management skills, teach the client a minimum of 5 coping strategies and stress management skills, and recommend appropriate stress management strategies for your client.

The graduate student will follow the same guidelines in developing his/her own Stress Profile and Stress Management Plan.

Following completion of the Profile and Plan with the client, the graduate student will review both with the client and obtain the client's signature on the assignment completion and review form.

Stress Profile:

I. Demographics:
1. Age
2. Sex
3. Gender identification
4. Ethnicity
5. College classification and major OR job
6. Relationship Status
7. Family Role (spouse, partner, mother, father, etc.)
8. Living Arrangements
9. Extracurricular Activities, Sports, Clubs/Organizations, etc.

II. General Stress Assessment:
1. Current stressors (acute and chronic) and stress triggers
2. Symptoms (stress-related)
3. Coping strategies (effective or ineffective)
4. Resources

III. Wellness Assessment (strengths and challenges)

IV. Personal and Family Factors:
1. Support system
2. History of personal and family stress related illnesses
3. Personality Factors

V. Assessment, Education and Rehearsal/practice (response to technique and effectiveness)

Relaxation Techniques	Stress Management Coping Strategies	Other Techniques
Diaphragmatic Breathing	Time Management	Music Therapy
Progressive Muscle Relaxation	Goal-setting	Art Therapy

Journaling	Communication	Massage Therapy
Visualization/Guided Imagery	Behavior Modification	Humor Therapy
Meditation	Creative Problem-solving	Other_____
Physical Exercise	Cognitive Restructuring	

Stress Management Plan:

I. **Plan** (Recommendation of appropriate stress management strategies for your client. Which strategies would be appropriate and rationale)

II. **Potential for Change** (Client motivation to change and roadblocks/obstacles to change)

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: College of Education **Department:** Counseling &Educational Psychology

Contact Person: Deborah Jackson **Mail Stop:** 9727 **E-mail:** djackson@colled.msstate.edu

Nature of Change: Course Addition **Date Initiated:** 1 Oct 2013 **Effective Date:** 1 June 2014

Current Listing in Catalog: N/A
Symbol **Number**
Title: **Credit Hours ( )**

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol COE **Number** 8753
Title: Stress Management Counseling **Credit Hours** (3)

New or Modified Catalog Description:
COE 8753 Stress Management Counseling (3)
Three hours lecture. Course content includes cognitive behavioral assessment and application of relaxation and stress management strategies as a mental health/counseling intervention

Approved:	*Date:*
Department Head	2-5-14
Chair, College or School Curriculum Committee	3-18-14
Dean of College or School	3/18/14
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

To: The Box Council and UCCC Committee Members
Mississippi State University Courses and Curricula Committee

From: Deborah Jackson
Department of Counseling and Educational Psychology/Counseling Program Faculty

RE: Support of the approval of COE 8753 Stress Management Counseling

Date: 1/17/2014
Mississippi State University Courses and Curricula Committee,

The Department of Counseling and Educational Psychology fully supports the addition of the new course, COE 8753
Stress Management Counseling. The Counseling faculty serve as the program curriculum committee and submits the attached course proposal for your review. The following Counseling Program faculty approve of this proposal and indicate this approval by signing this letter of support.

Counseling Program Area Faculty

Dr. Kathy Dooley — 1/17/14 Date

Dr. Rebecca Goldberg — 1/17/14 Date

Dr. April Heiselt — Date

Dr.Deborah Jackson — 1-17-2014 Date

Dr. Cheryl Justice — 1/17/14 Date

Dr. . Joan Looby — 1/17/14 Date

Danielle Molina — 1/17/14 Date

Dr. Charles Palmer — 1/17/14 Date

Dr. Deb Wells — 01.17.14 Date

Dr. Daniel Wong — 1-30-14 Date

Date

Course Addition

Addition of New Course:
COE 8753 Stress Management Counseling
Department of Counseling and Educational Psychology

1. Catalog Description
   COE 8753 Stress Management Counseling (3)
   Three hours lecture. Course content includes cognitive behavioral assessment and application of relaxation and stress management strategies as a mental health/counseling intervention.

2. Detailed Course Outline
   Please see attached proposed course syllabus.

3. Method of Evaluation (refer to syllabus for description of assignments)

Assignment	Percentage Points
Participation**	10%
Assessments*	15%
Stress Profile/Plans (Signature assignment)*	30%
Presentation*	20%
Reflective Summary*	10%
Total Points	100%

*Rubric will be used for evaluating student materials/performance.
** Evaluation description is provided in assignment section of syllabus.

Grading Scale:

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

4. Justification and Learning Outcomes

   Stress in a common issue identified by clients and students. Unmanaged stress can lead to mental illness or emotional distress, such as, anxiety, anger, or depression; it can also lead to ineffective or high risk coping strategies like avoidance, or compulsive behaviors (drinking, sex, gambling). The purpose of this course is to provide the graduate student who plans to work in a variety of mental health/educational/developmental settings with a comprehensive analysis of stress in contemporary society and an orientation to holistic approaches focusing on integration, balance, and harmony of mind, body, spirit, and emotions. This course is also designed to engage students in active dialogue on the

physical and psychological impacts of stress, to learn and practice coping techniques to increase resiliency to stress, to evaluate the efficacy of the strategies for personal use, and to extend the student's mastery of strategies to help clients use and evaluate coping strategies for themselves. Course content includes strategies for addressing issues of stress management as a counseling intervention; proper selection and use of assessment in the counseling process, and experience in application of relaxation and management strategies. No other course on campus addresses both knowledge and specific strategies of stress management or teaches students how to TEACH these strategies. This course has been taught twice as a special topics course and received positive feedback from students who not only incorporated the knowledge and skills into practicum, internship and professional practice, but also who began to use the skills for their own stress management.

Objectives and outcomes are derived from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards for graduate counselor training programs (Objectives and outcomes can be located in the attached syllabus).

5. Academic Misconduct
   The MSU Student Honor Code is included in the syllabus and reviewed the first day of class. Students will sign the MSU Honor Code after the instructor reviews the Code and gives several examples of Code violations.

6. Target Audience
   Counseling Graduate Students in Clinical Mental Health, School, Rehabilitation, and the Student Affairs emphases.

7. Support
   The Department of Counseling and Educational Psychology, the Counseling curriculum committee and Counseling faculty fully support the addition of the new course, COE 8753 Stress Management Counseling (see attached letter of support).

   Faculty are available to teach this course. The course requires no laboratories, equipment, or student fees. The addition of this course to the curriculum will not require the department to sacrifice any resources marked for other courses.

8. Instructor of Record
   Deborah Jackson

9. Graduate Student Requirements (Split-level Courses)
   This class is not offered to undergraduates. Graduate students are required to complete the reading Assignment, self assessments, experiential activities, case studies, presentations, book report, and reflective summary (see evaluation section).

10. Planned Frequency
    The course will be offered 1-2 times annually (Summer, alternate Spring).

11. Explanation of Duplication
    No existing course duplicates the materials contained in this course.

12. Method of Instruction Code
    C (Lecture)

13. Method of Delivery
F (face-to-face)

14. Proposed C.I.P. Number
CIP 511508 Mental Health Counseling

15. Proposed 24-Character Abbreviation
Stress Management Couns

16. Proposed Semester Effective
Summer 2014

17. Other Appropriate Information

The required text for this class is:
Seaward, B. L. (2013). Managing stress: Principles and strategies for health and wellbeing (8th ed.). Jones and Bartlett: London.

Additional reading assignments will be required throughout the class. Articles and web links will be provided by the course instructor.

18. Proposal Contact Person
Deborah Jackson
djackson@colled.msstate.edu
325-9840

SPECIAL NOTES

1. Cross-listing
This course is not cross- listed.

2. Effective Date
Upon approval, the effective date for this course to begin is Summer (second five-week term), 2014.

3. Required Courses
This course is an elective and is not required for completion of any CEP Counseling Program.

4. Master Schedule
Upon approval, the effective date for this course to begin is Summer (second five-week term), 2014.

MISSISSIPPI STATE UNIVERSITY
DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY
COUNSELING PROGRAM
PROPOSED COURSE SYLLABUS

COE 8753 Stress Management Counseling (3 Credit Hours)

Deborah L. Jackson, Ph.D.
Office Phone: 662.325.9840
E-Mail: Djackson@colled.msstate.edu
Office Location: Allen 509D

Class Schedule: TBA
Class Meeting Location: TBA
Office Hours: TBA

Catalogue Description:
Three hours lecture. Course content includes cognitive behavioral assessment and application of relaxation and stress management strategies as a mental health/counseling intervention.

Type of Course: Lecture

Methods of Instruction:
The methods of instruction for this course will be lecture, discussion, small groups, guest speakers, student presentations. In addition, use of MyCourses will be an integral component of course instruction. Students will be asked to participate in experiential exercises designed to support their knowledge of stress management strategies and contribute to the application of that knowledge to practice.

Field Component: This course contains no fieldwork component.

Required Text(s)

Seaward, B. L. (2013). Managing stress: Principles and strategies for health and wellbeing (8th ed.). Jones and Bartlett: London.

Additional reading assignments will be required throughout the class. Articles and web links will be provided by the course instructor.

Course Objectives
The framework for the course is based on standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP; www.cacrep.org); in addition, the course also addresses the Conceptual Framework Program Outcomes (CFPO) developed for the College of Education at Mississippi State University. Objectives for the course include:

1. To understand the effect personal, environmental, social and environmental factors related to stress and stress management (CFPO 2, 3, 13 ; CACREP Core G 3c, CMHC A 9)

2. To promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities. (CFPO 1,3; CACREP Core 2e, 3h, 5a, CMHC D3)

3. To understand self care strategies appropriate to the counselor role and professional functioning: (CFPO 3,8;CACREP Core G 1d)

4. To select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols; including, but not limited to modeling and teaching client to implement relaxation and coping strategies.(CFPO 2,4; CACREP Core 2a, 2b, CMHC D 6, H1)

5. To know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (CFPO 1, 3; CMHC C7)

6. To develop measurable outcomes for stress management interventions, and treatments. (CFPO 1; CMHC J2)

7. To know the principles and models of assessment and appropriate stress management plans. (CFPO 1, 10; CMHC G1)

8. To select assessment methods used to identify, monitor and manage client stress; Analyze and use data to increase the effectiveness of clinical mental health counseling interventions and programs. (CFPO 4,10; CMHC J3)

9. To apply relevant research findings to inform the practice of clinical mental health counseling.(CFPO 1,3,13; CMHC J1)

10. To maintain information regarding community resources to make appropriate referrals.(CFPO 1,3; CMHC F1)

Learner Outcomes:

This course is designed to engage students in active dialogue on the physical and psychological impacts of stress, to learn and practice coping techniques to increase resiliency to stress, to evaluate the efficacy of the strategies for personal use, and to extend the student's mastery of strategies to help clients use and evaluate coping strategies for themselves. Learner outcomes are derived from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards for graduate counselor training programs. At the conclusion of this course the student will be able to:

1. Identify the effect of personal, environmental, social and environmental factors related to stress and stress management.
2. Practice and teach to others a broad variety of stress management strategies.
3. Document a biopsychosocial formulation for a client and formulate a treatment recommendation.
4. Select, administer and interpret assessments and apply data to promote optimal human development, specifically, improvement of personal and client's stress.
5. Develop a stress management plan.
6. Select, research and demonstrate a stress management strategy that is empirically effective with a population of interest.

Student Activities and Assignments:

1. Participation (10%):
Given the unique format of this class and the nature of the material to be covered, and the importance of application of strategies and techniques to counseling practice, students are **expected** to attend all class meetings and to participate in all groups and activities. (Course Objectives # 1,2,3 ; Outcome # 1,2)

See point distributions and descriptions below.

- **Excellent** – Active participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic. This does not mean dominating the discussion or talking for the sake of talking (5 points).

- **Satisfactory** – Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought and reflection (3-4 points).

- **Marginal** – Passive participation including being present, awake, attentive, but not actively involved (2 points).

- **Unsatisfactory** – Uninvolved, including being absent, late, present but not attentive, making irrelevant contributions that inhibit the process of the discussion exhibiting disrespect or incivility, or dominating discussion to the point of precluding the contribution of others (0-1 points).

2. **Assessments (Textbook/Handouts) (15%):**
Students are required to complete 15 reflective "self-assessment" exercises found in assigned chapters of their text or provided by the instructor/professor. Students receive 1% for assessments that are complete and submitted on time at the beginning of each class (or if directed by the instructor/professor, they may be completed in class). (Course Objectives # 4,6,7,8; Outcome # 1,4, 5)

3. **Stress Profiles and Stress Management Plans (30%): (Signature Assignment)**
This exercise offers students the opportunity to explore the issue of stress in their own lives and that of another individual. This assignment will involve 1) submitting a written analysis of the results of the graduate student's own self-exploration, and 2) identifying and working with one individual over the course of the semester to develop a profile and plan. The graduate student's final submission will include their own Stress Profile/Plan and the Stress Profile/Plan of another individual. (Course Objectives # 1,2,3,4,6,7,8, ; Outcome # 1,2,3,4,5,6)

4. **Strategy/Technique Group Presentation (20%):**
Students will be partnered with another student for presentations in class. Students will present a 60 minute presentation. Presentations will be evaluated based on relevance to stress management, clarity of explanations, organization in presentation, class involvement in demonstration, and creativity. Presentations will include 1) identification of target population 2) identification of stressors and symptoms, 3) assessment of issue and effectiveness of approach, 4) description and demonstration of primary or secondary intervention, 5) handout to class with overview and 10 current, useful and appropriate references/resources. (Course Objectives # 9, 10; Outcome # 6)

5. **Reflective Writing Assignment**
Students will submit a 5 page final reflective response of their perceptions, experiences and practice of stress reduction techniques as described in class (see class expectation for written work in syllabus). (Course Objectives # 1,2,3, ; Outcome # 1,2)
See point distributions and descriptions for evaluation below.

- **Excellent** –Contributions reflect in-depth study, thought, and analysis of the topic. Demonstrates profound developmental and professional growth. Excellent attention to form and content, and meets writing expectations as outlined in syllabus (5 points).

- **Satisfactory** –Contributions are relevant and of value, but reflect common knowledge and opinion rather than study, thought and reflection. Demonstrates satisfactory developmental and professional growth. Adequate attention to form and content, and meets writing expectations as outlined in syllabus (3-4 points).

- **Marginal** – Contributions are somewhat relevant. Demonstrates minimal developmental and professional growth. Minimal attention to form and content, and minimally fails to meet graduate student writing expectations as outlined in syllabus (2 points).

- **Unsatisfactory** – Demonstrates lack of developmental and professional growth. Makes irrelevant contributions. No attention to form and content, and fails to meet graduate student writing expectations as outlined in syllabus (0-1 points).

Method of Evaluation

Assignment	Percentage Points
Participation**	10%
Assessments*	15%
Stress Profile/Plans (Signature assignment)*	30%
Presentation*	20%
Reflective Summary*	10%
Total Points	100%

*Rubric will be used for evaluating student materials/performance.
** Evaluation description is provided in assignment section of syllabus.

Grading Point Scale

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

Counseling Programs Mission Statement

The mission of the counseling programs is the development of students who can practice in a variety of professional settings including K-12 schools, institutions of higher education, clinical mental health settings, college counseling centers, and rehabilitation counseling settings. The faculty is committed to preparing graduate students who have solid theoretical knowledge, appropriate clinical skills, and an understanding of the scientist-practitioner model of working with individuals. Graduates are expected to contribute substantially to the improvement of the

lives of individuals in our changing, technologically complex, and increasingly diverse society and to promote and conduct research designed to improve and advance the counseling profession.

Mississippi State University Policies:

Academic Integrity/Honor Code Policy

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." Plagiarism, submitting non-original or non-cited work, and turning in duplicate papers for different classes is considered to be cheating. Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Student Honor Code. For additional information please visit: http://www.honorcode.msstate.edu/

Nondiscrimination Policy

Mississippi State University is committed to assuring that the University and its programs are free from discrimination and harassment based upon race, color, ethnicity, sex, pregnancy, religion, national origin, disability, age, sexual orientation, gender identity, genetic information, status as a U.S. veteran, or any other status protected by state or federal law (http://www.policies.msstate.edu/policypdfs/0303.pdf).

Accommodations for Persons with Disabilities

In accordance with University policy, Students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. The phone number is (662-325-3335) and their web address is http://www.sss.msstate.edu/

Incomplete Grades

A grade of "I" (Incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations).Graduate students who receive a grade of "I" must complete all work no later than the last day of class of the next semester (excluding summer) whether the student is enrolled or not. Failure of graduate students to remove an "I" grade during the specified time will result in an automatic grade of "F". Once a grade of "I" has been converted to an "F" because of a student's failure to complete the necessary course work or a lapse of the allowable time, no additional grade change will be allowed except under extreme circumstance(s) as recommended by the relevant deans and approved by the Provost and Executive Vice President. "

Cell Phones and Electronic Devices in the Classroom:

In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited in the classroom. (*Mississippi State University Academic Operating Procedure 10.08).*

Students who text message, talk on their telephones, answer their cell phones during class, or who appear to be engaged with their cell phones in the classroom will be dismissed from class. No exceptions. Students should not bring their laptops to class. Students who use their laptops in class will be dismissed from class. No exceptions.

Departmental Policies

Department Retention Policy

The Department of Counseling and Educational Psychology faculty endorse the American Counseling Association (ACA) and the American Psychological Association (APA) Code of Ethics that state that faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. The faculty also recognizes their obligation: to assist students in obtaining remedial assistance as needed; to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and also to assure that students have adequate recourse to address decisions made. For more information visit:
http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Members of the faculty evaluate student fitness and performance on an ongoing-basis. The faculty makes judgments as to students' fitness and performance based on observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in clinical situations, and their adherence to their discipline's codes of ethics. A series of formal evaluations are conducted at key stages of the student's education such as at the end of each fall and spring semester and prior to enrollment in practicum and/or internship. In addition to reviewing students' academic performance, students' personal characteristics related to professionalism are evaluated using the Personal Characteristics Review Form (PCRF). Students with multiple absences are also evaluated to determine their continued success in the program.

Academic Programs Standards Policy

The Department of Counseling and Educational Psychology defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course and/or more than two grades below a B. Failure of the master's comprehensive examination twice, failure of the written doctoral preliminary/comprehensive examination twice, oral doctoral preliminary/comprehensive examination twice, or failure of the doctoral dissertation defense twice also constitute unsatisfactory performance. Any of these or combination of these will result in termination of the student's graduate program in the department. For more information visit:
http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Course Instructor Policies:

Diversity:

Professionally, counselors are held to high standards regarding respecting clients and valuing diversity. Sometimes, counselors' personal belief systems and values are challenged as they work with persons who are different from themselves. Students in this class are expected to conduct themselves with professionalism and respect for others in the class, as well as, individuals they may interview or guest speakers. Non-professional behavior will result in recommendation that the student's advisor write a professional development plan for the student and possible dismissal from the class.

Attendance and Participation

Students are responsible for regular class attendance and active participation in class activities. Attendance and participation are critical to student and peer learning, and also to overall success of this course. The degree to which you benefit from participation in this course is highly dependent on your participation in lecture and discussion. Students are expected to conduct themselves in a professional manner during class. Classroom misconduct will not be tolerated. Students who continually disrupt class will be asked to leave.

All students are expected to attend all class sessions, arrive to class on time, and to participate fully in class activities. Attendance, punctuality, attitude, preparation and degree of participation

will be reflected in the student's final grade. One point is deducted for each absence. Missing more than two unexcused absences will result in the reduction of a student's final grade in this course by one letter grade. *(See MSU policy for excused absences.)*

Missed Exams
Students who miss an exam will receive no grade for that exam. Make-up exams will only be given for university excused absences with appropriate documentation. Make-up exams must be scheduled with the instructor at her convenience.

Missed Assignments
All assignments are due at the beginning of class. Late assignments will not be accepted unless alternate arrangements have been made with the course instructor.

Written Assignment Policy
Students are expected to adhere to the APA style guidelines (6th ed.) for all written assignments submitted. Papers are expected to be of professional quality including clear and concise language, free of any grammar and punctuation errors, and organized to flow. In addition, all work submitted should be the result of the student's own original efforts. All submitted assignments that do not meet these standards will be graded accordingly.

Technology and Email Policy
Students' ability to access and utilize the MSU Libraries' resources and MyCourses will be integral components of course instruction. Students unfamiliar with these technologies should seek training from Library resource staff and/or the professor. Each student at MSU has access to an individual E-mail account through the university e-mail system. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members through MyState. Students will be held responsible for accessing any e-mail or materials posted for this course. The E-mail and MyState systems are also very helpful for maintaining communication between the instructor and students.

Bibliography

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Carmody, J. Baer, & R. A. (2009). How long does a mindfulness-based stress reduction program need to be? A review of class contact hours and effect sizes for psychological distress. *Journal of Clinical Psychology.* (65)6, 627-638.

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Tentative Course Schedule* (Summer)

Week/Class	Lecture and Discussion Topics	Contact Hours
1-1	**Introduction to the Course** • **Review of syllabus and assignments** **Lecture: Stress, Stressors, Symptoms** • **Assessment** **Lecture: Short Term Relaxation Techniques v Long Term Coping Strategies** **<u>Psychoeducation and Application to Practice:</u>** • **Diaphragmatic Breathing** • **Lecture and Activity: Journal Writing**	**4.5 hours** **(2 hours)** **(1 hour)** **(1.5 hours)**
1-2	**Lecture: The Physiology of Stress/ Stress and Disease** • **Assessment** **Lecture: Wellness Model and Dimensions** • **Assessment** **<u>Psychoeducation and Application to Practice:</u>** • **Activity: Progressive Muscle Relaxation** • **Activity: Imagery/visualization**	**4.5 hours** **(1.5 hours)** **(1.5 hours)** **(1.5 hours)**
2-3	**Lecture: Psychology of Stress, Stress Emotions, and Personality** • **Assessment** **<u>Psychoeducation and Application to Practice:</u>** • **Activity: Meditation**	**4.5 hours** **(3 hours)** **(1.5 Hours)**
2-4	**Lecture and Activity: Physical Exercise and Stress** • **Assessment** **Lecture: Time Management** • **Coping Strategies** **<u>Psychoeducation and Application to Practice:</u>** • **Activity: Physical Therapy and Exercise**	**4.5 hours** **(1.5 hours)** **(1.5 hours)** **(1.5 hours)**

3-5	Lecture:, REBT, CBT (Therapeutic Framework) • Negative Cognitions • Cognitive Behavioral Restructuring Lecture: Creative Problem Solving <u>Psychoeducation and Application to Practice:</u> • Activity: Massage Therapy	4.5 hours (1.5 hours) (1.5 hours) (1.5 hours)
3-6	Lecture: Communication Skills: Listening • Role Play and Practice Lecture: Communication Skills: Assertiveness Training • Role Play and Practice <u>Psychoeducation and Application to Practice:</u> • Activity: Art Therapy	4.5 hours (1.5 hours) (1.5 hours) (1.5 hours)
3-7	Lecture: Alcohol and Stress Lecture: Nutrition and Stress • Assessment <u>Psychoeducation and Application to Practice:</u> • Meal Planning • Activity: Humor Therapy	4.5 hours (1.5 hours) (1.5 hours) (1.5 hours)
3-8	Lecture: Stress and Human Spirituality Lecture: Music Therapy <u>Psychoeducation and Application to Practice:</u> • Additional Coping and Relaxation Techniques • Activity: Yoga/Tai Chi	4.5 hours (1.5 hours) (1.5 hours) (1.5 hours)
4-9	Stress Profiles and Stress Management Plans Discussion: (6 students /15 minutes each) Group Presentations: (Estimated 6 graduate students/3 groups present per class. The instructor will need approx 10-15 minutes prior to and following the presentations to address the class. Each student will present his/her case to the class for 60 minutes.)	4.5 hours (1.5 hours) (3 hours)
5-10	Stress Profiles and Stress Management Plans Discussion: (6 students /15 minutes each) Group Presentations: (Estimated 6 graduate students/3 groups present per class. The instructor will need approx 10-15 minutes prior to and following the presentations to address the class. Each student	4.5 hours (1.5 hours) (3 hours)

	will present his/her case to the class for 60 minutes.)	
		45 Total Contact Hours

*Note: The Professor/Instructor reserves the right to change the syllabus and schedule as necessary, and will notify students of such changes at the earliest convenience via MyCourses/Blackboard.

COE 8753 Stress Management Counseling
Assignment 6 Guidelines: Stress Profiles and Stress Management Plans (Signature Assignment)

Syllabus Description of Assignment:
Stress Profiles and Stress Management Plans (30%): (Signature Assignment)
This exercise offers students the opportunity to explore the issue of stress in their own lives and that of another individual. This assignment will involve 1) submitting a written analysis of the results of the graduate student's own self-exploration, and 2) identifying and working with one individual over the course of the semester to develop a profile and plan. The graduate student's final submission will include their own Stress Profile/Plan and the Stress Profile/Plan of another individual.

Guidelines:
Students must select a "client" for this assignment. Clients must be over the age of 18, and must read and sign the informed consent form prior to engaging in this assignment with students in the course. Graduates students will collect demographic information, and conduct a biopsychosocial evaluation of the client that will include a general evaluation of stress, wellness, and personal and family factors. The graduate student will assess the client's current coping strategies and stress management skills, teach the client a minimum of 5 coping strategies and stress management skills, and recommend appropriate stress management strategies for your client.

The graduate student will follow the same guidelines in developing his/her own Stress Profile and Stress Management Plan.

Following completion of the Profile and Plan with the client, the graduate student will review both with the client and obtain the client's signature on the assignment completion and review form.

Stress Profile:

I. Demographics:

1. Age
2. Sex
3. Gender identification
4. Ethnicity
5. College classification and major OR job
6. Relationship Status
7. Family Role (spouse, partner, mother, father, etc.)
8. Living Arrangements
9. Extracurricular Activities, Sports, Clubs/Organizations, etc.

II. General Stress Assessment:

1. Current stressors (acute and chronic) and stress triggers
2. Symptoms (stress-related)
3. Coping strategies (effective or ineffective)
4. Resources

III. Wellness Assessment (strengths and challenges)

IV. Personal and Family Factors:

1. Support system
2. History of personal and family stress related illnesses
3. Personality Factors

V. Assessment, Education and Rehearsal/practice (response to technique and effectiveness)

Relaxation Techniques	Stress Management Coping Strategies	Other Techniques
Diaphragmatic Breathing	Time Management	Music Therapy
Progressive Muscle Relaxation	Goal-setting	Art Therapy
Journaling	Communication	Massage Therapy
Visualization/Guided Imagery	Behavior Modification	Humor Therapy
Meditation	Creative Problem-solving	Other
Physical Exercise	Cognitive Restructuring	

Stress Management Plan:

I. Plan (Recommendation of appropriate stress management strategies for your client. Which strategies would be appropriate and rationale)

II. Potential for Change (Client motivation to change and roadblocks/obstacles to change)

COE 8753 Stress Management Counseling

Stress Profiles and Stress Management Plans Rubric

Student Name: _____ **Date:** _____ **Profile/Plan: (Circle One) Grad Student Client**

%Points Awarded	Demographics	10-9 points	8-7 points	6-5 points	4-3 points	0 points
	Psychosocial Formulation	Demographics were included. Student clearly identified current stressors and stress triggers, symptoms coping strategies (both effective or ineffective), wellness evaluation and resources. Student clearly identified support system, history of personal and family stress related illnesses, and personality factors related to stress.	Demographics were included. Student adequately identified current stressors and stress triggers, symptoms coping strategies (both effective or ineffective), wellness evaluation and resources. Student adequately identified support system, history of personal and family stress related illnesses, and personality factors related to stress.	Demographics were included, but incomplete. Student minimally identified current stressors and stress triggers, symptoms coping strategies (both effective or ineffective), wellness evaluation and resources. Student minimally identified support system, history of personal and family stress related illnesses, and personality factors related to stress.	Demographics were included, but incomplete. Student poorly identified current stressors and stress triggers, symptoms coping strategies (both effective or ineffective), wellness evaluation and resources. Student poorly identified support system, history of personal and family stress related illnesses, and personality factors related to stress.	Demographics were not included. Student did not identify current stressors and stress triggers, symptoms coping strategies (both effective or ineffective), wellness evaluation and resources. Student did not identify support system, history of personal and family stress related illnesses, and personality factors related to stress.
	Assessment, Education & Rehearsal	Provides comprehensive assessment. Teaches and practices more than the required number of strategies. Clearly identifies and offers rationale for client's response to technique and it's effectiveness.	Provides adequate assessment. Teaches and practices the required number of strategies. Adequately identifies and offers rationale for client's response to technique and it's effectiveness.	Provides minimal assessment. Teaches and practices the required number of strategies. Identifies, but does not offer any rationale for client's response to technique and it's effectiveness.	Provides poor assessment. Teaches but does not practice the required number of strategies. Poorly identifies and does not offer rationale for client's response to technique and it's effectiveness.	Provides no comprehensive assessment. Does not teach or practice the required number of strategies. Does not identify or offer rationale for client's response to technique and it's effectiveness.
	Plan And Potential for Change	Student offered well-developed rationale for recommending and selecting appropriate stress management strategies for client. Student clearly identified client motivation to change, supports and obstacles to change. Analysis reflects in-depth study, thought, and analysis of the topic. Demonstrates profound developmental and professional growth.	Student offered appropriate rationale for recommending and selecting appropriate stress management strategies for client. Student adequately identified client motivation to change, supports, and obstacles to change. Analysis is relevant and of value, but reflects common knowledge and opinion rather than study, thought and reflection.	Student offered well-developed rationale for recommending and selecting appropriate stress management strategies for client. Student minimally identified client motivation to change, supports, and obstacles to change. Analysis is somewhat relevant and demonstrates minimal development and professional growth.	Student offered well-developed rationale for recommending and selecting appropriate stress management strategies for client. Student poorly identified client motivation to change, supports, and obstacles to change. Analysis demonstrates lack of developmental and professional growth.	Student offered well-developed rationale for recommending and selecting appropriate stress management strategies for client. Student identified client motivation to change, supports, and obstacles to change. Analysis demonstrates lack of developmental and professional growth. Makes irrelevant contributions.

Total % Points: _____

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, 25 Morgan Avenue (Mail Stop 9699).

College or School: College Education **Department:** Leadership and Foundations

Contact Person: Kay Brocato **Mail Stop:** Box 6037 **E-mail:**kbrocato@colled.msstate.edu

Nature of Change: New Course **Date Initiated:** SP2013 **Effective Date:** Upon Approval

Current Listing in Catalog:
New course

Symbol	**Number**	**Title**	**Credit Hours**
New course			

Current Catalog Description:
New course

New Listing for Catalog:
Yes

Symbol	**Number**	**Title**	**Credit Hours**
EDF	8243	Middle School Diversity	(3)

New or Modified Catalog Description:
EDF 8243 Middle School Diversity. (3). Three hours lecture. A study of theory and techniques for educating diverse middle school learners.

	Date:
Approved:	
Department Head	4/4/14
Chair, College or School Curriculum Committee	4-8-14
Dean of College or School	4/8/14
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

APPROVAL FORM FOR
PROPOSAL TO ADD EDF 8243 Middle School Diversity

1. CATALOG DESCRIPTION
   EDF 8243 Middle School Diversity. (3). Three hours lecture. A study of theory and techniques for educating diverse middle school learners.

2. DETAILED COURSE OUTLINE-- See attached

3. METHOD OF EVALUATION
   A student's performance will be based on the quality of 3 design projects, digital media, demonstration, fieldwork, discussions, and lecture. The following weights have been given to coursework as the means of evaluation:
   - Design Projects- 3 at 30% each
   - Discourse and Professional Disposition- 10%

   Grading Scale for Overall Average:
   A=90 to 100; B= 80 to 89; C= 70-79; D=60-69; F= Below 60
   More detail is offered in the attached detailed course outline

4. JUSTIFICATION AND LEARNING OUTCOMES
   Justification: EDF 8243 will be a required course in the MAT 4-8 degree program. The MAT 4-8 degree program will provide certification and training for new teachers for upper elementary and middle schools (grades 4-8). Research shows that middle school learners have specific developmental needs which are intensified by the diversity among and between middle grades individuals. Brain development during the middle school period is intense and second only to the brain development phase which occurs between birth to five years of age. Preparing teachers for this middle grades developmental phase when learner diversity abounds justifies this course.

   Learning Outcomes:
   1. Demonstrate an understanding of the "building a learning community" with diverse (diversity of culture, ethnicity, socio-economic level, developmental level, etc.) middle school learners and family members using attending behaviors, active listening, and responding which include . . . INTASC 1, 2, & 5; CFPO b, e, & f; AMLE 1,6
      a. Intervention as management for safe diverse middle level classroom community
      b. Cooperation without competition and reinforcement for middle school learners
      c. Equity, diversity and social justice in the middle grades
      d. Serving disenfranchised, addressing inequity, identifying subtractive schooling in the middle grades
      e. socioemotional diversity typical and atypical for middle schoolers

2. Create and discuss a middle school unit plan which demonstrates the candidate can: INTASC #4, 3 & 7; CFPO b, e, h; AMLE 1, 3, 5
    a. Gather and use pertinent information about middle school students, their culture, and their world for instruction.
    b. Decide about content to be studied using knowledge of multiple middle school students' and families' cultures.
    c. Incorporate state, national, and leading professional organization's curriculum frameworks in planning for middle grades curriculum, instruction, and assessment
    d. Develop long range goals and objectives specifically for the middle school setting.
    e. Write middle school learning objectives in behavioral terms from content area of expertise.
    f. Develop middle school activities to achieve long range goals/obj.
    g. Evaluate long range goals and objectives.
    h. Use strategies beyond those that primarily serve the culture of power within the middle school setting
3. Create a middle school Tier 1 intervention plan which demonstrates the candidate can: INTASC #3, 4, 5, & 7; CFPO b, e, h; AMLE 1, 3, 5
    a. Listen to, talk to, and observe real middle school students and teachers in contemporary classrooms
    b. Understand the diversity and complexity of behaviors employed by contemporary middle schoolers
    c. Design physical learning environment, using knowledge of multiple middle grades cultures
    d. Establish norms for behavior respectful of multiple cultures in middle school classrooms
    e. Create safe and caring classrooms respectful of multiple cultures
    f. Work with multicultural families
    g. See an interactive middle level learning environment as the primary management tool
    h. Establish and allow students to establish classroom procedures
    i. Develop a plan for challenging student behavior which question the teacher's role
4. Provide speeches, presentations, oral reports and brief arguments which show understanding of middle school learners and learning settings... INTASC 4,6; CFPO g; AMLE 3
    a. Parts of a formal oral presentation
    b. Qualities of effective oral communications
5. Demonstrate effective use of technology in middle school classrooms by... INTASC 6;CFPO j; AMLE 5
    a. Finding and procuring available resources
    b. Locating and using lesson plans from the internet
    c. Creating visuals for instructing.
    d. Designing and producing an I-movie or Movie Maker video
    e. Video taping themselves teaching and critiquing their teaching

5. ACADEMIC MISCONDUCT
   Class projects are written documents and require teacher candidates to respond with a personal reflective voice. Plagiarism, therefore, is easily detected. Please note that plagiarism includes misuse of sources, incorrect paraphrasing, omitting citations, etc. Honor Code infractions will follow operational procedures published at www.honorcode.msstate.edu/

   MSU students are required to adhere to the University Honor Code which states: "As a Mississippi State University Student
   I will conduct myself with honor and integrity at all times.
   I will not lie cheat or steal nor will I accept the actions of those who do."

   Additionally, Assessments are performance based and are open-sourced. Students may use course textbooks, notes, discussion board records, internet content, and other resources to prepare responses. Each assessment will be unique to each student and will be submitted to Turnitin application to insure originality.

6. TARGET AUDIENCE- The target audience for this course will be individuals who are enrolled in the MAT 4-8 degree program.

7. SUPPORT- See attached letter

8. INSTRUCTOR OF RECORD
   Kay Brocato
   Associate Professor
   Department of Leadership and Foundations

9. GRADUATE STUDENT REQUIREMENT FOR SPLIT LEVEL COURSES- N/A

10. PLANNED FREQUENCY- Once per year, in the summer semester.

11. EXPLANATION OF ANY DUPLICATION
    There is some basic overlap with EDF 4243/6243 Planning for the Diversity of Learners, which is required for degrees in Math, Science, Social Studies, Language Arts, Technology, Business, Kinesiology, and Human Sciences Secondary Education. This course is substantially different in one important aspect-- the content of this course intends on preparing new teachers for teaching of middle level learners in grades 4th through 8th. Middle level leaners require teachers with particular understanding of pre-adolescent and adolescent developmental learning within the well-researched middle school model. The existing course, EDF 4243/6243, is a course designed for teachers of high school aged learners who more likely matriculate through school in Junior High and High School models with grade structures of 7th - 12th, 8th-12th, and/or 9th through 12th.

12. METHOD OF INSTRUCTION: Q Studio
    METHOD OF DELIVERY: O Online, internet, web-based

13. PROPOSED C.I.P. NUMBER
    13.0202 Multicultural Education

14. PROPOSED 24 CHARACTER ABBREVIATION
    Middle School Diversity

15. PROPOSED SEMESTER EFFECTIVE
    Upon approval

16. OTHER APPROPRIATE INFORMATION
    See syllabus

17. PROPOSAL CONTACT PERSON
    Kay Brocato
    662-325-7060
    662-312-9703
    kbrocato@colled.msstate.edu

Detailed Course Outline

Catalog Description: EDF 8243 Middle School Diversity. (3). Three hours studio. A study of theory and techniques for educating diverse middle school learners.

Credit Hours: 3

Course Type: Studio

Instructor: Kay Brocato; Allen 366; 662-325-7060; kbrocato@colled.msstate.edu

Required Resources/Texts:

Goldman, A. (2011). *Four Square and the Politics of Sixth Grade Lunch.* Westerville, H: Association of Middle Level Educators.

Kellough, R.D., & Kellough, N.G. (2008). Teaching *young adolescents: A Guide to methods and resources for middle school teaching.* Upper Saddle River, NJ: Prentice Hall.

Combs, M. (2003). Readers and Writers in the Middle Grades (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Young adult novel (with diversity theme)of your choice

Course Goals:

The course explores the unique physical, intellectual, social and personal characteristics of the young adolescent (age 10-14) with implication for middle school philosophy and organization, and curriculum development. Candidates work on simulated teams to design technology-enhanced problem-based learning (PBL) instructional units. Emphasis is placed on classroom diversity, as related to English Language Learners and family/student literacy development of young adolescents. Candidates engage in scholarly inquiry of health-related issues related to development and learning.

6. Demonstrate an understanding of the "building a learning community" with diverse (diversity of culture, ethnicity, socio-economic level, developmental level, etc.) middle school learners and family members using attending behaviors, active listening, and responding which include . . . INTASC 1, 2, & 5; CFPO b, e, & f; AMLE 1,6
    a. Intervention as management for safe diverse middle level classroom community
    b. Cooperation without competition and reinforcement for middle school learners
    c. Equity, diversity and social justice in the middle grades
    d. Serving disenfranchised, addressing inequity, identifying subtractive schooling in the middle grades
    e. socioemotional diversity typical and atypical for middle schoolers
7. Create and discuss a middle school unit plan which demonstrates the candidate can: INTASC #4, 3 & 7; CFPO b, e, h; AMLE 1, 3, 5
    a. Gather and use pertinent information about middle school students, their culture, and their world for instruction.

b. Decide about content to be studied using knowledge of multiple middle school students' and families' cultures.
c. Incorporate state, national, and leading professional organization's curriculum frameworks in planning for middle grades curriculum, instruction, and assessment
d. Develop long range goals and objectives specifically for the middle school setting.
e. Write middle school learning objectives in behavioral terms from content area of expertise.
f. Develop middle school activities to achieve long range goals and objectives.
g. Evaluate long range goals and objectives.
h. Use strategies beyond those that primarily serve the culture of power within the middle school setting

8. Create a middle school Tier 1 intervention plan which demonstrates the candidate can: INTASC #3, 4, 5, & 7; CFPO b, e, h; AMLE 1, 3, 5
    a. Listen to, talk to, and observe real middle school students and teachers in contemporary classrooms
    b. Understand the diversity and complexity of behaviors employed by contemporary middle schoolers
    c. Design physical learning environment, using knowledge of multiple middle grades cultures
    d. Establish norms for behavior respectful of multiple cultures in middle school classrooms
    e. Create safe and caring classrooms respectful of multiple cultures
    f. Work with multicultural families
    g. See an interactive middle level learning environment as the primary management tool
    h. Establish and allow students to establish classroom procedures
    i. Develop a plan for challenging student behavior which question the teacher's role
9. Provide speeches, presentations, oral reports and brief arguments which show understanding of middle school learners and learning settings... INTASC 4,6; CFPO g; AMLE 3
    a. Parts of a formal oral presentation
    b. Qualities of effective oral communications
10. Demonstrate effective use of technology in middle school classrooms by... INTASC 6;CFPO j; AMLE 5
    a. Finding and procuring available resources
    b. Locating and using lesson plans from the internet
    c. Creating visuals for instructing.
    d. Designing and producing an I-movie or Movie Maker video
    e. Video taping themselves teaching and critiquing their own teaching

Diversity Topics To Be Covered:	**Hours**
Diversity in Young Adolescent Development	**10**
• Diversity as a function of culture	(2)
• Equity of ethnicity, region, SES, power, religion, lifestyle, gender, sex	(5)
• Motivation	(1)
• Expectations	(1)
• Valuing	(1)
Diverse Middle Level Curriculum and Assessment	**15**
• Thematic unit of instruction	(3)
• Unit organization (thematically, chronologically, topically)	(2)
• Unit timing (scope, sequence, duration, breadth and depth)	(2)
• Unit components (resources, strategies, goals & objectives)	(3)
• Lesson planning for diverse, middle school learners	(3)
• Classroom administrative issues	(2)
Diverse Middle Level Instruction and Assessment	**12**
• Traditional methods (direct instruction, independent work, recitation, discussion, mini lectures)	(3)
• Progressive methods (studio, cooperative learning, student-directed, action research)	(6)
• Norms	(1)
• Care and Safety	(2)
Involvement of Diverse Family and Community	**8**
• Diversity as a function of culture	(2)
• Equity of ethnicity, region, SES, power, religion, lifestyle, gender, sex	(6)

Course Activities:

Middle Level Unity in Diversity Talk- 30%

The purpose of this project is for you to provide a talk which demonstrates your deep understanding of how the educational theory might help you design specific strategies which would bring about equity among the diversity of students in your content area classroom. Teachers will read diversity theory texts and prepare various designs that answer 3 essential questions. The work must be uploaded to TaskStream for evaluation.

Middle Level Tier I Intervention Plan- 30%

Each teacher candidate will work with an actual middle or high school student & class in mind to design a Tier I intervention plan to meet the individual needs of one of the particular students worked with during the various field experiences. Teacher candidates may work in pairs or individually on this project. This is a digital story-telling project which requires the use of movie making software. The video project will be uploaded to TaskStream for evaluation.

Middle Grades Curriculum Design Project- 30%

The purpose of this project is to give teacher candidates a foundation for instructional planning and design which will be covered in future methods courses. The Curriculum Design Project will require teachers to prepare a Thematic, Studio Based Learning unit plan, which includes a description of target population, annotated resources listing,

instructional strategies catalogue, curriculum alignment statements, discussion of unit placement and duration, and a lesson plan. The various written documents will be collated into one project and uploaded to TaskStream for evaluation.

Design, Discourse, and Disposition- 10%
Synchronous course time with applications like Skype, Chat, Facetime, or other such current technologies is what we call "live studio time." Teachers candidates will share their designs through discourse. Your discourse (that's your talk) is a major display of your designs of you as a teacher. How you talk about teaching shows what you think about teaching. So be prepared to talk (e-mail, blog, discussion group, e-chat) about unity in diversity, tier I interventions, and curriculum design. Understand your talk (discourse) is a design of you as teacher. Learn to embed in your talk the research, standards, critical perspectives, best practices, content passion and other elements of the profession. BECOME A TEACHER NOW. THIS IS YOUR OPPORTUNITY TO DESIGN YOURSELF AND YOUR PROJECTS AS A PROFESSIONAL TEACHER WOULD.

Another component of this portion of your grade will be assessed using the course sketchbook. We will read and discuss various texts and ideas about unity in diversity, planning, and classroom management. Throughout the semester you will write in virtual sketchbooks as a part of thinking about unifying diversity, tier I interventions, and curriculum design. The design topics/prompts you address in your sketchbook provide opportunity for you begin designing. You may opt to respond to the prompts given you or you may opt to cross out the prompts and use the pages for other design/sketch purposes. The Sketchbook is yours and should have MANY OF YOUR PERSONAL SEKTCHES in order to show your design process. Keep everything you write/sketch for this class in this book—notes, handouts, everything!

FINE PRINT: Completion of all work is required. Failure to submit any assignment results in a mark of F in the course. Work will only be evaluated through TaskStream. Checking e-mail daily is a requirement. Only msstate.edu e-mail addresses will be used. Candidates are responsible for ensuring reception of e-mail from teacher and classmates. We must all have some fun!

Course activities above REQUIRE you to attend synchronous meetings, to participate, and to read in order to receive a passing mark. Written e-mail record of reasons for late arrivals and absences to synchronous meetings is required.

Method of Evaluation

A student's performance will be based on the quality of 3 design projects, digital media, demonstration, fieldwork, discussions, and lecture. The following weights have been given to coursework as the means of evaluation:

- Design Projects- 3 at 30% each
- Discourse and Professional Disposition- 10%

(Discourse and Professional Disposition consists of a students participation in all digital media, demonstration, fieldwork, discussions, and lecture activities)

Each of 3 design projects and the discourse and disposition activity will be scored using project-specific rubrics. Scoring rubrics will be distributed well in advance of each due date. Each rubric has 10 quality indicators accounting for 3 points each. Rubric point values are 0=off rubric; 1=satisfactory; 2=effective; 3=exemplary. Total rubric value is 30 points.

Top Rubric= 30-26.9 (converts to "A" avg.)
Second Level Rubric= 26.8-23.9(converts to "B" avg.)
Third Level Rubric= 23.8-20.9 (converts to "C" avg.)
Off Rubric= 20.8-17.9 (converts to "D" avg.)
Off Rubric= 17.8-16.9 (converts to "F" avg.)

"A" means "exemplary" which means that the work provides evidence that this teacher would be preferred by a very diverse, but expert audience which would include students, parents, COE faculty, NBPTS teacher colleagues & community members; "B" means "effective" which means that the work provides evidence that this teacher would be a preferred teacher by school administrators; "C" means "satisfactory" which means that the work provides evidence that this teacher will be safe and healthy with students. All other work is considered "off rubric" and requires redesign. Projects submitted late will be dropped a rubric level.

Grading Scale for Overall Average:
A=90 to 100; B= 80 to 89; C= 70-79; D=60-69; F= Below 60

Methods of Instruction
A variety of Studio Based Learning instructional strategies will be used to include digital media, demonstration, fieldwork, discussions, and lecture.

Academic Misconduct
Class projects are written documents and require teacher candidates to respond with a personal reflective voice. Plagiarism, therefore, is easily detected. Please note that plagiarism includes misuse of sources, incorrect paraphrasing, omitting citations, etc. Honor Code infractions will follow operational procedures published at www.honorcode.msstate.edu/

Honor Code
MSU students are required to adhere to the University Honor Code which states: "As a Mississippi State University Student
I will conduct myself with honor and integrity at all times.
I will not lie cheat or steal nor will I accept the actions of those who do."

Attendance
A synchronous meeting schedule will be established to meet the needs of the learners enrolled in the course. Attendance at synchronous meetings is required. An e-mail explanation of all absences is required. Being on time matters. A written or verbal explanation of all tardies is required. Poor attendance and flagrant tardies lower the Design Discourse and Disposition grade.

Online Information
The University offers the following support for online courses:

- The Center for Distance Education is at http://www.distance.msstate.edu/distance/expect and provides a detailed description of what to expect from this and all other MSU distance courses
- MyCourses at http://mycourses.msstate.edu serves as the portal for all course delivery. A tutorial of the tool is available at http://www.aoce.msstate.edu/SRC/mycourses.html
- Information Technology Services at http://its.msstate.edu the status of MyCourses
- Mitchell Memorial Library information portal for distance education students is at http://guides.library.msstate.edu/distancelearners. A reference librarian is available for live chat Sunday through Friday at http://library.msstate.edu/askalibrarian.

Bibliography

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Beamon, G. W. (1997). *Sparking the thinking of students, ages 10-14: Strategies for teachers.* Thousand Oaks, California: Corwin, Inc.

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Daniels, H. & Zemelman, S. (2004). *Subjects Matter: Every Teacher's Guide to Content-Area Reading.* Heinemann.

Grant, C. & Sleeter, C. (2007). *Doing Multicultural Education for Achievement and Equity.* New York: Taylor & Francis.

Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts*, 4-12. Stenhouse

Goldman, A. (2011). *Four Square and the Politics of Sixth Grade Lunch.* Westerville, OH: Association of Middle Level Educators. ISBN: 978 1 56090 241 6

Kellough, R.D., & Kellough, N.G. (2008). *Teaching young adolescents: A Guide to methods and resources for middle school teaching.* Upper Saddle River, NJ: Prentice Hall.

National Middle School Association (2003). *This we believe: Successful schools for young adolescents.* Westerville, OH: Author

Taylor, L. S. & Whittaker, C.R. (2003). *Bridging Multiple Worlds: Case Studies of Diverse Educational Communities.* Boston: Pearson Education Group, Inc.

Van Hoose, J., Strahan, D., & L'Esperance, M. (2001). *Young adolescent development and school practices: Promoting harmony.* Westerville, OH: National Middle School Association.

Walsh, David (2005). *Why Do They Act That Way?* Free Press trade paperback edition. ISBN: 978-0-7432-6077-0

Wormeli, R. (2006). *Fair Isn't Always Equal: Assessing and Grading*

APPENDIX- Additional Justification and Standards

The following excerpts—which serve as standards for this course—are from the Association for Middle Level Education (AMLE), Masters Level Teacher Preparation Standards. The standards are organized by teacher characteristics of knowledge, dispositions, and performances and are supported by evaluation rubrics which define *target* behaviors teachers should exhibit. AMLE interprets the phrase *"all young adolescents* to be inclusive, comprising students of diverse ethnicity, race, language, religion, socioeconomic status, gender, sexual orientation, regional or geographic origin, and those with exceptional learning needs."

Standard 1. Young Adolescent Development

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to young adolescent development, and they apply that knowledge in their practice.

Dispositions

6. Believe diversity among all young adolescents is an asset.

Performances

6. Promote the positive aspects of diversity found in all young adolescents and use that diversity in planning and implementing curriculum and instruction.

Standard 3. Middle Level Curriculum and Assessment

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to middle level curriculum and assessment, and they apply that knowledge in the practice.

Performance

5. Develop and teach the curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.

Standard 5. Middle Level Instruction and Assessment

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to effective middle level instruction and assessment, and they apply a variety of effective strategies to meet the varying abilities, interests, and learning styles of all young adolescents.

Knowledge

8. Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.

Target Behavior

Middle level masters candidates consistently select instructional strategies and resources that are motivating, challenging, culturally sensitive, and developmentally responsive. They encourage their students to view the curriculum from diverse perspectives.

Standard 6. Family and Community Involvement

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they provide leadership in helping all stakeholders offer high quality learning opportunities for all young adolescents.

Dispositions

6. Value the enrichment of learning that comes from the diverse backgrounds, values, skills, talents and interests of all young adolescents and their families.

Performances

3. Design and utilize instruction that addresses the diverse community experiences of all young adolescents.

Target Behavior

Middle level masters candidates perceive and act on the richness that diverse family structures and family and cultural backgrounds bring to student learning. They serve in leadership roles with parents and community members to improve the educational opportunities of all young adolescents.

Mississippi State University

Department of Leadership and Foundations

TO: Box Council and UCCC

FROM: Kay Brocato, Foundations Program Area

DATE: February 13, 2013

The following faculty members in the Education Foundations program area of the Department of Leadership and Foundations approve by show of signature to the new course EDF 8243 Middle School Diversity created for the Masters of Arts in Teaching Middle School(MAT-M) program offered by the Department of Curriculum, Instruction, and Special Education via the Center for Distance Education.

Dr. Dwight Hare	2-13-13 Date
Dr. Jinzhong Xu	2-13-13 Date
Dr. Jack Blendinger	2/18/13 Date
Dr. Linda Coats	2/18/13 Date
Dr. Debra Prince	2-13-13 Date
Dr. Kay Brocato	2-13-2013 Date
Dr. Amanda Taggart	2-18-13 Date
Dr. Chris Willis	2/15/13 Date

Allen Hall 245 ~ P.O. Box 6037 ~ Mississippi State, MS ~ 39762 ~ Telephone 662-325-0969 ~ Fax 662.325.8784

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Education

Department: Leadership and Foundations

Contact Person: Kay Brocato

Mail Stop: 9698 E-mail: KBrocato@colled.msstate.edu

Nature of Change: Add

Date Initiated: 2/7/14 Effective Date: Upon approval

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

N/A

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
EDF/CCL/EDA	9913	Dissertation Seminar	(3)

New or Modified Catalog Description:

Optional or elective course for specialized study in developing dissertation research.

	Date:
Approved: _____ **Department Head**	2/7/14
Chair, College or School Curriculum Committee	4-11-14
Dean of College or School	4-11-14
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

COURSE ADDITION

1. CATALOG DESCRIPTION

EDF/CCL/EDA 9913. Dissertation Seminar. (3). Three hours seminar. Optional or elective course for specialized study in developing dissertation research.

2. DETAILED COURSE OUTLINE

Please see attached syllabus.

3. METHOD OF EVALUATION

Please see attached syllabus.

Out of Class Work

Students will be required to do outside readings that expand their knowledge of the subject, and they will be required to complete the components of the dissertation.

4. JUSTIFICATION AND LEARNING OUTCOMES

Many of our doctoral students are employed full-time, live at some distance from campus, and attend classes on nights, weekends, and online. When classes are completed and comps have been passed, students tend to lose contact with their colleagues and with faculty. When in classes, the weekly assignments and scheduled tests provide a timeline for course completion. When classes are completed, there is no timeline and working on a dissertation often becomes a delayed activity. We have a number of students who have been floundering for some time to complete their dissertations. The desired learning outcomes for the course is to provide the opportunity for them 1) to work intensively with an experienced EDF/EDA/CCL dissertation director in 2) developing an understanding of the EDF/EDA/CCL dissertation process, 3) EDF/EDA/CCL in developing thoroughly their research idea, 4) in outlining their EDF/EDA/CCL dissertation, and 5) in completing the EDF/EDA/CCL dissertation. The expected enrollment is five students per semester. This expectation is based on prior offerings of the course as a Special Topics course and the heavy demand for the course as well as the number of students who are currently working on dissertations but making limited progress.

5. ACADEMIC MISCONDUCT

Academic misconduct is of limited concern for this course as the students will not be taking quizzes or exams but rather writing the dissertation. A precaution wherein students submit papers to Turnitin.com will be taken to ensure that each completes his/her own work in the course. Students must be able to defend their work before their committees in order to move forward with the dissertation and thus must possess personal understanding of written documents and rationale for research.

6. TARGET AUDIENCE

The target audience for the course are students who have passed the comprehensive examinations and are working on their dissertations. Only students who are enrolled in the program will be allowed to enroll in the course.

7. SUPPORT

Please see the attached letter of support from department faculty. There are no anticipated changes in support including personnel and material requirements. In the Department of Leadership and Foundations, there are several faculty members qualified to teach the course. The changes will not take faculty away from other required courses in the unit. One support staff member in the Department of

Leadership and Foundations is available to assist with the program. Library support is provided both online and on campus. No special laboratories or equipment are required. Funds are available to set up and continue the course.

8. INSTRUCTOR OF RECORD
Kay Brocato

9. GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)
This is not a split-level course.

10. PLANNED FREQUENCY
The course will be offered each semester as needed.

11. EXPLANATION OF ANY DUPLICATION
There is no duplication.

12. METHOD OF INSTRUCTION CODE
S: Seminar

13. METHOD OF DELIVERY
F: Face to face

14. PROPOSED C.I.P. NUMBER
13.0407

15. PROPOSED 24-CHARACTER ABBREVIATION
Dissert Seminar

16. PROPOSED SEMESTER EFFECTIVE
Upon Approval

17. OTHER APPROPRIATE INFORMATION
Recommended textbooks will include the latest editions of the *American Psychological Association Publication Manual* as well as *Research Design* by John W. Creswell. Students will also be directed to various MSU Web sites (e.g., department, library, graduate office). Students will draw extensively from various databases provided by the library as they search for materials to use in their literature review and other sections of the dissertation. Students will also likely consult textbooks containing information related to research design and various statistical techniques.

18. PROPOSAL CONTACT PERSON
Kay Brocato, 325.0969

COURSE SYLLABUS
CAMPUS 1

Course prefix and number: EDF/EDA/CCL 9913

Course title: Dissertation Seminar

Credit hours: 3 Semester Hours

Type of course: Seminar

Catalog description: EDF/EDA/CCL 9913. Dissertation Seminar (3). Three hours seminar. Optional or elective course for specialized study in developing dissertation research.

Course Objectives:
To successfully complete the course, students will complete the following objectives.

1. identify a topic appropriate for an EDF/EDA/CCL dissertation. (CFPO 3)
2. outline a dissertation on a selected EDF/EDA/CCL topic. (CFPO 10)
3. analyze EDF/EDA/CCL assignments and experiences. (CFPO 8)
4. develop the component parts of an EDF/EDA/CCL dissertation. (CFPO 13)
5. present EDF/EDA/CCL research in a logical, compelling, and sequential pattern. (CFPO 5)

Topics covered in the course:

Content Area	**Contact Hours**
Part 1: Overview, six principles of research, scholarly writing, and ethical concerns	3 contact hours (lectures, work on dissertation, email feedback)
Part 2: Overview of the logic and format of a dissertation and of research reports a. Departmental requirements b. University requirements c. Educational research designs	2 hours lectures, 2 hours work on dissertation, 2 hours feedback, 1.5 hours discussion (7.5 total hours)
Part 3: Topic selection	3 contact hours (lectures, work on dissertation, email feedback)
Part 4: APA style, references, and appendices	1 contact hour
Part 5: Discussion of topic, and components of chapters one and three a. Topic b. Introduction c. Methods	2 hours lectures, 2 hours work on dissertation, 2 hours feedback, 1.5 hours discussion (7.5 total hours)
Part 6: Development of chapters one and three; preparation of IRB application	3 contact hours (lectures, work on dissertation, email feedback)
Part 7: Refining chapters one and three and IRB application a. Refining Chapter 1 b. Refining Chapter 3	2 hours lectures, 2 hours work on dissertation, 2 hours feedback, 1.5 hours discussion (7.5 total hours)
Part 8: Literature review and structured abstract	3 contact hours (lectures, work on dissertation, email feedback)
Part 9: Presentation of literature review and structured abstracts a. Structured abstracts b. Literature review	2 hours lectures, 2 hours work on dissertation, 2 hours feedback, 1.5 hours discussion (7.5 total hours)
Part 10: Literature review and structured abstract	3 contact hours (lectures, work on dissertation, email feedback)
Total	**45 contact hours**

Texts:

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks: Sage. (recommended)

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (required)

Mississippi State University (2012). Standards for Preparing Theses and Dissertations (6th ed.). http://library.msstate.edu/content/templates/level2-dept-otd/docs/standards_6th_ed.pdf (required)

Department of Leadership and Foundations documents provided through MyCourses (required)

The Dissertation Instructions for Students
The Dissertation Presentation Assessment
The Dissertation Rubric
Writing the Dissertation

Methods of instruction:

Methods of instruction include discussion of assigned readings, addressing questions and concerns, presentations, critique and feedback of student work, and discussion of relevant online resources.

- Readings: Participants must complete the required readings as well as readings from current relevant sources. Faculty and students will discuss required readings.
- Discussion Board: Participants must post questions and concerns, read responses to questions and concerns, and engage in discussions with other students regarding elements of the dissertation. Faculty will engage with students on the Discussion Board as appropriate.
- Presentations: Faculty will present material related to course topics. Participants must present their work to other students for critique and feedback.
- Critique and Feedback: Students and faculty will provide students with constructive feedback.
- Online resources: Students will be required to independently locate resources online using the MSU Library Web site and other Internet sources. Students and faculty will discuss resources.

Suggested student activities:

- Read all assignments. (Course objectives 1-5)
- Participate in the Discussion Board and in a Chat Room session. (Course objectives 1-5)
- Attend class. Students are expected to attend all class sessions. If there is a conflict, please see the instructor as soon as possible. Participation at all class sessions and the completion of all assignments are the student's obligation. (Course objectives 1-5)
- Complete assignments, which consist of working drafts of all sections of the dissertation, and present work to class. Reflect on comments of faculty and peers.
  - Topic (Course objectives 1, 4 and 5)
  - Introduction (Course objectives 3, 4, and 5)
  - Literature Review- to include student identified theoretical and conceptual frameworks (Course objectives 3, 4, and 5)
  - Definition of Terms (Course objectives 3, 4, and 5)
  - Problem (Course objectives 3, 4, and 5)

- Purpose (Course objectives 3, 4, and 5)
- Significance of the Study (Course objectives 3, 4, and 5)
- Research Questions (Course objectives 3, 4, and 5)
- Research Design (Course objectives 3, 4, and 5)
- Delimitations (Course objectives 3, 4, and 5)

Honor Code:

The MSU Honor Code will be followed. "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." According to the MSU Honor Code office, "Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research or other academic work. It does not include honest error or honest differences in interpretations or judgments of data." Please see http://students.msstate.edu/honorcode/ for more information.

Technology: Students will use the Internet, including the online databases of the MSU Library, to locate information. Students will use various software packages to develop and present work. Students will participate in all online activities through the myCourses system.

Diversity: Diversity may be addressed as students develop their proposals, depending on the topic.

Student Support Sevices: Reasonable accommodations will be provided to any student who demonstrates, through appropriate documentation, a need for student support services. Please contact the instructor for more information.

Field component: There will not be a field component.

Evaluation of student progress:

Students' grades are based on the following:

Topic	5%
Introduction	10%
Literature Review	10%
• Theoretical Framework (Student must be able to identify in lit. review)	10%
• Conceptual Framework (Student must be able to identify in lit. review)	10%
Definition of Terms	5%
Problem	5%
Purpose	5%
Significance of the Study	5%
Research Questions	10%
Research Design	10%
Delimitations	5%

Peer Review Work	5%
Evidence of communication with dissertation director about dissertation progress	5%

Grading is marked as satisfactory/pass or unsatisfactory/fail as follows:

Satisfactory/Pass = 75-100%
Unsatisfactory/Fail = 0-75%

Bibliography:

Becker, H. S. (2007). *Writing for social scientists*. Chicago, IL: University of Chicago Press.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks: Sage.

Glatthorn, A. A. (2013). *Writing the winning dissertation: A step-by-step guide*. Thousand Oaks: Corwin Press.

Keppel, G., & Zedeck, S. (2004). *Data analysis for research design*. New York: Freeman.

Luey, B. (2002). *Handbook for academic authors*. Cambridge, United Kingdom: Cambridge University Press.

Madsen, D. (1992). *Successful dissertations and theses* (2nd ed.). San Francisco: Jossey Bass.

Merriam, S. B. (2009). *Qualitative research and case study applications in education*. San Francisco: Jossey Bass.

Pedhazur, E. J. (1997). *Multiple regression in behavioral research* (3rd ed.). Fort Worth: Holt.

Rudestam, K. E., & Newton, R. R. (2007). *Surviving your dissertation: A comprehensive guide to content and process* (3rd ed.). Thousand Oaks: Sage.

Sproull, N. L. (2002). *Handbook of research methods* (2nd ed.). Lanham: Scarecrow Press.

Tabachnick, B. G., & Fidell, L. S. (2001). *Using multivariate statistics* (4th ed.). Boston: Allyn and Bacon.

Yin, R. K. (2003). *Applications of case study research* (2nd ed.). Thousand Oaks: Sage.

Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks: Sage.

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Education

Department: Leadership and Foundations

Contact Person: Kay Brocato

Phone:0969 E-mail:KBrocato@colled.msstate.edu

Nature of Change: Distance Approval

Date Initiated:2/7/14 Effective Date: Upon Approval

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

N/A

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
EDF/CCL/EDA	9913	Dissertation Seminar	(3)

New or Modified Catalog Description:

Optional or elective course for specialized study in developing dissertation research.

	Date
Approved: _____ Department Head	2/7/14
_____ Chair, College or School Curriculum Committee	4-11-14
_____ Dean of College or School	4/11/14
_____ Chair, University Committee on Courses and Curricula	
_____ Chair, Graduate Council (if applicable)	
_____ Chair, Deans Council	

COURSE APPROVAL FOR DISTANCE EDUCATION (CDE)

1. CATALOG DESCRIPTION

EDF/CCL/EDA 9913. Dissertation Seminar. (3). Three hours seminar. Optional or elective course for specialized
study in developing dissertation research.

2. JUSTIFICATION FOR CDE OFFERING

The proposed course is needed to meet the needs of students struggling to complete their dissertations. The course is designed, in part, for PhD students in the Community College Leadership Program, which is offered through Campus 5 (CDE). The benefit for the course to be offered through CDE is that students, many of whom work full-time and live some distance from campus, are able to work and further their education. The extra value students will receive from the Campus 5 course compared to a face-to-face Campus 1 course is primarily convenience in that they will be able to live and work in their local communities and attend class.

3. LEARNING OUTCOMES

The desired learning outcomes for the course is to provide the opportunity for students 1) to work intensively with an experienced EDF/EDA/CCL dissertation director in 2) developing an understanding of the EDF/EDA/CCL dissertation process, 3) EDF/EDA/CCL in developing thoroughly their research idea, 4) in outlining their EDF/EDA/CCL dissertation, and 5) in completing the EDF/EDA/CCL dissertation. The expected enrollment is five students per semester. This expectation is based on prior offerings of the course as a Special Topics course and the heavy demand for the course as well as the number of students who are currently working on dissertations but making limited progress.

4. DETAILED COURSE OUTLINE OF CAMPUS 1

There is no current Campus 1 course syllabus or detailed course content outline. This is a new course. Please see the attached syllabus for the outline of the course being proposed as Campus 1 concurrently with this course for Campus 5.

5. DETAILED COURSE OUTLINE OF CAMPUS 5

A copy of the proposed Campus 5 course syllabus is included. The course content has been adapted for distance learning by providing a number of instructional materials for students to explore, online discussion activities, and email feedback. The required period of time to be spent on each major topic in clock-hours is listed in the table below. These hours are based on the time students should spend reading and learning about a topic, discussing their work, and completing sections of the dissertation.

Content Area	Face-to-Face	Online, Internet, Web-based
Part 1: Overview, six principles of EDF/EDA/CCL research, scholarly writing, and ethical concerns	3 contact hours (lectures, work on dissertation, feedback, discussion)	2 contact hours (lectures, work on dissertation, email feedback)
Structured discussion board sessions	N/A	1 contact hour
Part 2: Overview of the logic and format of a EDF/EDA/CCL dissertation and of research reports	2 hours lectures, 2 hours work on dissertation, 2 hours feedback, 1.5 hours discussion (7.5 total hours)	2 hours lectures, 2 hours work on dissertation, 2.5 hours e-mail feedback (6.5 contact hours)
Structured discussion board sessions	tN/A	1 contact hour
Part 3: EDF/EDA/CCL Topic selection	3 contact hours (lectures, work on dissertation, feedback, discussion)	2 contact hours (lectures, work on dissertation, email feedback)
Structured discussion board sessions	N/A	1 contact hour
Part 4: APA style, references, and appendices	1 contact hour	1 contact hour
Part 5: Discussion of topic, and components of chapters one and three for EDF/EDA/CCL	2 hours lectures, 2 hours work on dissertation, 2 hours feedback, 1.5 hours discussion (7.5 total hours)	2 hours lectures, 2 hours work on dissertation, 2.5 hours e-mail feedback (6.5 contact hours)
Structured discussion board sessions	N/A	1 contact hour
Part 6: Development of EDF/EDA/CCL chapters one and three; preparation of IRB application	3 contact hours (lectures, work on dissertation, feedback, discussion)	2 contact hours (lectures, work on dissertation, email feedback)
Structured discussion board sessions	N/A	1 contact hour
Part 7: Refining chapters one and three and IRB application for EDF/EDA/CCL research	2 hours lectures, 2 hours work on dissertation, 2 hours feedback, 1.5 hours discussion (7.5 total hours)	2 hours lectures, 2 hours work on dissertation, 2 hours e-mail feedback (6 contact hours)
Structured discussion board sessions	N/A	1 contact hour
Part 8: EDF/EDA/CCL Literature review and structured abstract	3 contact hours (lectures, work on dissertation, feedback, discussion)	2 contact hours (lectures, work on dissertation, email feedback)
Structured discussion board sessions	N/A	1 contact hour
Part 9: EDF/EDA/CCL Presentation of literature review and structured abstracts	2 hours lectures, 2 hours work on dissertation, 2 hours feedback, 1.5 hours discussion (7.5 total hours)	2 hours lectures, 2 hours work on dissertation, 2 hours e-mail feedback (6 contact hours)
Structured discussion board sessions	N/A	1 contact hour
Part 10: EDF/EDA/CCL Literature review and structured abstract	3 contact hours (lectures, work on dissertation, feedback, discussion)	2 contact hours (lectures, work on dissertation, email feedback)
Structured discussion board sessions	N/A	1 contact hour
Total	**45 contact hours**	**45 contact hours**

6. METHOD OF EVALUATION

Please see attached syllabus.

Out of Class Work

Students will be required to do outside readings that expand their knowledge of the subject, and they will be required to complete the assignments listed in the syllabus.

7. ACADEMIC MISCONDUCT

Academic misconduct is of limited concern for this course as the students will not be taking quizzes or exams but rather writing the dissertation. A precaution wherein students submit papers to Turnitin.com will be taken to ensure that each completes his/her own work in the course. Students must be able to defend their work before their committees in order to move forward with the dissertation and thus must possess personal understanding of written documents and rationale for research.

8. TARGET AUDIENCE

The target audience for the course are students who have passed the comprehensive examinations and are working on their dissertations. Only students who are enrolled in the program will be allowed to enroll in the course.

9. METHOD OF INSTRUCTION

S: Seminar

10. METHOD OF DELIVERY

O: Online. The course will be taught online. Students may also be asked, but not required, to attend face-to-face meetings on weekends because of the value of meeting together to discuss progress with the other students in the class as well as faculty. Since many of the students live some distance from campus and have responsibilities apart from their studies, it is important to offer the course in a manner that allows the working student who lives away from campus to take the course. The method of delivery for the CDE course is web-based. Detailed information on how the subject material is delivered through distance learning is documented in the table above and includes online resources, times for discussion, and work on the dissertation. Student participation and interaction is achieved through required participation in the Discussion Board.

11. DELIVERY STATEMENT

The submitted CDE course will not violate the Provost's policies on Campus 5 offerings.

12. SUPPORT

Please see the attached letter of support from department faculty. There are no anticipated changes in support including personnel and material requirements. In the Department of Leadership and Foundations, there are several faculty members qualified to teach the course. The changes will not take faculty away from other required courses in the unit. One support staff member in the Department of Leadership and Foundations is available to assist with the program. Library support is provided both online and on campus. No special laboratories or equipment are required. Funds are available to set up and continue the course.

B. SPECIAL NOTES

1. CROSS-LISTING

The course will be cross-listed as EDF/CCL/EDA 9913.

2. EFFECTIVE DATE

Upon Approval

3. EFFECT ON OTHER COURSES

This course is intended for students in the doctoral programs of the Department of Leadership and Foundations. There is no duplication with other courses.

4. CONTACT PERSON
Kay Brocato, 662.325.0969, KBrocato@colled.msstate.edu

INSTRUCTOR OF

RECORD Kay Brocato

GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL

COURSES) This is not a split-level course.

PLANNED FREQUENCY

The course will be offered each semester as

needed. PROPOSED C.I.P. NUMBER

13.0407

PROPOSED 24-CHARACTER

ABBREVIATION Dissert Seminar

OTHER APPROPRIATE INFORMATION

Recommended textbooks will include the latest editions of the *American Psychological Association Publication Manual* as well as *Research Design* by John W. Creswell. Students will also be directed to various MSU Web sites (e.g., department, library, graduate office). Students will draw extensively from various databases provided by the library as they search for materials to use in their literature review and other sections of the dissertation. Students will also likely consult textbooks containing information related to research design and various satistical techniques.

COURSE SYLLABUS
CAMPUS 5

Course prefix and number: EDF/EDA/CCL 9913

Course title: Dissertation Seminar

Credit hours: 3 Semester Hours

Type of course: Seminar

Catalog description: EDF/EDA/CCL 9913 Dissertation Seminar (3). Three hours seminar. Optional or elective course for specialized study in developing dissertation research.

Course Objectives:
To successfully complete the course, students will complete the following objectives.

1. identify a topic appropriate for an EDF/EDA/CCL dissertation. (CFPO 3)
2. outline a dissertation on a selected EDF/EDA/CCL topic. (CFPO 10)
3. analyze EDF/EDA/CCL assignments and experiences. (CFPO 8)
4. develop the component parts of an EDF/EDA/CCL dissertation. (CFPO 13)
5. present EDF/EDA/CCL research in a logical, compelling, and sequential pattern. (CFPO 5)

Topics covered in the course:

Content Area	**Contact Hours**
Part 1: Overview, six principles of research, scholarly writing, and ethical concerns	2 contact hours (lectures, work on dissertation, email feedback)
Structured discussion board sessions	1 contact hour
Part 2: Overview of the logic and format of a dissertation and of research reports a. Departmental requirements b. University requirements c. Educational research designs	2 hours lectures, 2 hours work on dissertation, 2.5 hours e-mail feedback (6.5 contact hours)
Structured discussion board sessions	1 contact hour
Part 3: Topic selection	2 contact hours (lectures, work on dissertation, email feedback)
Structured discussion board sessions	1 contact hour
Part 4: APA style, references, and appendices	1 contact hour
Part 5: Discussion of topic, and components of chapters one and three a. Topic b. Introduction c. Methods	2 hours lectures, 2 hours work on dissertation, 2.5 hours e-mail feedback (6.5 contact hours)
Structured discussion board sessions	1 contact hour
Part 6: Development of chapters one and three; preparation of IRB application	2 contact hours (lectures, work on dissertation, email feedback)
Structured discussion board sessions	1 contact hour
Part 7: Refining chapters one and three and IRB application a. Refining Chapter 1 b. Refining Chapter 3	2 hours lectures, 2 hours work on dissertation, 2 hours e-mail feedback (6 contact hours)
Structured discussion board sessions	1 contact hour
Part 8: Literature review and structured abstract	2 contact hours (lectures, work on dissertation, email feedback)
Structured discussion board sessions	1 contact hour

Part 9: Presentation of literature review and structured abstracts a. Structured abstracts b. Literature review	2 hours lectures, 2 hours work on dissertation, 2 hours e-mail feedback (6 contact hours)
Structured discussion board sessions	1 contact hour
Part 10: Literature review and structured abstract	2 contact hours (lectures, work on dissertation, email feedback)
Structured discussion board sessions	1 contact hour
Total	**45 contact hours**

Texts:

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage. (recommended)

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (required)

Mississippi State University (2012). Standards for Preparing Theses and Dissertations (6th ed.). http://library.msstate.edu/content/templates/level2-dept-otd/docs/standards_6th_ed.pdf (required)

Department of Leadership and Foundations documents provided through MyCourses (required)
- The Dissertation Instructions for Students
- The Dissertation Presentation Assessment
- The Dissertation Rubric
- Writing the Dissertation

Methods of instruction:

Methods of instruction include discussion of assigned readings, addressing questions and concerns, presentations, critique and feedback of student work, and discussion of relevant online resources.

- Readings: Participants must complete the required readings as well as readings from current relevant sources. Faculty and students will discuss required readings.
- Discussion Board: Participants must post questions and concerns, read responses to questions and concerns, and engage in discussions with other students regarding elements of the dissertation. Faculty will engage with students on the Discussion Board as appropriate.
- Presentations: Faculty will present material related to course topics. Participants must present their work to other students for critique and feedback.
- Critique and Feedback: Students and faculty will provide students with constructive feedback.
- Online resources: Students will be required to independently locate resources online using the MSU Library Web site and other Internet sources. Students and faculty will discuss resources.

Suggested student activities:

- Read all assignments. (Course objectives 1-5)
- Participate in the Discussion Board and in a Chat Room session. (Course objectives 1-5)
- Attend class. Students are expected to attend all class sessions. If there is a conflict, please see the instructor as soon as possible. Participation at all class sessions and the completion of all assignments are the student's obligation. (Course objectives 1-5)

- Complete assignments, which consist of working drafts of all sections of the dissertation, and present work to class. Reflect on comments of faculty and peers.
    - Topic (Course objectives 1, 4 and 5)
    - Introduction (Course objectives 3, 4, and 5)
    - Literature Review- to include student identified theoretical and conceptual frameworks (Course objectives 3, 4, and 5)
    - Definition of Terms (Course objectives 3, 4, and 5)
    - Problem (Course objectives 3, 4, and 5)
    - Purpose (Course objectives 3, 4, and 5)
    - Significance of the Study (Course objectives 3, 4, and 5)
    - Research Questions (Course objectives 3, 4, and 5)
    - Research Design (Course objectives 3, 4, and 5)
    - Delimitations (Course objectives 3, 4, and 5)

Honor Code:

The MSU Honor Code will be followed. "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." According to the MSU Honor Code office, "Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research or other academic work. It does not include honest error or honest differences in interpretations or judgments of data." Please see http://students.msstate.edu/honorcode/ for more information.

Technology: Students will use the Internet, including the online databases of the MSU Library, to locate information. Students will use various software packages to develop and present work. Students will participate in all online activities through the myCourses system.

Diversity: Diversity may be addressed as students develop their dissertations, depending on the topic.

Student Support Services: Reasonable accommodations will be provided to any student who demonstrates, through appropriate documentation, a need for student support services. Please contact the instructor or visit Student Support Services at http://www.sss.msstate.edu/ for more information.

Field component: There will not be a field component.

Evaluation of student progress:

Students' grades are based on the following:

Topic	5%
Introduction	10%
Literature Review	10%
▪ Theoretical Framework (Student must be able to identify in lit. review)	10%
▪ Conceptual Framework (Student must be able to identify in lit. review)	10%

Definition of Terms	5%
Problem	5%
Purpose	5%
Significance of the Study	5%
Research Questions	10%
Research Design	10%
Delimitations	5%
Peer Review Work	5%
Evidence of communication with dissertation director about dissertation progress	5%

Grading is marked as satisfactory/pass or unsatisfactory/fail as follows:

Satisfactory/Pass = 75-100%
Unsatisfactory/Fail = 0-75%

Bibliography:

Becker, H. S. (2007). *Writing for social scientists*. Chicago, IL: University of Chicago Press.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Glatthorn, A. A. (2013). *Writing the winning dissertation: A step-by-step guide*. Thousand Oaks, CA: Corwin Press.

Keppel, G., & Zedeck, S. (2004). *Data analysis for research design*. New York: Freeman.

Luey, B. (2002). *Handbook for academic authors*. Cambridge, United Kingdom: Cambridge University Press.

Madsen, D. (1992). *Successful dissertations and theses* (2nd ed.). San Francisco: Jossey-Bass.

Merriam, S. B. (2009). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.

Pedhazur, E. J. (1997). *Multiple regression in behavioral research* (3rd ed.). Fort Worth, TX: Holt.

Rudestam, K. E., & Newton, R. R. (2007). *Surviving your dissertation: A comprehensive guide to content and process* (3rd ed.). Thousand Oaks, CA: Sage.

Sproull, N. L. (2002). *Handbook of research methods* (2nd ed.). Lanham: Scarecrow Press.

Tabachnick, B. G., & Fidell, L. S. (2001). *Using multivariate statistics* (4th ed.). Boston: Allyn and Bacon.

Yin, R. K. (2003). *Applications of case study research* (2nd ed.). Thousand Oaks, CA: Sage.

Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage.

MISSISSIPPI STATE UNIVERSITY

Department of Leadership and Foundations

TO: Box Council and UCCC

FROM: Kay Brocato, Foundations Program Area Chair

DATE: January 27, 2014

The following faculty members in the Department of Educational Leadership and Foundations approve by show of signature the new course EDA/EDF/CCL 9613 Dissertation Seminar created for the Ph.D. candidates seeking instruction for completion of dissertation research offered by the Department of Educational Leadership and Foundations in both face-to-face and Center for Distance Education capacities.

Dr. Jinzhong Xu	2/4/14 Date
Dr. Jack Blendinger	2/4/14 Date
Dr. Linda Coats	1/31/14 Date
Dr. Frankie Williams	2/4/14 Date
Dr. Debra Prince	1-31-14 Date
Dr. Kay Brocato	1/30/14 Date
Dr. Dan Stumpf	01-31-14 Date
Dr. Ed Davis	1-31-14 Date
Dr. Stephanie King	1/31/14 Date

P.O. Box 6037 • Mississippi State, Mississippi 39762 • Phone (662) 325-0969
Fax (662) 325-0975

MISSISSIPPI STATE UNIVERSITY

Department of Leadership and Foundations

TO: Box Council and UCCC Committee Members

FROM: Linda T. Coats, Chairman
Department of Leadership and Foundations Curriculum Committee

RE: Approved Proposals

DATE: February 3, 2014

The Department of Leadership and Foundations Curriculum Committee met and approved the following proposals:

Master of Science in Workforce Education Leadership Degree Modification and Course Addition;

Master of Arts in Teaching Community College Education Degree Modification Addition of EDF/EDA/CCL 9613 for Department doctoral students.

Departmental faculty members' agreement is so indicated by their signatures on the support letters included with the proposals.

P.O. Box 6037 • Mississippi State, Mississippi 39762 • Phone (662) 325-0969
Fax (662) 325-0975

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Freeman Hall-Room 102, Mail Stop 9638 (325-1922).

College or School: Education **Department:** Curriculum, Instruction, and Special Education

Contact Person: Ryan Walker **Mail Stop** 9705 **E-mail** rw1056@msstate.edu

Nature of Change: Campus 1 & 5 **Date Initiated:** January 15, 2014 **Effective Date:** Fall 2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
EDS	8653	Issues of Accountability in Secondary Schools	(3)

Current Catalog Description:

(Prerequisite EPY 3253 or EPY 6313 or consent of instructor) Three hours lecture. Study of the critical educational issues in school-based accountability. Particular attention will be given to the impact accountability has on student learning in the classroom.

New or Modified Listing for Catalog:
No change.

New or Modified Catalog Description:
No change.

Approved:	4/8/14	*Date:*
Department Head		
	4-9-14	
Chair, College or School Curriculum Committee		
Teresa Jayroe	4/10/14	
Dean of College or School		
Chair, University Committee on Courses and Curricula		
Chair, Graduate Council (if applicable)		
Chair, Deans Council		

COURSE PROPOSAL FOR DISTANCE LEARNING
EDS 8653 ISSUES OF ACCOUNTABILITY IN SECONDARY SCHOOLS

A. COURSE PROPOSAL

1. CATALOG DESCRIPTION

(Prerequisite EPY 3253 or EPY 6313 or consent of instructor) Three hours lecture. Study of the critical educational issues in school-based accountability. Particular attention will be given to the impact accountability has on student learning in the classroom.

2. JUSTIFICATION FOR CDE OFFERING

The secondary education course, EDS 8653, is a required course for the Master of Science in Secondary Education degree program. By offering EDS 8653 in an online format, potential students who live too far to commute to MSU will be able to enroll in and complete this course from their own homes and communities.

3. LEARNING OUTCOMES

This course is intended to help secondary teachers Study of the critical educational issues in school-based accountability. Students will:

- Develop knowledge of Assessment as a Catalyst for Classroom Improvement of Student Learning
- Examine Accountability Concerns for Students, Teachers, and Schools
- Explore Exemplary Models of Accountability & Assessments

4. DETAILED COURSE OUTLINE

Content Area	Face-to-Face	Online, Internet, Web-based
Learning Module 1	6 contact hours (lectures, feedback, discussion, case studies)	4.5 contact hours (videos, case studies, email feedback)
Structured discussion board session	NA	1.5 contact hour
Learning Module 2	3 contact hours (lectures, feedback, discussion, case studies)	2 contact hours (videos, case studies, email feedback)
Structured discussion board session	NA	1 contact hour
Learning Module 3	12 contact hours (lectures, feedback, discussion, case studies)	10 contact hours (videos, case studies, email feedback)
Structured discussion board session	NA	2 contact hour
Learning Module 4	15 contact hours	13.5 contact hours

	(lectures, feedback, discussion, case studies)	(videos, case studies, email feedback)
Structured discussion board session	NA	1.5 contact hour
Learning Module 5	9 contact hours (lectures, feedback, discussion, case studies)	8 contact hours (videos, case studies, email feedback)
Structured discussion board session	NA	1.1 contact hour
TOTAL	**45 contact hours**	**45 contact hours**

5. METHOD OF EVALUATION

Grade Evaluation:

Research Project 15%
Accountability Legislation 10%
Board Brief 15%
Test Comparison 25%
Self-Improvement Plan 25%
Readings 5%
Class Participation 5%

Grading Scale: A= 100% to 93%, B= 92.9% to 86%, C= 85.9% to79%, D= 78.9% to 72%, F= 71.9% and below

Academic Misconduct:

Several steps will be taken to prevent and detect academic misconduct. Namely, the MSU Honor Code and a link to the website will be included in the course syllabus. Second, students will submit written assignments via SafeAssign, an anti-plagiarism software. Any occurrences of academic misconduct will follow procedures set forth in the Honor Code.

Due to the written nature of assignments included this course, and the required applications to students' specific content areas, by design this course is not inviting to breaches of the honor code.

Target Audience:

This course is intended for graduate students enrolled in the Master of Science or Doctor of Philosophy programs in the department of Curriculum, Instruction, and Special Education.

6. METHOD OF INSTRUCTION
C- Lecture

7. METHOD OF DELIVERY
O- Online, Internet, Web-based

8. DELIVERY STATEMENT

This CDL course will not violate the Provost's policies on Campus 5 offerings. This course is available to Campus 5 students in an online, Internet, web-based format so that enrolled students can complete the requirements from their homes.

B. SPECIAL NOTES

1. CROSS-LISTING

Not applicable

2. EFFECTIVE DATE

Fall 2014

3. EFFECT ON OTHER COURSES

No impact on other courses.

4. CONTACT PERSON

Dr. Ryan Walker

5. MASTER SCHEDULE

This course will be taught every spring semester upon approval.

EDS 8653: Issues of Accountability in Secondary Schools

CREDIT: 3 hours
Campus 1 & 5

(Prerequisite EPY 3253 or EPY 6313 or consent of instructor) Three hours lecture. Study of the critical educational issues in school-based accountability. Particular attention will be given to the impact accountability has on student learning in the classroom.

COURSE OBJECTIVES:

The student will:

1. Examine the Accountability movement in education in the United States. NBTPS # 5, CFPO # 6, 7
2. Examine Federal Legislation that drives accountability and the classroom teachers' role as defined by this legislation. NBTPS # 5, 3; CFPO # 6, 7,8
3. Examine state legislation that drives classroom accountability. NBTPS # 5, CFPO # 6, 7, 9
4. Analyze the impact state accountability instruments have on classroom instruction and student learning. NBTPS # 3, 4; CFPO # 1, 7
5. Analyze the connections between national standards, state curriculum documents, and accountability in the secondary classroom. NBTPS # 2, 5; CFPO # 6, 9
6. Define the accountability of secondary classroom teachers from the perspective of governmental agencies, local school districts, and community patrons. NBTPS # 5, CFPO # 6, 8
7. Use assessment data to make instructional changes in classroom curriculum. NBTPS # 3, CFPO #1, 8, 9
8. Analyze assessment data to plan individualized instruction for all levels of students. NBTPS # 3, 4; CFPO #9

TOPICS TO BE COVERED:

I. Accountability Concerns for Students, Teachers, and Schools (6 hours)
   - A. Federal Mandates
     - i. Elementary & Secondary Education Act
     - ii. Latest Reauthorization: No Child Left Behind (NCLB)
     - iii. Historical Perspectives on Accountability Models
   - B. State Mandates
     - i. Responses to Federal Mandates
     - ii. State Responsibilities
     - iii. Variance between states'
   - C. District Mandates

II. Exemplary Models of Accountability & Assessments (3 hours)

III. Assessment as a Catalyst for Classroom Improvement of Student Learning (12 hours)
   - A. Content Teaching Standards
   - B. Learning Targets
   - C. Deep Understanding and Reasoning
     - i. Definition
     - ii. In Action

IV. Classroom Assessment Driving Instructional Change of Teachers (15 hours)
   A. Diagnosis of Classroom Results
      i. School Trends
      ii. Class Trends
      iii. Trends by Gender and Race
      iv. Individual Students
   B. Curriculum Change
      i. Vertical Alignment
      ii. Subject/Content Changes

V. Individualized Instruction to Improve Student Learning (9 hours)
   A. Differentiate Instruction
      i. Equity
      ii. Diversity
      iii. Excellence
   B. Student Growth
      i. Self-Assessment
      ii. Student Understanding of Knowledge/Content

REQUIRED TEXTS AND MATERIALS: (tentative)

Butler, S. M. & McMunn, N. D. (2006). *A Teacher's Guide to Classroom Assessment: Understanding and Using Assessment to Improve Student Leaning.* Jossey-Bass Teacher.

McMillan, J. H. (2007). *Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction.* Allyn and Bacon.

METHODS OF INSTRUCTION:

Methods of instruction will include lecture, discussion, demonstrations, presentations, hands-on-activities, and projects. All students are responsible for material assigned. They will work together and individually to accomplish assigned tasks.

ACADEMIC HONESTY/ HONOR CODE:
In the event of an occurrence of academic misconduct, the guidelines and procedures outlined in the Academic Misconduct Policy will be followed. The guidelines and procedures may be accessed on the web at http://honorcode.msstate.edu

EVALUATION OF STUDENT PROGRESS:

Each student's progress will be evaluated through the quality of written and oral class assignments, class participation, and performance on mid-and end-of-course examination.

SUGGESTED STUDENTS ACTIVITIES:

1. **Research Project** (Objective 1,2, 3, 4, 5, 6): Students will research nationally recognized exemplary teaching practices that address specific deficiencies in education as revealed by assessment instruments. Topics: Constructivism, Direct Instruction, Response to Intervention, Content Literacy, Culturally Relevant Pedagogy, Scripted Reading Instruction (or other nationally recognized reading

program), Task Analysis/Taxonomy, Inquiry-based learning, or other approved topic. Presentations will be given in class. Handouts are required.

2. **Test Comparison** (Objective 5, 3): Students will compare the subject area tests throughout SE states and will develop suggested curricular and test changes that will improve student learning and ultimately the nationally reported educational level in the SE. Students will use the Test Comparison Chart. Add that they must trace at least 3 questions/topics, give DOKs, and analyze what the differences are.
3. **Accountability Legislation** (Objective 1, 6):Each student will research how the national accountability legislation (Common Core) has impacted their curricular field. They will present their findings in the class. Each student will present a 3-5 presentation on their field, then debate format will be followed.
4. **Board Brief** (Objective 1,2, 3, 4): Each student will develop an assessment policy statement to present to the school board and superintendent. The statement should address changes needed to the district-wide assessment system to raise the Mississippi Curriculum Test scores for all students in the district. The statement must reference pertinent research, various national standards, assessment instruments, effective planning models, readings from class. Each student will be given 5 minutes (you will be timed) to deliver the statement. Members of the class will act as the school board and vote yea/nay on your policy. Each student will need to develop an augmented outline and reference page.
5. **Self-Improvement Plan** (Objective 7, 8): Each student will perform a classroom analysis and self-improvement teaching plan using the Classroom Characteristic form (handout from professor). Each student will design a creative presentation of the teacher analysis, potential changes in instruction, strategies to address student issues, and other relevant information. The project will be graded on both the visual and verbal presentation of the analysis.

GRADE EVALUATION:

Research Project 15%	Objective 1,2, 3, 4, 5, 6,
Accountability Legislation 10%	Objective 1, 6
Board Brief 15%	Objective 1,2, 3, 4
Test Comparison 25%	Objective 5, 3
Self-Improvement Plan 25%	Objective 7, 8
Readings 5%	Objective 1,2, 3, 4, 5, 6
Class Participation 5%	Objective all

GRADING Scale Percentage:

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

TECHNOLOGY:
Technology will be used in both the delivery of the course content and through course requirements completed by students. Delivery of course content will use PowerPoint presentations, materials on the Internet and myCourses. All course assignments will be completed using appropriate software.

CULTURAL DIVERSITY:
Student will examine materials for appropriateness to use with diverse learners.

STUDENTS WITH DISABILITIES:
In accordance with section 504 of the 1973 Rehabilitation Act and the American with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

BIBLIOGRAPHY:

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Witcher, A., Jiao, Q., Onwuegbuzie, A., Collins, K., James, T., & Minor, L. (2008, October 1). Preservice teachers' perceptions of characteristics of an effective teacher as a function of discipline orientation: A mixed methods investigation. *Teacher Educator, 43*(4), 279-301.

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APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Freeman Hall-Room 102, Mail Stop 9638 (325-1922).

College or School: Education **Department:** Curriculum, Instruction, and Special Education

Contact Person: Ryan Walker **Mail Stop** 9705 **E-mail** rw1056@msstate.edu

Nature of Change: Campus 1 & 5 **Date Initiated:** January 15, 2014 **Effective Date:** fall 2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
EDS	8663	Improving Instruction in Secondary Schools	(3)

Current Catalog Description:

Three hours lecture. Field-based.. An exploration of classroom-based inquiry, exploration, and action research as means of improving teaching and learning in secondary schools.

New or Modified Listing for Catalog:
No change.

New or Modified Catalog Description:
No change.

Approved:	4/8/14	*Date:*
Department Head		
	4-9-14	
Chair, College or School Curriculum Committee		
Teresa Jayroe	4-10-14	
Dean of College or School		
Chair, University Committee on Courses and Curricula		
Chair, Graduate Council (if applicable)		
Chair, Deans Council		

To: Box Council and UCCC Committee Members

From: Secondary Education Faculty

RE: Support of proposal to modify EDS 8663- Improving Instruction in Secondary Schools

Date: August 1, 2013

This letter of support is offered by secondary education faculty in the Department of Curriculum, Instruction, and Special Education, for the proposal to modify EDS 8663- Improving Instruction in Secondary Schools by:

- Modify method of course delivery to include Campus 5

Secondary Education faculty includes Drs. Susie Burroughs, Dana Franz, Peggy F. Hopper, Kelly Moser, Lindon Ratliff, and Ryan Walker. As indicated by the signatures below, a majority of the faculty members have approved the proposal.

Secondary Education Faculty Date

COURSE PROPOSAL FOR DISTANCE LEARNING
EDS 8663 IMPROVING INSTRUCTION IN SECONDARY SCHOOLS

A. COURSE PROPOSAL

1. CATALOG DESCRIPTION

EDS 8663 Improving Instruction in Secondary schools. Three hours lecture. Field-based. An exploration of classroom-based inquiry, exploration, and action research as means of improving teaching and learning in secondary schools.

2. JUSTIFICATION FOR CDE OFFERING

The secondary education course, EDS 8663, is a mandatory course for the Master of Science in Secondary Education degree program. By offering EDS 8663 in an online format, potential students who live too far to commute to MSU will be able to enroll in and complete this course from their own homes and communities.

3. LEARNING OUTCOMES

This course is intended to help secondary teachers explore and practice methods of improving teaching and learning in secondary schools. Learners will:

- Gain knowledge and skill of application with current research methods
- Conduct an Action research project and reflect on their own professional practice
- Examine elements of effective instruction

4. DETAILED COURSE OUTLINE

Content Area	Face-to-Face	Online, Internet, Web-based
Learning Module 1	4 contact hours (lectures, feedback, discussion, case studies)	3 contact hours (videos, case studies, email feedback)
Structured discussion board session	NA	1 contact hour
Learning Module 2	4 contact hours (lectures, feedback, discussion, case studies)	3 contact hours (videos, case studies, email feedback)
Structured discussion board session	NA	1 contact hour
Learning Module 3	4 contact hours (lectures, feedback, discussion, case studies)	3 contact hours (videos, case studies, email feedback)
Structured discussion board session	NA	1 contact hour
Learning Module 4	8 contact hours (lectures, feedback, discussion, case studies)	7 contact hours (videos, case studies, email feedback)
Structured discussion board session	NA	1 contact hour
Learning Module 5	10 contact hours (lectures, feedback, discussion, case studies)	9 contact hours (videos, case studies, email feedback)
Structured discussion board session	NA	1 contact hour
Learning Module 6	10 contact hours (lectures, feedback, discussion, case studies)	9 contact hours (videos, case studies, email feedback)
Structured discussion board session	NA	1 contact hour
Learning Module 7	5 contact hours (lectures, feedback, discussion, case studies)	4 contact hours (videos, case studies, email feedback)
Structured discussion board session	NA	1 contact hour
TOTAL	**45 contact hours**	**45 contact hours**

5. METHOD OF EVALUATION

Grade Evaluation:

Professionalism	Expected
Article Critiques and presentation	10%

Title, section 1, 2, 3, 4, 5 & IRB	35%
Editing (peer review)	30%
Final examination: Manuscript on action research study	25%

Grading Scale: 7 point scale: A= 100% to 93%, B= 92.9% to 86%, C= 85.9% to79%, D= 78.9% to 72%, F= 71.9% and below

Academic Misconduct:

Several steps will be taken to prevent and detect academic misconduct. Namely, the MSU Honor Code and a link to the website will be included in the course syllabus. Second, students will submit written assignments via SafeAssign, an anti-plagiarism software. Any occurrences of academic misconduct will follow procedures set forth in the Honor Code.

Due to the written nature of assignments included this course, and the required applications to students' specific content areas, by design this course is not inviting to breaches of the honor code.

Target Audience:

This course is for intended for graduate students enrolled in the Master of Science or Doctor of Philosophy programs in the department of Curriculum, Instruction, and Special Education.

6. METHOD OF INSTRUCTION
C- Lecture

7. METHOD OF DELIVERY
O- Online, Internet, Web-based

8. DELIVERY STATEMENT
This CDL course will not violate the Provost's policies on Campus 5 offerings. This course is available to Campus 5 students in an online, Internet, web-based format so that enrolled students can complete the requirements from their homes.

B. SPECIAL NOTES

1. CROSS-LISTING
Not applicable

2. EFFECTIVE DATE
Fall 2014

3. EFFECT ON OTHER COURSES
No impact on other courses.

4. CONTACT PERSON
Dr. Ryan Walker

5. MASTER SCHEDULE
This course will be taught every Spring semester upon approval.

EDS 8663: Improving Instruction in Secondary Schools

Credit: 3 semester hours
Campus 1 & 5

Catalog Description:

Three hours lecture. Field-based. An exploration of classroom-based inquiry, exploration, and action research as means of improving teaching and learning in secondary schools.

Objectives:
Students will be able:

1. To develop an appreciation of the need for continual development in the areas of effective instruction and efficient learning.(CFPO #5; NBPTS #1, 3, 4)
2. To increase knowledge in research findings related to secondary school instruction. (CFPO #8; NBPTS #4)
3. To demonstrate an awareness of the role of classroom teachers in developing solutions to problems related to teaching and learning. (CFPO #12; NBPTS #1, 3, 4)
4. To investigate the purposes and procedures associated with action research. (CFPO #8, 12; NBPTS #4, 5)
5. To identify an area of focus in teaching and learning in secondary classrooms and to design an action research project to address the problem. (CFPO #1, 8, 12; NBPTS #1, 3, 4)
6. To contribute to the body of knowledge of secondary school instruction through the application of action research in the classroom. (CFPO #1, 8; NBPTS #1, 3, 4)
7. To increase professional knowledge, skills, and perspectives pertinent to secondary school instruction. (CFPO #3, 5, 12; NBPTS #1, 3, 4)

Topics to be Covered:

1) Improving Teaching and Learning (4 hours)
   a) Characteristics of Effective Teachers
   b) Critical Features of High Quality Instruction
2) What the Research Says About Secondary School Instruction (4 hours)
   a) Effective Schools Research
   b) Approaches to Academic Excellence
3) Classroom Teachers as Researchers (4 hours)
   a) Becoming a Reflective Practitioner
   b) Applying Evidence-Based Models of Instruction
4) Purposes of Action Research: Research to Practice (8 hours)
5) Conducting an Action Research Project (10 hours)
   a) Identifying an Area of Focus
   b) Selecting Problems Related to Teaching
   c) Selecting Problems Related to Learning
   d) Defining the Parameters of the Project
   e) Designing the Project
   f) Attending to Legal Concerns
   g) Attending to Ethical Concerns
   h) Attending to Logistical Matters
   i) Collecting the Data
   j) Making Sense of the Data
6) Application of Action Research Findings (10 hours)
   a) Determining the Theoretical Implications of the Findings
      i) Theory to Research, Research to Theory

ii) Supporting Conventional Theory
iii) Challenging Conventional Theory
iv) Developing New Theory

b) Collaboration and Sharing
i) Presenting Research Findings
ii) Publishing Research Findings
iii) Adding to the Body of Knowledge
iv) Using Action Research to Improve Instruction

7) Action Research as a Means to Becoming a Reflective Practitioner (5hours)
a) Changing How Teachers Think About Teaching and Learning
b) Changing How Teachers Teach

Suggested Student Activities:

1. Each student will thoughtfully consider and explore in depth through seminar-style and deliberative discussions theories, research findings, and application models of action research as they apply to teaching and learning in secondary classrooms. (Objective 1, 2, 3)
2. Each student will critique both verbally and in writing one academic journal article (or other approved reading selection) per topic considered during each seminar/deliberative discussion. (Objective 2, 5)
3. Each student will design and conduct an action research project addressing a problem related to teaching and learning in secondary schools. (Project to be approved by the professor.) (Objective 5, 6, 7, 3)
4. Each student will prepare and deliver to the class a multi-media presentation on the design of the action research project conducted, the findings of the project, and plans for dissemination and application of the project's findings. (Objective 3, 6)
5. Each student will prepare a position paper on the importance of becoming a reflective secondary school practitioner. (Objective 7, 3, 1)
6. Each student will participate in a variety of non-graded activities, including but not limited to the following: (a) active participation in classroom discussions and debates, (b) regular monitoring of the class listserv and participation in discussion threads, and (c) examination of related current issues in secondary education. (Objective all)

Methods of Instruction:
Lecture, small and large group discussion, inquiry, discovery, cooperative activities, independent research, and problem-based learning.

Evaluation of Student Progress:
Each student's progress will be evaluated through the quality of written and oral class assignments, class participation, and performance on mid- and end-of-course examinations.

Textbooks:
Author (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Bransford, John, Ann L. Brown, and Rodney R. Cocking. 2000. *How people learn: brain, mind, experience, and school.* Washington, D.C.: National Academy Press

Recommended
Creswell, J.W. (2009). RESEARCH DESIGN: Qualitative, Quantitative, and Mixed Methods Approaches (3rd ed). Thousand Oaks, CA: Sage Publications.

Grade Evaluation:

Professionalism	Expected
Article Critiques and presentation	10%
Title, section 1, 2, 3, 4, 5 & IRB	35%
Editing (peer review)	30%
Final examination: Manuscript on action research study	25%

Grading Scale: A= 100% to 93%, B= 92.9% to 86%, C= 85.9% to79%, D= 78.9% to 72%, F= 71.9% and below

Lateness: Working professionals occasionally need to submit an assignment late so to encourage everyone to hand in all assignments, late work will accepted. However, in fairness to those who turn assignments in on time there will be a price to pay. All assignments will be reduced by letter grade for each week (or part of a week) of lateness.

Missed Classes: If you know that you will miss a class, as a courtesy, please inform me. While it may seem unfair, there is no excuse for missing a class by which you will loose your class participation points on that day. There isn't any way to determine what are good and bad reasons for missing class – nonetheless you have still missed the class. Rest assured, if you complete all of the work assigned in good fashion, missing a class or two will not jeopardize the grade that you earn. This policy is in place to encourage you to come to as many classes as possible.

Mississippi State University Honor Code:
In the event of an occurrence of academic misconduct, the guidelines and procedures outlined in the Academic Misconduct Policy will be followed. The guidelines and procedures may be accessed on the web at http://honorcode.msstate.edu

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

Technology:
Technology will be used in both the delivery of the course content and through course requirements completed by graduate students. Delivery of course content will use PowerPoint presentations, materials on the Internet and myCourses. All course assignments will be completed using appropriate software.

Diversity:
Students will examine materials for appropriateness to use with diverse learners.

Mississippi State University Accommodations for Disabilities:

> *Students with disabilities meeting guidelines for eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are provided appropriate reasonable accommodations and services as individually determined by the Department of Student Support Services staff. The Director of Student Support Services is available to consult with the diagnostician regarding requirements for specific disabilities and can be reached by phone at (662) 325-3335*

Bibliography

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Davis, B., Sumara, D., & Luce-Kapler, R. (2000). *Engaging minds: Learning and teaching in a complex world.* Mahwah, New Jersey: Lawrence Erlbaum Associates.

Dick, W., Carey, L., & Carey, J. (2001). *The systematic design of instruction* (5th ed.). New York: Longman.

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Pregent, R. (2000). *Charting your course: How to prepare to teach more effectively.* Madison, Wisconsin: Atwood Publishing.

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Rose, D. H., & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning.* Alexandria, Virginia: Association for Supervision and Curriculum Development. [http://www.cast.org/teachingeverystudent//]

Salend, S. J. (2008) *Creating inclusive classrooms: Effective and reflective practices* (6th ed.). New Jersey: Merrill/Prentice Hall.

Shagoury, R. & Power, B. M. (1999). *Living the Questions: A Guide for Teacher-Researchers.* Portland, Maine: Stenhouse Publishers.

Sheets, R. H. (2005). *Diversity pedagogy: Examining the role of culture in the teaching-learning process.* Boston: Allyn and Bacon.

Silver, H. F., Strong, R. W., & Perini, M. J. (2000). *So each may learn: Integrating learning styles and multiple intelligences.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

Silverman, R., Welty, W. M., & Lyon, S. (1998). *Case studies for teacher problem solving.* New York: McGraw-Hill.

Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Alexandria, Virginia: Association for Supervision and Curriculum Development.

Trumbull, E., Rothstein-Fisch, C., Greenfield, P. M., & Quiroz, B. (2001). *Bridging cultures between home and school: A guide for teachers.* London: Lawrence Erlbaum Associates.

Weimer, M. E. (2002). *Learner-centered teaching: Five key changes to practice.* San Francisco: Jossey-Bass.

To: Box Council and UCCC Committee Members

From: Secondary Education Faculty

RE: Support of proposal to offer EDS 8653 Issues of Accountability and EDS 8663 Improving Instruction on campus 5.

Date: January 24, 2014

This letter of support is offered by secondary education faculty in the Department of Curriculum, Instruction, and Special Education, for the proposal to offer EDS 8653 Issues of Accountability and EDS 8663 Improving Instruction on campus 5.

(a) Offer class through distance learning

Secondary Education faculty include Drs. Susie Burroughs, Dana Franz, Peggy F. Hopper, Kelly Moser, Lindon Ratliff, and Ryan Walker. As indicated by the signatures below, a majority of the faculty members have approved the proposal.

Secondary Education Faculty	Date
Kelly Moser	2-18-14
Susie Burroughs	2-18-14
Ryan Walker	2/18/14
Peggy F. Hopper	2-18-14
Dana Franz	2-18-14

To: Box Council and UCCC Committee Members

From: Secondary Education Faculty

RE: Support of proposal to modify EDS 6000 Level Methods

Date: January 24, 2014

This letter of support is offered by secondary education faculty in the Department of Curriculum, Instruction, and Special Education, for the proposal to modify EDS Methods Courses: EDS 6633 Methods of Teaching Mathematics, EDS 6643 Methods of Teaching Social Studies, EDS 6653 Methods of Teaching Science, EDS 6673 Methods of Teaching Language Arts, and EDS 6683 Methods of Foreign Language Teaching,

(a) Uncouple the EDS 4000/6000 to form one undergraduate course and one graduate level course (Face-to-Face and online delivery);
(b) The new 6000 level methods course will then require Co-requisite with EDS 8883 or EDS 8893 or consent of instructor.
(c) 4000 level methods section will remain unchanged.

Secondary Education faculty include Drs. Susie Burroughs, Dana Franz, Peggy F. Hopper, Kelly Moser, Lindon Ratliff, and Ryan Walker. As indicated by the signatures below, a majority of the faculty members have approved the proposal.

Secondary Education Faculty

Kelly Moser 2-18-14
Susie Burroughs 2-18-14
Peggy F. Hopper 2-18-14
2-18-14
2-18-14

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Freeman Hall-Room 102, Mail Stop 9638 (325-1922).

College or School: Education **Department:** Curriculum, Instruction, and Special Education

Contact Person: Jessica Ivy **Mail Stop** 9705 **E-mail:** jtd48@msstate.edu

Nature of Change: Modify **Date Initiated:** Jan 15, 2014 **Effective Date:** Fall 2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
EDS	4633/6633	Methods of Teaching Mathematics	(3)

Current Catalog Description:

(Prerequisite: Admission to Teacher Education and EDS 3633). Three hours Lecture. Field –based. Aims and purposes of teaching mathematics at the secondary level, curriculum problems, organization and presentation of subject matter, methods of teaching and evaluation.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
EDS	6633	Mathematics Education Pedagogy	(3)

New or Modified Catalog Description:

(Co-requisite: EDS 8886 or 8896 or consent of instructor.) Three hours lecture. Field-based A comprehensive examination of the effective practices for teaching and evaluating mathematics students in the secondary setting.

	Approved:	*Date:*
Department Head	4/8/14	
Chair, College or School Curriculum Committee		4-9-14
Dean of College or School	Teresa Jayroe	4/10/14
Chair, University Committee on Courses and Curricula		
Chair, Graduate Council (if applicable)		
Chair, Deans Council		

COURSE MODIFICATION

1. CATALOG DESCRIPTION

Current Description:
EDS 4633/6633. Methods of Teaching Mathematics
(Prerequisite: Admission to Teacher Education and EDS 3633). Three hours Lecture. Field –based. Aims and purposes of teaching mathematics at the secondary level, curriculum problems, organization and presentation of subject matter, methods of teaching and evaluation.

New Description:
EDS 6633. Mathematics Education Pedagogy
(Co-requisite: EDS 8886 or 8896 or consent of instructor.) Three hours lecture. Field-based. A comprehensive examination of the effective practices for teaching and evaluating mathematics students in the secondary setting.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

The proposed changes to EDS 4933/6633 Methods of Teaching Mathematics course are to:

(a) include introductory as well as advanced content pertaining to mathematics pedagogy
(b) uncouple the 4633/6633
(c) alter the catalog title and description of the course
(d) alter the co-requisites and pre-requisites of the course

3. JUSTIFICATION AND LEARNING OUTCOMES

The learning outcomes have expanded to include introductory as well as advanced content. Learners will:

- develop the knowledge, dispositions and skills needed to be effective educators
- explore and practice discipline-specific and level appropriate teaching methods
- develop effective assessment practices
- examine and consider the practical implications of professional literature and theory

This course is designed for graduate students seeking 7-12 licensure in mathematics or who are currently serving as in-service mathematics teachers. Since these graduate students do not take undergraduate content specific pedagogy courses, the faculty have found that students lack the foundational knowledge to be successful in this graduate level pedagogy course and to become effective practitioners in the state or beyond. Including key introductory content as well as advanced graduate level content as proposed in this modification, will provide these students with the comprehensive knowledge and practice deemed necessary by the faculty as well as those outlined in the NCTM /NCATE Standards for initial teacher licensure.

Since the course content will differ from the EDS 4633, these two courses should no longer be linked and the catalog description must reflect a comprehensive examination of mathematics pedagogy.

Because the target audience of this course is graduate students, the previous pre-requisites no longer apply. However, because this course is field based, enrolled graduate students are expected to complete various tasks while in a classroom setting. Thus the co-requisites have been altered (via EDS 8886 Dimensions I or EDS 8896 II, or with professor approval) to ensure that enrolled students have access to this environment. This course is currently being offered via Campus 1 and Campus 5; this will remain unchanged. The course will not be offered on the Meridian campus because there is currently not faculty available at Campus 2 to support the course.

4. ADDITONAL INFORMATION

a. COURSE SYMBOL: No change, EDS
b. COURSE NUMBER: No change, 6633
c. COURSE TITLE: proposed change to course title is "Mathematics Education Pedagogy"
d. CREDIT HOURS: No change, Three semester hours
e. PRE-REQUISITE/CO-REQUISITE: Concurrent enrollment in EDS 8886 Dimensions I or EDS 8896 Dimensions II or consent of instructor

   The course is designed for students seeking licensure to teach mathematics. Since this course requires students to make connections between theory and practice, students must be working in the secondary schools. Thus, their course assignments will require them to alter instructional practices and implement new assessment strategies. Previously, students were able to enroll in the course without being in the schools, and assignments were not uniform student-to-student to account for this issue.

f. METHOD/HOURS OF INSTRUCTION: No change, C Lecture
g. METHOD OF DELIVERY: No change, F Face to Face; O Online

h. DELIVERY STATEMENT: This distance learning course will not violate the Provost's policies on Campus 5 offerings.
i. COURSE DESCRIPTION: (Co-requisite: EDS 8886 or 8896 or consent of instructor). Three credit hours. Field-based. A comprehensive examination of the effective practices for teaching and evaluating mathematics students in the secondary setting.
j. COURSE CONTENT: See syllabus

8. GRADUATE STUDENT REQUIREMENTS: This is a course specifically for graduate students.

9. METHOD OF EVALUATION:

Article Reviews	20%
Problem Sets	10%
Guided Reflections (Field-based)	15%
Reading Discussions	10%
History of Mathematics Project	20%
Unit Plan	25%
TOTAL	100%

NOTE: Grades will be assigned as follows: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; below 60% = F

OUT OF CLASS WORK: Students will complete Guided-Reflections in the 7-12 setting.

10. ACADEMIC MISCONDUCT: Several steps will be taken to prevent and detect academic misconduct. Namely, the MSU Honor Code and a link to the website will be included in the course syllabus. Second, students will submit written assignments via SafeAssign, an anti-plagiarism software. Any occurrences of academic misconduct will follow procedures set forth in the Honor Code.

Due to the written nature of assignments included this course, and the required applications to students' specific content areas, by design this course is not inviting to breaches of the honor code.

11. TARGET AUDIENCE: Target audience for Campus 5 includes students enrolled in the MAT-S online degree program. These students are seeking licensure or are practicing teachers. Campus 1, 2 students may include graduate students who minor in Curriculum, Instruction, and Special Education.

12. SUPPORT: A letter of support offered by the secondary education faculty in the Department of Curriculum, Instruction, and Special Education is included.

SPECIAL NOTES

1. CROSS-LISTING: N/A
2. EFFECTIVE DATE: Fall 2014
3. GENERAL EDUCATION COURSE DESIGNATION
4. EFFECTS ON OTHER COURSES: It is assumed that the proposed changes will have no effect on other courses.
5. Contact Persons: Dr. Dana Franz (325-7117; df76@msstate.edu); Dr. Jessica Ivy (325-7109; jtd48@msstate.edu)

MASTER SCHEDULE: This course will be taught every fall semester.

EDS 4633/6633: Methods of Teaching of Mathematics

CREDIT: 3 Semester Hours

PREREQUISITE: Admission to Teacher Education and EDF 4243, RDG 3513 and EDS 3633.

CO-REQUISITE: EPY 3253

CATLOGUE DESCRIPTION: Three hour lecture, Field-based. Aims and purposes of teaching mathematics in secondary school, curriculum problems, organization and presentation of subject matter, methods of teaching and evaluation.

COURSE OBJECTIVES:

The students will:

1. Examine the goals and objectives of the secondary mathematics program. **INTASC #1 & #7; CFPO 3**
2. Prepare effective plans for units of work for a day, week, semester or year. **INTASC #1 & #7; CFPO 5 & 6**
3. Explain the purposes of the three general types of activities in a teaching unit and specific materials and/or activities, which can be used to accomplish these purposes. **INTASC #7; CFPO 5 & 6**
4. Explain the purposes of evaluation and methods of evaluating pupil progress, materials, activities, and self. **INTASC #1 & #7; CFPO 3 & 5**
5. Write a teaching unit in mathematics at any grade level, 7-12, for a specific known class. **INTASC #7; CFPO 5**
6. Identify curriculum problems and possible solutions to such problems. **INTASC #7; CFPO 3**
7. Exam issues of math anxiety. **INTASC #5; CFPO 2 & 8**
8. Develop a written term project on how mathematics is used as a tool in other subject fields in the secondary school curriculum. **INTASC #1; CFPO 3**
9. State the purposes of co-curricular activities, specific activities pertaining to mathematics, which may be included, and the teacher's role in such activities. **INTASC #6 & #7; CFPO 7**
10. Discuss causes mathematics anxiety and how to reduce it in the secondary mathematics classroom. **INTASC #2; CFPO 2 & 8**
11. Know how to continue professional growth through
    a. Active membership in professional organizations at local, state, regional, and national levels.
    b. Keeping up to date with current research practices by reading professional journals.
    c. Attending workshops, inservice programs, etc.
    d. Further formal study through institutions of higher learning. **INTASC #1 & #10; CFPO 9 & 10**
12. Plan and teach a mini-lesson at any grade level, 7-12. **INTASC #7; CFPO 10**

TOPICS TO BE COVERED:

- Planning in the Secondary Classroom (9 hours)
  - Daily lesson Plans
  - Unit Plans
  - Yearly Plans
- Curriculum Issues (9 hours)
  - Making Math Relevant
  - Real World Connections
  - Cross-curricular connections
  - Integrating Technology (math-specific websites, graphing calculators, motion devices)
- Assessment (9 hours)
  - Classroom Assessment
  - High Stakes Testing
- Effective Teaching Strategies (9 hours)
  - Algebra 1
  - Geometry
  - Higher Level Math
  - Students with Special Needs
- Motivation & Mathematics (3 hours)
- Math Anxiety (3 hours)
- Professional Organizations & Development (3 hours)

REQUIRED TEXTS AND MATERIALS:

Becoming a Reflective Mathematics Teacher (2002). Lawrence Erlbaum Associates, Publishers.
*Principals and Standards for School Mathematics (*2000). The National Council of Teachers of Mathematics.
Tips for the Mathematics Teacher (1998). Corwin Press, Inc.

METHODS OF INSTRUCTION:

Methods of instruction will include lecture, discussion, demonstrations, presentations, hands-on-activities, and projects. All students are responsible for material assigned. They will work together and individually to accomplish assigned tasks.

SUGGESTED STUDENT ACTIVITIES:

1. 50 hours of field-based observations and teaching (5 %)
2. Reflective Journal of field experiences (10 %)
3. Studio-based Learning projects (2) (30 %)
4. Math Unit (20 %)
5. Multi-course Portfolio (5 %)
6. Quizzes/exam (20 %)
7. Homework (10 %)

Graduate Level Student Activities:

1. Complete an Action Research project. (20%, replaces math unit)
2. Develop a plan for professional growth. (5%, replaces portfolio)
3. Complete peer observation and associated research activities. (15% replaces observation and journal)

Grading:

Grades will be assigned as follows: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; below 60% = F

Academic Honesty:

In the event of an occurrence of academic misconduct, the guidelines and procedures outlined in the Academic Misconduct Policy will be followed. The guidelines and procedures may be accessed on the web at http://www.msstate.edu/web/security/html.

Students with Disabilities:

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

References

Ameis, J. & Ebenezer, J. (2000). *Mathematics on the internet: A resource for k-12 teachers,* Upper Saddle River, NJ: Prentice-Hall.

Brahier, D. (2000). *Teaching secondary and middle school mathematics*. Needham Heights, MA: Allyn & Bacon.

Bookman, J. & Friedman, C. (1998). Student attitudes and calculus reform. *School Science and Mathematics, 98(3)*, 117-122.

Cuoco, A. (1998, May). What I wish I had known about mathematics when I started teaching: Suggestions for teacher-preparation programs. *Mathematics Teacher*, *91*(5), 372-374.

Easterday, K. & Galloway, L. (1995). A comparison of sentential logic skills: Are teachers sufficiently prepared to teach logic? *School Science & Mathematics*, *95*(8), 431-436.

Germain-McCarthy, Y. (1999). *Bringing the NCTM standards to life: Exemplary practices from high schools*. Larchmont, NY: Eye on Education.

Grant, C. & Sleeter, C. (1998). *Turning on learning: Five approaches for multicultural teaching plans for race, class, gender, and disability*. Upper Saddle River, NJ: Prentice-Hall.

Huetinck, L. & Munshin, S. (2000). *Teaching mathematics for the 21st century: Methods and activities for grades 6-12.* Upper Saddle River, NJ: Prentice-Hall.

Kellough, R. (1996). *Integrating mathematics and science*. Englewood, NJ: Merrill

Milou, E. (1999). The graphing calculator: A survey of classroom usage. *School Science & Mathematics*, *9* (3), 133-140.

Mississippi State Department of Education. (2000). *Mississippi mathematics framework.* Jackson, MS: Bureau of School Improvement.

`Muschla, G & Muschla, J. (2000). *Geometry teacher=s activities kit: Ready-to-use lessons and worksheets for grades 6-12*. West Nyack, NY: Center for Applied Research in Education.

Whicker, K. & Bol, L. (1997). Cooperative learning in the secondary mathematics classroom. *Journal of Educational Research, 91*(1), 42-48.

Woodbury, S. (1998). Rhetoric, reality, and possibilities: Interdisciplinary teaching and secondary mathematics. *School Science & Mathematics*, *98*(6), 303-311.

EDS 6633: Mathematics Education Pedagogy
Campus 1, 2 & 5

Credit: 3 Semester Hours

Catalogue Description: EDS 6633. Advanced Methods of Teaching Mathematics (3) (Co-requisite: EDS 8886 or 8896 or consent of instructor.) Three hours lecture. A comprehensive examination of the effective practices for teaching and evaluating mathematics students in the secondary setting.

Course Objectives:

The students will:

1. Demonstrate how to teach and plan through problem solving in the secondary mathematics classroom by examining and writing daily, unit, and yearly lesson plans for 7-12 mathematics instruction. **INTASC #1, 7, 8; CFPO 5, 6, 7**
2. Identify curriculum problems and research-based solutions to such problems. **INTASC #7; CFPO 3**
3. State the purposes of co-curricular activities, specific activities pertaining to mathematics, which may be included, and the teacher's role in such activities. **INTASC #5 & #7; CFPO 7**
4. Examine the mathematical concepts taught in the secondary setting as described in NCTM Principles and Standards for School Mathematics and the Common Core State Standards for Mathematics, including the integration of technology as a teaching a tool for teaching and learning mathematics. **INTASC #7, 8; CFPO 3**
5. Explain the purposes of evaluation and methods of evaluating pupil progress, materials, activities, and self. **INTASC #6, 7, 8; CFPO 3 & 5**
6. Study effective, research-based teaching strategies specific to the domains of mathematics to the needs of diverse learners, including students with special needs. **INTASC # 2, 4, 8; CPFO 2, 5**
7. Discuss issues of motivation, attitudes, and self-efficacy in mathematics instruction. **INTASC #3, 8; CFPO 2, 6**
8. Discuss causes and issues mathematics anxiety and how to reduce it in the secondary mathematics classroom. **INTASC #1, 2, 3; CFPO 2 & 8**
9. Explore how to continue professional growth as a lifelong learner. **INTASC #1, 9, 10; CFPO 9 & 10**

Topics to be Covered:

- Planning in the Secondary Classroom (9 hours)
  - Daily lesson Plans
  - Unit Plans
  - Yearly Plans
- Curriculum Issues (9 hours)
  - Making Math Relevant
  - Real World Connections
  - Cross-curricular connections
  - Integrating Technology (math-specific websites, graphing calculators, motion devices)
- Assessment (9 hours)
  - Classroom Assessment
  - High Stakes Testing
- Effective Teaching Strategies (9 hours)
  - Algebra 1
  - Geometry
  - Higher Level Math
  - Students with Special Needs
- Motivation & Mathematics (3 hours)
- Math Anxiety (3 hours)
- Professional Organizations & Development (3 hours)

Required Texts and Materials:

1. *Teaching Mathematics through Problem Solving* (2006). The National Council of Teachers of Mathematics.
2. *Empowering the Beginning Teacher of Mathematics: High School* (2005). The National Council of Teachers of Mathematics.
3. *Developing Essential Understanding of Geometry Grades 6-8* (2012) The National Council of Teachers of Mathematics.
4. Common Core State Standards for Mathematics: Available at http://www.corestandards.org/Math

Methods of Instruction:

Methods of instruction will include web-based lecture, discussion, demonstrations, presentations, activities, and projects. All students are responsible for material assigned. Students will work together and individually to accomplish assigned tasks. Individual feedback for discussions and assignments will be provided via MyCourses gradebook.

Suggested Student Activities:

1. Article Reviews (20%)
2. Problem Sets (10%)
3. Guided Reflections (15%)
4. Reading Discussions (10%)
5. History of Mathematics Project (20%)
6. Unit Plan (25%)

Academic Honesty/ Honor Code:
In the event of an occurrence of academic misconduct, the guidelines and procedures outlined in the Academic Misconduct Policy will be followed. The guidelines and procedures may be accessed on the web at http://honorcode.msstate.edu

Technology:
Technology will be used in both the delivery of the course content and through course requirements completed by graduate students. Delivery of course content may use PowerPoint presentations, materials on the Internet and myCourses. All course assignments will be completed using appropriate software.

Cultural Diversity:
Student will examine materials for appropriateness to use with diverse learners.

Students with Disabilities:
In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

Evaluation of Student Progress:
The persentage required for each letter grade are detailed below. As this is a graduate level course, earning an "A" will take extra effort on the part of the student. A "B" represents quality, acceptable work. Assignments turned in late will have a 10% deduction per calendar day from the final grade.

Grading:
Grades will be assigned as follows: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; below 60% = F

Bibliography:

Ball, L. & Stacey, K. *Teaching Strategies for Developing Judicious Technology Use.* Technology-Supported Mathematics Learning Environments. NCTM: Reston, VA.

Bransford, J. (2000). *How people learn: Brain, mind, experience, and school.* Washington, DC: National Academy Press.

Brown, C.A. & Smith, M.S. (1997). *Supporting the development of mathematical pedagogy.* The Mathematics Teacher 90(2).

Doerr, H.M., Meeham, D.J., & O'Neil, A.H. *A natural approach to the number e.* The Mathematics Teacher 105(6).

Hodges, T., & Conner, E. (2011). *Reflections on a technology-rich mathematics classroom.* The Mathematics Teacher 104(6).

Mahoney, J.F. (2004). *How many votes are needed to be elected president?* The Mathematics Teacher 98(3).

National Coucil of Teachers of Mathematics. *Principles and Standards for School Mathematics.* Reston, VA, 2000.

National Governors Association Center for Best Practices (2010). Common core state standards (mathematics). Washington, DC: Council of Chief State School Officers.

National Research Council. (2001). Adding it up: Helping children learn mathematics.

Kilpatrick, J., Swafford, J, & and Findell, B. (Eds.). Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

Reinhart, S.A. (2008). *Never say anything a kid can say.* Mathematics Teaching in the Middle School 5(8).

Stigler, J.W. & Hiebert, J. (1999), The teaching gap: Best ideas from the world's teachers for improving education in the classroom. New York: Free Press.

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Freeman Hall-Room 102, Mail Stop 9638 (325-1922).

College or School: Education **Department:** Curriculum, Instruction, and Special Education

Contact Person: Susie Burroughs **Mail Stop** 9705 **E-mail:** sburroughs@colled.msstate.edu

Nature of Change: Modify **Date Initiated:** Jan 15, 2014 **Effective Date:** Fall 2015

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
EDS	4643/6643	Methods of Teaching Social Studies	(3)

Current Catalog Description:

(Prerequisites: Admission to Teacher Education and EDS 3643.) Three hours. Field-based. An examination of teaching methods and instructional materials and media appropriate for use in middle and secondary social studies classrooms.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
EDS	6643	Social Studies Education Pedagogy	(3)

New or Modified Catalog Description:

(Co-requisite: EDS 8883 or EDS 8893 or consent of instructor). Three hour lecture. Field-based. A comprehensive examination of the effective practices for teaching and evaluating social studies students in secondary classrooms.

	Approved	*Date:*
Department Head	04/8/14	
Chair, College or School Curriculum Committee		4-9-14
Dean of College or School	Teresa Jayroe	4-10-14
Chair, University Committee on Courses and Curricula		
Chair, Graduate Council (if applicable)		
Chair, Deans Council		

COURSE MODIFICATION
EDS 6643 Methods of Teaching Social Studies

1. CATALOG DESCRIPTION

Current Description:
(Prerequisites: Admission to Teacher Education and EDS 3643.) Three hours. Field-based. An examination of teaching methods and instructional materials and media appropriate for use in middle and secondary social studies classrooms.

New Description:
(Co-requisite: EDS 8883 or EDS 8893 or consent of instructor). Three hour lecture. Field-based. A comprehensive examination of the effective practices for teaching and evaluating social studies students in secondary classrooms.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

The proposed changes to EDS 4643/6643 Methods of Teaching Social Studies course are to:

(a) include introductory as well as advanced content pertaining to social studies pedagogy
(b) uncouple the 4643/6643
(c) alter the catalog title and description of the course
(d) alter the co-requisites and pre-requisites of the course

3. JUSTIFICATION AND LEARNING OUTCOMES

The learning outcomes have expanded to include introductory as well as advanced content. Learners will:

- develop the knowledge, dispositions and skills needed to be effective educators
- explore and practice secondary social studies teaching methods
- develop effective assessment practices for social studies
- examine and consider the practical implications of professional literature and theory

This course is designed for graduate students seeking 7-12 licensure in social studies or individuals who are currently serving as in-service social studies teachers. Since these graduate students do not take undergraduate content specific pedagogy courses, the faculty have found that students lack the foundational knowledge to be successful in this graduate level pedagogy course and to become effective practitioners in the state or beyond. Including key introductory content as well as advanced graduate level content as proposed in this modification will provide these students with the comprehensive knowledge and practice deemed necessary by the faculty as well as those outlined in the NCATE Standards for initial teacher licensure.

Since the course content will differ from the EDS 4643, these two courses should no longer be linked and the catalog description must reflect a comprehensive examination of social studies pedagogy.

Because the target audience of this course is graduate students, the previous pre-requisites no longer apply. However, because this course is field based, enrolled graduate students are expected to complete various tasks while in a classroom setting. Thus, the co-requisites have been altered (via EDS 8886 Dimensions I or EDS 8896 Dimensions II, or consent of instructor) to ensure that enrolled students have access to this environment. This course is currently being offered via Campus 1, 2 and Campus 5; this will remain unchanged. EDS 4643 Methods of Teaching Social Studies will remain unchanged.

4. ADDITONAL INFORMATION

a. COURSE SYMBOL: EDS
b. COURSE NUMBER: 6643
c. COURSE TITLE: proposed change to course title is "Social Studies Education Pedagogy"
d. CREDIT HOURS: No change, Three semester hours
e. PRE-REQUISITE/CO-REQUISITE: Concurrent enrollment in EDS 8886 Dimensions I or EDS 8896 Dimensions II or consent of instructor

The course is designed for students seeking licensure to teach social studies. Since this course requires students to make connections between theory and practice, students must be working in the secondary schools. Thus, their course assignments will require them to alter instructional practices and implement new assessment strategies. Previously, students were able to enroll in the course without being in the schools, and assignments were not uniform student-to-student to account for this issue.

f. METHOD/HOURS OF INSTRUCTION: No change, C Lecture
g. METHOD OF DELIVERY: No change: F Face-to-Face and O Online
h. DELIVERY STATEMENT: This distance learning course will not violate the Provost's policies on Campus 5 offerings.
i. COURSE DESCRIPTION: (Co-requisite: EDS 8883 or EDS 8893 or consent of instructor). Three hour lecture. Field-based. A comprehensive examination of the effective practices for teaching and evaluating social studies students in secondary classrooms.
j. COURSE CONTENT: See syllabus

5. **GRADUATE STUDENT REQUIREMENTS**: This is a course specifically for graduate students.

6. **METHOD OF EVALUATION:**

Field Experience/Reflective Journal Entries	20%
In-Class Assignments	20%
Unit and Lesson Plans	30%
Examinations	30%

7. **ACADEMIC MISCONDUCT**: Several steps will be taken to prevent and detect academic misconduct. Namely, the MSU Honor Code and a link to the website will be included in the course syllabus. Second, students will submit written assignments via SafeAssign, an anti-plagiarism software. Any occurrences of academic misconduct will follow procedures set forth in the Honor Code. Due to the written nature of assignments included in this course, and the required applications to students' specific content areas, by design this course is not inviting to breaches of the honor code.

8. **TARGET AUDIENCE:** Target audience for Campus 5 includes students enrolled in the MAT-S online degree program. These students are seeking licensure or are practicing teachers. Campus 1, 2 students may include graduate students who seek other majors or minors offered through the Department of Curriculum, Instruction, and Special Education.

9. **SUPPORT:** A letter of support offered by the secondary education faculty in the Department of Curriculum, Instruction, and Special Education is included.

SPECIAL NOTES

10. CROSS-LISTING: N/A
11. EFFECTIVE DATE: Fall 2014
12. GENERAL EDUCATION COURSE DESIGNATION
13. EFFECTS ON OTHER COURSES: It is assumed that the proposed changes will have no effect on other courses.
14. Contact Person: Dr. Susie Burroughs
15. MASTER SCHEDULE: This course will be taught every Fall semester upon approval.

Current Syllabus- Campus 1, 2 and 5

EDS 4643/6643 Methods of Teaching Social Studies

Credit: 3 semester hours

Catalog Description:

(Prerequisites: Admission to Teacher Education and EDS 3643.) Three hours. Field-based. An examination of teaching methods and instructional materials and media appropriate for use in middle and secondary social studies classrooms.

Objectives:

1. Assess the importance of planning and delivering instruction through the use of a variety of teaching methods and materials. (INTASC #1, 2, 3, 4, 5, 6, 7; CFPO #2, 3, 6, 7, 10, 12)
2. Examine the use of lecture, direct instruction, and questioning in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 4, 5; CFPO #3, 10)
3. Examine the use of discussion, group work, and cooperative learning in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 4, 5; CFPO #3, 10)
4. Examine the use of debate and values clarification in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 4, 5; CFPO #3, 10)
5. Examine the use of inquiry and discovery in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 4, 5; CFPO #3, 10)
6. Examine the use of role playing and story-telling in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 4, 5; CFPO #3, 10)
7. Examine the use of simulations and games in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 4, 5; CFPO #3, 7, 10)
8. Examine the use of field trips and field work in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 4, 5; CFPO #3, 10)
9. Examine the use of problem based learning and service learning in middle/secondary social studies classroom. (INTASC #1, 2, 3, 4, 5; CFPO #3, 10)
10. Analyze the benefits of using textbooks, fiction and nonfiction, newspapers, and periodicals in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 6, 7; CFPO #7, 10, 12)
11. Analyze the benefits of using maps, primary documents, political cartoons, and photographs in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 6, 7; CFPO #7, 10, 12)
12. Analyze the benefits of using timelines, charts, graphs, concept maps, Venn diagrams, and other graphic organizers in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 6, 7; CFPO #10, 12)
13. Analyze the benefits of using music, art, film, the Internet, and other media in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 6, 7; CFPO #7, 10, 12)
14. Analyze the benefits of using guest speakers, oral histories, and case studies in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 6, 7; CFPO #10, 12

Topics to be Covered:

1. Review of Unit Plan Basics
    a. *Powerful and Authentic Social Studies (PASS)*
    b. PASS Unit Plan Format
2. Review of Lesson Plan Basics
    a. Behavioral Objectives/Depth of Knowledge
    b. Teacher Activities vs. Student Activities
    c. Resources
    d. Formative and Summative Assessment
3. Planning Instruction for Middle/Secondary Social Studies Students (6 hours)
    a. Integration of Subject Areas
    b. Meeting Individual Needs of Students
    c. Making Multicultural Connections

4. Traditional Methods of Teaching Social Studies (3 hours)
    a. Attention and Retention Rates of Students
    b. Lecture
    c. Direct Instruction
    d. Questioning
5. Student-Centered Approaches to Learning about Social Studies (6 hours)
    a. Discussion
    b. Group Work
    c. Cooperative Learning
6. Debate
    a. Values clarification
    b. Inquiry
    c. Discovery
7. Novelty Methods of Teaching Social Studies (6 hours)
    a. Role-playing
    b. Story Telling
    c. Simulations
    d. Games
    e. Field Trips
    f. Field Work
8. Project-Based Learning in the Social Studies (3 hours)
    a. Problem-Based Learning
    b. Service Learning
9. Using Traditional Print Materials in the Social Studies Classroom (3 hours)
    a. Textbooks
    b. Fiction and nonfiction
    c. Newspapers
    d. Periodicals
10. Using Other Print Materials in the Social Studies Classroom (3 hours)
    a. Maps
    b. Primary documents
    c. Political Cartoons
    d. Photographs
11. Using Graphic Organizers in the Social Studies Classroom (6 hours)
    a. Timelines
    b. Charts
    c. Graphs
    d. Concept Maps
    e. Venn Diagrams
12. Using Media in the Social Studies Classroom (6 hours)
    a. Music
    b. Art
    c. Film/Video
    d. The Internet
    e. Other media
13. Using First Person Narratives in the Social Studies Classroom (3 hours)
    a. Guest Speakers
    b. Oral Histories
    c. Reader's Theater
    d. Case Studies

Student Activities:

1. Create two, high-quality professional artifacts and upload them to your TaskStream folio:
    a. a set of ten, standards-based, original lesson plans appropriate for use in a middle/secondary classroom. (Note: Each plan should focus on one of the ten NCSS Thematic Standards.)

b. an original PBL case appropriate for use in a middle/secondary classroom.

2. Examine the pros and cons of various teaching methods.
3. Simulate the use of best practices in teaching social studies.
4. Identify a variety of commercial and other sources of social studies teaching materials.
5. Collect and present to the class a collection of ten free and inexpensive instructional materials appropriate for use in middle/secondary social studies classrooms.
6. Complete a 50-hour field placement in a secondary social studies classroom.
7. Write reflective journal entries for each field visit. (Use form provided by instructor.)
8. Prepare annotated bibliographies (using APA 6th edition) of academic journal articles.

Graduate Student Activities:

1. Read and prepare a ten-page (double-spaced) review of a social studies-related book. Book selections will be negotiated between the students and the instructor.
2. Select a current issue in social studies education. Issue selections will be negotiated between the students and the instructor. Conduct research on the topic and prepare a ten-page (double-spaced) original manuscript on the topic.

Methods of Instruction:

Lecture, small and large group discussion, demonstration, inquiry, discovery, cooperative activities, and problem-based learning.

Student/Disability Support Services:

As required by the 1973 Disabilities and Rehabilitation Act, MSU provides reasonable accommodations to students who demonstrate, through appropriate documentation, a qualified disability. The Office of Student Support Services and Disability Support Services, which is located in 01 Montgomery Hall, is the designated unit on campus where students with disabilities must identify themselves when requesting academic accommodations. The telephone number for the office is 662.325.3335.

Attendance Policy:

Attendance at all class meetings is expected. In the event of an absence, it is the student's responsibility to contact the instructor to learn of class proceedings and assignments for the next class meeting. With the exception of extraordinary circumstances, make-up work will not be allowed.

Evaluation of Student Progress:

Student progress will be evaluated on the quality of written and oral class assignments, development of professional portfolio artifacts, and performance on examinations.

Quality of Work Policy:

In that this is a senior level course, it is expected that all work submitted for evaluation will be of the highest quality. Each assignment will be evaluated on the degree of accuracy, completeness, clarity, and thoughtfulness that is exhibited. In addition, the degree of writing proficiency will also be assessed. Acceptable rules of writing style, as delineated in the *Publication Manual of the American Psychological Association* (6th ed.), will apply to all course assignment. Deductions for errors in grammar, spelling, and mechanics will be made as follows:

- 1-2 minor errors—no deduction of points
- 3-5 minor errors—5% deducted from score earned on content
- 6-9 minor errors—10% deducted from score earned on content
- 10 or more minor errors and/or major errors of any kind—a grade of zero will be awarded for the assignment

Grade Evaluation:

Field Experience/Reflective Journal Entries	20%
In-Class Assignments	20%
Unit and Lesson Plans	30%
Examinations	30%

Grading Scale:

A = 94 & above
B = 87 – 93
C = 80 – 86
D = 73 – 79
F = below 73

Academic Honesty:

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

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Proposed Syllabus- Campus 1,2 & 5

EDS 6643 Social Studies Education Pedagogy

Catalogue Description: (Co-requisite: EDS 8883 or EDS 8893 or consent of instructor). Three hour lecture. Field-based. A comprehensive examination of the effective practices for teaching and evaluating for social studies students in secondary classrooms.

Objectives:

The student will…

1. detail the history of social studies education in the nation and in the state. (CFPO #1; INTASC #9, #10)
2. expound the overarching goal, purposes, and approaches of social studies education. (CFPO #1; INTASC #1; INTASC #9, #10)
3. describe state and national requirements for professional licensure in teaching social studies. (CFPO #1; INTASC #9)
4. secure benefits made available through specialized professional associations that provide support to social studies education and social studies teacher. (CFPO #1; INTASC #9)
5. explicate state and national standards applicable to the teaching of social studies. (CFPO #3, INTASC #1, #7)
6. develop an effective scope and sequence for middle/secondary social studies. (CFPO #3, INTSAC #1, #7, #10)
7. organize subject matter appropriate for middle/secondary social studies. (CFPO #3, INTSAC #1, #7, #10)
8. distinguish critical issues and challenges confronting social studies educators. (CFPO #1; INTASC #9, #10)
9. design a unit of powerful and authentic instruction appropriate for middle/secondary social studies classrooms. (CFPO #2, #3, #10, #12; INTASC #1, #2, #3, #4, #5, #6, #7, #10)
10. strategize assessment and evaluation techniques suitable for use in middle/secondary social studies classrooms. (CFPO #2, #4; INTASC #2, #3, #8)
11. assess the importance of planning and delivering instruction through the use of a variety of teaching methods and materials. (INTASC #1, 2, 3, 4, 5, 6, 7; CFPO #2, 3, 6, 7, 10, 12)
12. examine the use of lecture, direct instruction, and questioning in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 4, 5; CFPO #3, 10)
13. examine the use of discussion, group work, and cooperative learning in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 4, 5; CFPO #3, 10)
14. examine the use of debate and values clarification in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 4, 5; CFPO #3, 10)
15. examine the use of inquiry and discovery in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 4, 5; CFPO #3, 10)
16. examine the use of role playing and story-telling in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 4, 5; CFPO #3, 10)
17. examine the use of simulations and games in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 4, 5; CFPO #3, 7, 10)
18. examine the use of field trips and field work in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 4, 5; CFPO #3, 10)
19. examine the use of problem based learning and service learning in middle/secondary social studies classroom. (INTASC #1, 2, 3, 4, 5; CFPO #3, 10)
20. analyze the benefits of using textbooks, fiction and nonfiction, newspapers, and periodicals in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 6, 7; CFPO #7, 10, 12)
21. analyze the benefits of using maps, primary documents, political cartoons, and photographs in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 6, 7; CFPO #7, 10, 12)
22. analyze the benefits of using timelines, charts, graphs, concept maps, Venn diagrams, and other graphic organizers in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 6, 7; CFPO #10, 12)
23. analyze the benefits of using music, art, film, the Internet, and other media in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 6, 7; CFPO #7, 10, 12)
24. analyze the benefits of using guest speakers, oral histories, and case studies in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 6, 7; CFPO #10, 12)

Topics to be Covered:

1. The Social Studies (3 hours)
    a. Definition of Social Studies
    b. History of Social Studies Education
    c. Overarching Goal of Social Studies Education
    d. Purposes of Social Studies Education
2. The Profession of Teaching Social Studies (3 hours)
    a. Licensure Requirements
    b. State Certification
    c. National Board for Professional Teaching Standards Certification
    d. Professional Development
    e. Entry Level (Pre-Service)
    f. Continuing Education (In-Service)
    g. Social Studies Professional Organizations
        i. Mississippi and National Councils for the Social Studies
        ii. Mississippi and National Councils for History Education
        iii. Mississippi and National Councils for Economic Education
        iv. Mississippi Geographic Alliance and National Council for Geographic Education
3. State and National Social Studies Standards for Teaching and Learning (3 hours)
    a. Professional Codes of Ethics for Educators
    b. National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment
    c. National Standards for History
    d. Voluntary National Content Standards in Economics
    e. National Geography Standards
    f. National Standards for Civics and Government
    g. Mississippi Social Studies Curriculum Framework
    h. Common Core State Standards
4. Social Studies Curriculum Scope and Sequence (3 hours)
    a. K-6 Curriculum
    b. 7-12 Curriculum
    c. Sources of Subject Matter of the Social Studies
        i. History
        ii. Geography
        iii. Political Science
        iv. Economics
        v. Psychology
        vi. Sociology
        vii. Anthropology
5. Planning to Teach Social Studies Units of Instruction (3 hours)
    a. Approaches to Planning (e.g., pacing, mental mapping, backward design)
        i. Facts vs. Concepts
        ii. Skills Development (generic skills and social studies-specific skills)
    b. Powerful and Authentic Social Studies
        i. Ingredients of Powerful and Authentic Social Studies (PASS)
        ii. Steps to Planning a PASS Unit
6. Planning Instruction for Middle/Secondary Social Studies Student: Lesson Planning Basics (3 hours)
    a. Behavioral Objectives/Depth of Knowledge
    b. Teacher Activities vs. Student Activities
    c. Assessment and Evaluation in the Social Studies (6 hours)
        i. Objective and Subjective Testing in the Social Studies
        ii. Formative and Summative Assessment
        iii. Performance-Based and Authentic Assessment
        iv. Mississippi Curriculum Testing Program
    d. Integration of Subject Areas
    e. Meeting Individual Needs of Students

f. Making Multicultural Connections

7. Traditional Methods of Teaching Social Studies (3 hours)
    a. Attention and Retention Rates of Students
    b. Lecture
    c. Direct Instruction
    d. Questioning
8. Student-Centered Approaches to Learning about Social Studies (3 hours)
    a. Discussion
    b. Group Work
    c. Cooperative Learning
    d. Debate
    e. Values clarification
    f. Inquiry
    g. Discovery
9. Novelty Methods of Teaching Social Studies (3 hours)
    a. Role-playing
    b. Story Telling
    c. Simulations
    d. Games
    e. Field Trips
    f. Field Work
    g. Project-Based Learning in the Social Studies
        i. Problem-Based Learning
        ii. Service Learning
10. Using Traditional Print Materials in the Social Studies Classroom (3 hours)
    a. Textbooks
    b. Fiction and nonfiction
    c. Newspapers
    d. Periodicals
11. Using Other Print Materials in the Social Studies Classroom (3 hours)
    a. Maps
    b. Primary documents
    c. Political Cartoons
    d. Photographs
12. Using Graphic Organizers in the Social Studies Classroom (6 hours)
    a. Timelines
    b. Charts
    c. Graphs
    d. Concept Maps
    e. Venn Diagrams
13. Using Media in the Social Studies Classroom (3 hours)
    a. Music
    b. Art
    c. Film/Video
    d. The Internet
    e. Other media
14. Using First Person Narratives in the Social Studies Classroom (3 hours)
    a. Guest Speakers
    b. Oral Histories
    c. Reader's Theater
    d. Case Studies
15. Issues and Challenges Confronting Social Studies Teachers (3 hours)
    a. Student apathy/disinterest
    b. Breadth vs. depth issues
    c. Teaching about controversial issues
    d. Current challenges (e.g., Funding challenges, No Child Left Behind, Common Core)

Student Activities:

1. Create an illustrated timeline of the history of social studies education. (Obj. #1)
2. Articulate a personal philosophy of teaching social studies. (Obj. #2)
3. Create a five-year plan for professional development. (Obj. #3)
4. Peruse the web sites of social studies professional organizations and determine requirements for and benefits of membership in each. (Obj. #4)
5. Develop a PowerPoint presentation on state and national social studies-related standards. (Obj. #5)
6. Analyze and critique the Mississippi grades K-12 social studies scope and sequence.(Obj. #6)
7. Create a mental map depicting the subject matter for a specific middle or secondary social studies unit of instruction. (Obj. #7)
8. Develop a PASS unit plan of instruction for a specific middle or secondary social studies course. (Obj. #9)
9. Prepare annotated bibliographies (using APA 6th edition) of academic journal articles that address critical considerations associated with assessment and evaluation in middle and secondary social studies. (Obj. #10)
10. Write position papers on current issues and challenges facing social studies teachers. (Obj. #8)
11. Create a set of ten, standards-based, original lesson plans appropriate for use in a middle/secondary classroom. (Note: Each plan should focus on one of the ten NCSS Thematic Standards.) (Obj. #9)
12. Create an original PBL case appropriate for use in a middle/secondary classroom. (Obj. #19)
13. Examine the pros and cons of various teaching methods. (Obj. #12-19))
14. Simulate the use of best practices in teaching social studies. (Obj. #12-19)
15. Identify a variety of commercial and other sources of social studies teaching materials. (Obj. #20-24))
16. Collect and present to the class a collection of ten free and inexpensive instructional materials appropriate for use in middle/secondary social studies classrooms. (Obj. #20-24)
17. Read and prepare a ten-page (double-spaced) review of a social studies-related book. Book selections will be negotiated between the students and the instructor. (Obj. #1-24)
18. Select a current issue in social studies education. Issue selections will be negotiated between the students and the instructor. Conduct research on the topic and prepare a ten-page (double-spaced) original manuscript on the topic. (Obj. #8)

Methods of Instruction:

Lecture, small and large group discussion, demonstration, inquiry, discovery, cooperative activities, and problem-based learning will be employed.

Student/Disability Support Services:

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Attendance Policy:

Attendance at all class meetings is expected. In the event of an absence, it is the student's responsibility to contact the instructor to learn of class proceedings and assignments for the next class meeting. With the exception of extraordinary circumstances, make-up work will not be allowed.

Evaluation of Student Progress:

Student progress will be evaluated on the quality of written and oral class assignments, development of professional portfolio artifacts, and performance on examinations.

Quality of Work Policy:

In that this is a graduate level course, it is expected that all work submitted for evaluation will be of the highest quality. Each assignment will be evaluated on the degree of accuracy, completeness, clarity, and thoughtfulness that is exhibited. In addition, the degree of writing proficiency will also be assessed. Acceptable rules of writing style, as delineated in the *Publication Manual of the American Psychological Association* (6th ed.), will apply to all course assignments. Deductions for errors in grammar, spelling, and mechanics will be made as follows:

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APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Freeman Hall-Room 102, Mail Stop 9638 (325-1922).

College or School: Education **Department:** Curriculum, Instruction, and Special Education

Contact Person: Ryan Walker **Mail Stop:** 9705 **E-mail** rw1056@msstate.edu

Nature of Change: Modify **Date Initiated:** January 15, 2014 **Effective Date:** Fall 2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
EDS	4653/6653	Methods of Teaching Science	(3)

Current Catalog Description:

(Prerequisite: Admission to Teacher Education, EDS 3653) Three hours lecture. Field-based. Students will gain insight into the methods of teaching science in grades 7-12, including selection, organization, presentation and assessment required by NSES.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
EDS	6653	Science Education Pedagogy	(3)

New or Modified Catalog Description:

(Co-requisite: EDS 8883 or EDS 8893 or consent of instructor). Three hour lecture. Field-based. A comprehensive examination of the effective practices for teaching and evaluating science for middle and secondary students.

Approved: 4/6/14	***Date:***
Department Head	
	4-9-14
Chair, College or School Curriculum Committee	
Teresa Taylor	4-10-14
Dean of College or School	
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

COURSE MODIFICATION
EDS 4653/6653 Methods in Science Teaching

1. CATALOG DESCRIPTION

Current Description:
Prerequisite: (Prerequisite: Admission to Teacher Education, EDS 3653) Three hours lecture. Field based. Students will gain insight into the methods of teaching science in grades 7-12, including selection, organization, presentation and assessment required by NSES.

New Description:
(Co-requisite: EDS 8883 or EDS 8893 or consent of instructor). Three hour lecture. Field based. A comprehensive examination of the effective practices for teaching and evaluating science for middle and secondary students.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

The proposed changes to EDS 4653/6653 Methods in Science Teaching are to:
(a) include introductory as well as advanced content pertaining to science pedagogy
(b) uncouple the 4653/6653
(c) alter the catalog title and description of the course
(d) alter the co-requisites and pre-requisites of the course

3. JUSTIFICATION AND LEARNING OUTCOMES.

The learning outcomes have expanded to include introductory as well as advanced content. Learners will:

- Develop the knowledge, skills, and dispositions needed to become effective educators
- Explore and practice secondary science
- Develop and integrate effective assessment practices for science
- Examine and consider the practical implications of professional literature and theory

This course is designed for graduate students seeking K-12 licensure in science or are currently serving as inservice science teachers in the state. Since these graduate students do not take undergraduate content specific pedagogy courses, the faculty have found that students lack the foundational knowledge to be successful in this graduate level pedagogy course and to become effective practitioners in the state or beyond. Including key introductory content as well as advanced graduate level content as proposed in this modification will provide these students with the knowledge and practice deemed necessary by the faculty as well as those outlined in the NSTA /NCATE Standards for initial teacher licensure.

Since the course content will differ from the EDS 4653, these two courses should no longer be linked and the catalog description must reflect a comprehensive examination of science pedagogy.

Because the target audience of this course is graduate students, the previous pre-requisites no longer apply. However, because this course is field-based, enrolled graduate students are expected to complete various tasks while in a classroom setting. Thus, the co-requisites have been altered (EDS 8886 Dimensions I or EDS 8896 Dimensions II or consent of instructor) to ensure that enrolled students have access to this environment. This course is currently offered via Campus 1, 2 and Campus 5, which will remain unchanged. EDS 4653 Methods in Science Teaching will remain unchanged.

4. ADDITIONAL INFORMATION
   a) COURSE SYMBOL: No change, EDS
   b) COURSE NUMBER: No change, 6653
   c) COURSE TITLE: Science Education Pedagogy
   d) CREDIT HOURS: No change, Three semester hours

e) PRE-REQUISITE/CO-REQUISITE: Concurrent enrollment in EDS 8886 Dimensions I or EDS 8896 Dimensions II or consent of instructor
The course is designed for students seeking licensure to teach science. Since this course requires students to make connections between theory and practice, students must be working in the K-12 schools. Thus, their course assignments will require them to alter instructional practices and implement new assessment strategies. Previously, students were able to enroll in the course without being in the schools, and assignments were not uniform student-to-student to account for this issue.

f) METHOD/HOURS OF INSTRUCTION: No change, C Lecture

g) METHOD OF DELIVERY: No change, F Face to Face; O Online

h) DELIVERY STATEMENT: This distance learning course will not violate the Provost's policies on Campus 5 offerings.

i) COURSE DESCRIPTION: (Co-requisite: EDS 8883 or EDS 8893 or consent of instructor). Three hour lecture. Field based. A comprehensive examination of the effective practices for teaching and evaluating science for middle and secondary students.

j) COURSE CONTENT: See syllabus.

5. GRADUATE STUDENT REQUIREMENTS: This is a course specifically for graduate students.
6. METHOD OF EVALUATION

Assignment	Percent
NSTA membership	5%
Science in the Classroom (3x50)	15%
Completion of Safety Training	10%
Misconception lesson plan and reflection	10%
Discrepant Event presentation, write up, recorded lesson and reflection	10%
POMS	20%
Professionalism	10%
Final Project	20%
Total	100%

Grading Scale: A= 100% to 93%, B= 92.9% to 86%, C= 85.9% to79%, D= 78.9% to 72%, F= 71.9% and below

7. ACADEMIC MISCONDUCT: Several steps will be taken to prevent and detect academic misconduct. Namely, the MSU Honor Code and a link to the website will be included in the course syllabus. Second, students will submit written assignments via SafeAssign, an anti-plagiarism software. Any occurrences of academic misconduct will follow procedures set forth in the Honor Code. Due to the written nature of assignments included this course, and the required applications to students' specific content areas, by design this course is not inviting to breaches of the honor code.
8. TARGET AUDIENCE: Target audience for Campus 5 includes students enrolled in the MAT-S online degree program. These students are seeking licensure or are practicing teachers. Campus 1, 2 students may include graduate students who minor in Curriculum, Instruction, and Special Education.
9. SUPPORT: A letter of support offered by the secondary education faculty in the Department of Curriculum, Instruction, and Special Education is included.

SPECIAL NOTES

1. CROSS-LISTING: N/A
2. EFFECTIVE DATE: Fall 2014
3. GENERAL EDUCATION COURSE DESIGNATION:
4. EFFECTS ON OTHER COURSES: Proposed changes should have no effect on other courses.
5. CONTACT PERSON: Dr. Ryan Walker
6. MASTER SCHEDULE: This course will be taught every fall semester upon approval

Current Syllabus- Campus 1 and 5

EDS 4653/6653: Methods of Teaching Science

Credit: 3 semester hours
Prerequisites: Admission to Teacher Education
Time/Location: Monday and Wednesday 3:30-4:45; Allen Hall room 268; Campus 1

Catalog Description:

Prerequisite: (Admission to Teacher Education, EDS 3653) Three hours lecture. Field based. Students will gain insight into the methods of teaching science in grades 7-12, including selection, organization, presentation and assessment required by NSES.

Instructional Objectives:

1) **To introduce current philosophy and methods of teaching science**. INTASC # 1, 2, 5, 7, & 9; CFPO # 1, 2, & 10
2) **To provide practice in teaching techniques (Mini-teaching lesson)**. INTASC # 1, 2, & 3; CFPO # 5, 6, & 7
3) **To introduce the science curricula and demonstrate the objectives of each**. INTASC # 1; CFPO # 3
4) **To discuss Task Stream and Science NCATE requirements.** INTASC # 1; CFPO # 9
5) **To discuss assessment and various evaluation methods.** INTASC # 5 & 10; CFPO # 4
6) **To review the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards.** INTASC # 2, 3, 5, 6, 7, 8, 9, & 10; CFPO # 1
7) **To emphasize laboratory safety for all science content areas**. INTASC # 1; CFPO # 3
8) **To communicate professional responsibilities.** INTASC # 6, 9, & 10; CFPO # 1 & 8
9) **To promote self-development in the teaching of science inquiry.** INTASC # 1, 2, & 3; CFPO # 5, 6, & 7

Learning module	Topic
The Nature of Science Education	What Is Science Instruction? (3 hours)
	Science teacher content knowledge (3 hours)
	Enhancing science instruction (3 hours)
	Nature of Science and science misconceptions (3 hours)
Philosophical Rational	Informal science environments I (2 hours)
	Informal science environments II (2 hours)
	Educational psychology in the service of science instruction (3 hours)
	Assessment in science education (3 hours)
	Constructivism and conceptual change (2 hours)
Research support for Best practices in science Teaching	Inquiry rational (6 hours)
	Inquiry assessment and lab design (4 hours)
	Inquiry practical issues (2 hours)
Safety and Reflection of Practice	Safety and Ethical treatment of Animals (3 hours)
	Teaching as a Reflective Practice (3 hours)
	Professional Originations and Support (3 hours)

Text:

Muller, R. (2008). *Physics for Future Presidents: The Science Behind the Headlines*. New York, NY: W. W. Norton & Company, Inc.

Required Membership To NSTA: New teacher/ student membership costs $35 and gets you access to the online journal and other member services. This is an excellent price for an amazing resource.

Finn Scientific catalog (Free provided on request at www.flinnsci.org or by calling 800-452-1261)

American Association for the Advancement of Science (AAAS). (1993). Benchmarks for science literacy: Project 2061. New York, NY: Oxford University Press. Available at: http://www.project2061.org/publications/bsl/online/index.php

National Research Council (NRC). (1996). National science education standards. Washington, DC: National Academies Press.

Suggested Student Activities:

Each class member will be responsible for mastery of the basic class materials.

1. Participate in laboratory exercises which present selected teaching methods while laboratory safety features are emphasized for the classroom, field, and storage areas. INTASC # 1; CFPO # 3
2. Present a minimum of 5 lessons during observations, 1 of the lessons must be recorded for evaluation. INTASC # 1, 2, & 3; CFPO # 5, 6, & 7
3. Demonstrate knowledge of the Mississippi Science Curriculum Framework(s), Next Generation Science Standards (NGSS) in association with the National Science Teachers Association and professionalism in education. INTASC # 4, 5, & 10; CFPO # 1
4. Complete a minimum of 50 hours of observations and minimum of 10 hours of science fair assistance.

Lateness: Working professionals occasionally need to submit an assignment late so to encourage everyone to hand in all assignments, I will accept late work. However, in fairness to those who turn assignments in on time there will be a price to pay. All assignments will be reduced by at least one letter grade for each week (or part of a week) of lateness.

Missed Classes: If you know that you will miss a class, as a courtesy, please inform me. While it may seem unfair, there is no excuse for missing a class by which you will not be losing your class participation points on that day. There isn't any way to determine what are good and bad reasons for missing class – nonetheless you have still missed the class. Rest assured, if you complete all of the work assigned in good fashion, missing a class or two will not jeopardize the grade that you earn. This policy is in place to encourage you to come to as many classes as possible.

Mississippi State University Honor Code:

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

In the event of occurrence of academic misconduct, the guidelines and procedures outlined in the academic misconduct policy will be followed. The MSU Honor Code can be found at: **http://www.honorcode.msstate.edu/**

Technology:

Technology will be used in both the delivery of the course content and through course requirements completed by graduate students. Delivery of course content will use PowerPoint presentations, materials on the Internet and myCourses. All course assignments will be completed using appropriate software.

Cultural Diversity:

Student will examine materials for appropriateness to use with diverse learners.

Mississippi State University Accommodations for Disabilities:

Students with disabilities meeting guidelines for eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are provided appropriate reasonable accommodations and services as individually determined by the Department of Student Support Services staff. The Director of Student Support Services is available to consult with the diagnostician regarding requirements for specific disabilities and can be reached by phone at (662) 325-3335

Evaluation of Student Progress:

NSTA Membership *(50 points)* *Due 8/28
Join NSTA Student membership $35. Upload proof of membership (receipt) to myCourses

Science in the News *(2x50=100 points)* *Wednesdays
Students will present two current science stories from mainstream media. This includes a short summary (no more than 1 page), rational for selection and a description of where it fits into your science curriculum.

Completion of Safety Training *(100 Points)* *Due 10/28
Safety training is offered free of charge from Flinn scientific. Complete this training by registering at their website (http://labsafety.flinnsci.com/Home.aspx) watch the video series and complete the assessments. Upload a summary of your Certificate of completion including chapter scores to myCourses. This assignment is time consuming.

Misconception interviews, lesson plan and reflection *(100 points)* *Due 10/23
In order to understand where to begin instruction, it is crucial to know where students are "coming from" in terms of their understandings about science. Often, students' understanding of science concepts differs from the accepted scientific explanation. For this assignment, you will interview 2 children about a science concept, compare their answers to commonly held misconceptions, and consider what this means related to teaching science in the classroom. Then, teach a lesson based on the misconceptions at your placement.

Discrepant Event Presentation and Lesson Plan and reflection *(100 points)* *Lesson plan and reflection Due 11/18
*Presentation Mondays
Find, modify and/or otherwise develop a discrepant event and present it to the class in 5-8 minutes. This presentation should be accompanied by a one page (front/back is OK) handout with the following sections: a) overview/introduction, b) grade level targeted, c) time constraints and issues, d) necessary materials, e) discussion of where this would fit within the science curriculum, f) the nature of the discrepancy and a discussion of what is happening from a scientific perspective.

Please provide a copy of the handout to each class member at the conclusion of your presentation. Note, for help in finding discrepant events you should consult Tik Liem's book (*Invitations to Science Inquiry*), visit the following web sites, and/or search "discrepant events" on line:

http://www.nipissingu.ca/education/geraldl/sciencegeneral/discrepant_events.htm
http://www.tcnj.edu/~minogue/Course%20Materials/Discrepant%20Events_activity.pdf
http://bcramond.myweb.uga.edu/home/DiscrepantEvents.htm
http://www.carlwozniak.com/Presentations/DiscrepantEvents.doc

You will also be required to present your discrepant event at your placement and write a brief reflection about the lesson.

NGSS Group Project *(100 points)* *Due 11/6
You will be divided into groups and will be required to develop a lesson plan using the NGSS. This project will be presented in class. The lesson plan will need to integrate each group member's content area and include. 1) Lesson plan, including a description of any activities. 2) Description of how the group integrated the content. 3) Explanation of why integrating science content can be beneficial (include references).

Art Lessons and reflections *(2x50=100 points)* *Due 11/4
You will be required to develop a lesson using art and a lesson that does not use art to present at your placement. You will also be required to write a reflection on each of these lessons.

"Physics for Future Presidents" lesson plan and reflection *(50 points)* *Due 11/18
You are required to read the provided text and develop a lesson plan using the book in some form or fashion. This lesson will be presented at your placement.

Science lesson plans and reflection papers *(further information about lesson plans and reflections)*
For this assignment, you will build upon what you learned about students' scientific thinking to design and implement at least **five** lesson plans. You will design each lesson plan appropriate to teach in your field classroom, teach the lesson, and reflect on the experience and how it related to what you learned about student thinking. Align your lessons to both the Next Generation Science Standards (content) and the Mississippi Frameworks. The five lessons that you will be required to

complete include: **1**) Misconception interview lesson, **2**) Discrepant event lesson, **3**) A lesson containing art and **4**)a lesson without art, **5**) A lesson developed from "Physics for Future Presidents". It is also a requirement that one of these lessons be recorded.

Observation summaries *(150 points)* *Due 11/25
Each student is required to complete and record a minimum of 50 hours of science classroom experience and a minimum of 10 hours of science fair assistance. A final overall reflection on your observations and how they influenced your perception of teaching is required. You are also required to keep a spreadsheet to document your observation hours, it must be signed by your placement teacher each visit.

Professionalism *(50 points)*
As a prospective teacher, you will be expected to conduct yourself in a professional manner. This includes, but is not limited to, the following:

1. Listen respectfully when the instructor or a classmate is talking to the class. Do not carry on private conversations or in writing (including text messaging). Text messaging during class may result in your phone being removed from your possession.
2. Be an active participant in all class activities including discussions, investigations, and keeping a science notebook.
3. Work for other classes should be done outside of our class time.
4. Assigned work for this class should be prepared prior to the beginning of class. All work should be turned in on time (on or before the due date).
5. **Notify instructor by e-mail or phone/text when missing class.**
6. Follow guidelines for assignments. If unclear about the requirements, seek assistance from the instructor or a classmate. Remember that I am here to help you.
7. You are beginning to develop the habits of mind that you will carry into your professional career. Your demeanor in class and in private conversation with the instructor is always carried out on a professional level. Rudeness to classmates, teachers, students, or the instructor will not be tolerated.
8. Problems should be reported to the instructor quickly.
9. **Plan ahead and be prepared.**

Final *(100 points)*
More information on the final will be announced at a later time.

Grading Scale:

Assignment	Percent
NSTA membership	5%
Science in the News (2x50)	10%
Completion of Safety Training	10%
Misconception interview	5%
Misconception lesson plan and reflection	5%
Discrepant Event presentation and write up	5%
Discrepant Event lesson plan and reflection	5%
NGSS Group Project	10%
Art lessons and reflections (2x50)	10%
Physics for Future Presidents lesson plan and reflection	5%
Observation documentation and reflection	15%
Professionalism	5%
Final	10%
Total	100%

Grading Scale: A= 100% to 93%, B= 92.9% to 86%, C= 85.9% to79%, D= 78.9% to 72%, F= 71.9% and below

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Yager, R. E. & McCormack, A. J. (1989). Assessing teaching/learning successes in multiple domains of science and science education. *Science Education, 73*(1), 45-58.

Proposed Syllabus- Campus 1 and 5

EDS 6653 Science Education Pedagogy

Credit: 3 semester hours
Prerequisites: Admission to Teacher Education
Campus 1, 2 & Campus 5

Catalog Description: (Co-requisite: EDS 8883 or EDS 8893 or consent of instructor). Three hour lecture. Field-based. A comprehensive examination of the effective practices for teaching and evaluating science for middle and secondary students.

Instructional Objectives:

1) The student will become thoroughly familiar with the Mississippi Science Frameworks, the National Science Education Standards, and INTASC. INTASC # 1, 2, 5, 7, & 9; CFPO # 1, 2, & 10
2) The student will gain proper speaking skills. INTASC # 6, CFPO # 7
3) The student will demonstrate proper use of technology in the classroom. INTASC # 6, CFPO # 10
4) To introduce current philosophy and methods of teaching science. INTASC # 1, 2, 5, 7, & 9; CFPO # 1, 2, & 10
5) To provide practice in teaching techniques (Mini-teaching lesson). INTASC # 1, 2, & 3; CFPO # 5, 6, & 7
6) To introduce the science curricula and demonstrate the objectives of each. INTASC # 1; CFPO # 3
7) To discuss Task Stream and Science NCATE requirements. INTASC # 1; CFPO # 9
8) To discuss assessment and various evaluation methods. INTASC # 5 & 10; CFPO # 4
9) To review the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. INTASC # 2, 3, 5, 6, 7, 8, 9, & 10; CFPO # 1
10) To emphasize laboratory safety for all science content areas. INTASC # 1; CFPO # 3
11) To communicate professional responsibilities. INTASC # 6, 9, & 10; CFPO # 1 & 8
12) To promote self-development in the teaching of science inquiry. INTASC # 1, 2, & 3; CFPO # 5, 6, & 7

Topics:

Learning module	Topic
The Nature of Science Education	What Is Science Instruction? (3 hours)
	Science teacher content knowledge (1 hours)
	Enhancing science instruction (3 hours)
	Nature of Science and science misconceptions (5 hours)
Philosophical Rational	Informal science environments I (2 hours)
	Informal science environments II (2 hours)
	Educational psychology in the service of science instruction (2 hours)
	Assessment in science education (2 hours)
	Constructivism and conceptual change (2 hours)
Research support for Best practices in science Teaching	Inquiry rational (4 hours)
	Inquiry assessment and lab design (4 hours)
	Inquiry practical issues (4 hours)
Safety and Reflection of Practice	Safety and Ethical treatment of Animals (4 hours)
	Teaching as a Reflective Practice (5 hours)
	Professional Originations and Support (2 hours)

Text:

1. Readings will be made available through myCourses.
2. Required Membership To NSTA: New teacher/ student membership costs $35 and gets you access to the online journal and other member services. This is an excellent price for an amazing resource.
3. Finn Scientific catalog (Free provided on request at www.flinnsci.org or by calling 800-452-1261)
4. American Association for the Advancement of Science (AAAS). (1993). Benchmarks for science literacy: Project 2061. New York, NY: Oxford University Press. Available at: http://www.project2061.org/publications/bsl/online/index.php
5. National Research Council (NRC). (1996). National science education standards. Washington, DC: National Academies Press.

METHODS OF INSTRUCTION: Discussion, demonstration, inquiry, discovery, cooperative activities, and problem-based learning. This course has a field-based component.

Lateness: Working professionals occasionally need to submit an assignment late so to encourage everyone to hand in all assignments, I will accept late work. However, in fairness to those who turn assignments in on time there will be a price to pay. All assignments will be reduced by at least one letter grade for each week (or part of a week) of lateness.

Mississippi State University Honor Code:

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

In the event of occurrence of academic misconduct, the guidelines and procedures outlined in the academic misconduct policy will be followed. The MSU Honor Code can be found at: **http://www.honorcode.msstate.edu/**

Technology:
Technology will be used in both the delivery of the course content and through course requirements completed by graduate students. Delivery of course content will use PowerPoint presentations, materials on the Internet and myCourses. All course assignments will be completed using appropriate software.

Cultural Diversity:
Student will examine materials for appropriateness to use with diverse learners.

Mississippi State University Accommodations for Disabilities:

***Students with disabilities meeting guidelines for eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are provided appropriate reasonable accommodations and services as individually determined by the Department of Student Support Services staff. The Director of Student Support Services is available to consult with the diagnostician regarding requirements for specific disabilities and can be reached by phone at (662) 325-3335*Grades will be based on the following:**

SUGGESTED STUDENT ACTIVITIES AND EVALUATION OF STUDENT PROGRESS

NSTA Membership *(*due xx/xx)*
Join NSTA Student membership $35. Upload proof of membership (receipt) to myCourses and participation in online discussion.

Science in the classroom
Students will select an article from NSTA that is relevant to their content area then write a short summary, rational for selection, a description of where it fits into your science curriculum and a statement of how it influenced your perception of science teaching (no more than 1 page). During the weeks these will be due, an assignment will appear on myCourses. You will then be required to upload your reflection & the article to the discussion board to share, read, and comment on other's.

Completion of Safety Training *(*due xx/xx)*
Safety training is offered free of charge from Flinn scientific. Complete this training by registering at their website (http://labsafety.flinnsci.com/Home.aspx) watch the video series and complete the assessments. Upload a summary of your Certificate of completion including chapter scores to myCourses. **This assignment is time consuming.**

Misconception interviews, lesson plan and reflection *(*due xx/xx)*
In order to understand where to begin instruction, it is crucial to know where students are "coming from" in terms of their understandings about science. Often, students' understanding of science concepts differs from the accepted scientific explanation. For this assignment, you will interview 2 children about a science concept, compare their answers to commonly held misconceptions, and consider what this means related to teaching science in the classroom. Then, teach a lesson based on the misconceptions at in your class and write a short reflection on what you did and how it may have changed your perception of teaching. (The AAAS website is a great resource for this.)

Discrepant Event Presentation/handout, lesson and reflection *(*due xx/xx)*
Find, modify and/or otherwise develop a discrepant event and present it to your class in 5-8 minutes. This presentation should be accompanied by a one page (front/back is OK) handout with the following sections: a) overview/introduction, b) grade level targeted, c) time constraints and issues, d) necessary materials, e) discussion of where this would fit within the science curriculum, f) the nature of the discrepancy and a discussion of what is happening from a scientific perspective.
You will also be required to present and RECORD your discrepant event in your classroom and write a brief reflection about the lesson on the importance of using discrepant events in the classroom. You will post this video and hand out for all students to view on myCourses.

Reading Sets
Reading sets will be assigned each week and you will be required to write three POMS related to the readings for each week.

POMS (Points of Most Significance) *(*Due Friday of each week there is a reading set assigned)*
These are POMS inspired by an individual reading set and represent what you think are the most important points made **by the authors** of a given paper set.
Your POMS statements must be carefully written and **thoroughly reviewed for clarity and for sense** (a matter of whether the statement says what you want it to say and how clearly you have said it).
3 POMS will be written each week regarding each reading set. All 3 POMS will be submitted as an assignment. You will choose one POMS to post to myCourses discussion board and then review and discuss the POMS of your Classmates.

Final Project: Critique of Professional Practice *(*due xx/xx)*
Design and teach a lesson that incorporates the knowledge you have gained from this class.
To earn full credit on this project you must complete the following:

- Record video of the entire lesson and upload to myCourses
- Discuss the rational for choosing the lesson and why you included the activities used in the lesson
- Write a reflection on the lesson and how this course influenced the lesson
- USE READING SETS as references and INCLUDE POMS for support in the rational and reflection

Grading Scale: A= 100% to 93%, B= 92.9% to 86%, C= 85.9% to79%, D= 78.9% to 72%, F= 71.9% and below

Assignment	Percent	Objectives
NSTA membership	5%	9, 8
Science in the Classroom (3x50)	15%	1, 2, 3, 5, 6
Completion of Safety Training	10%	4, 7
Misconception lesson plan and reflection	10%	4, 5, 6
Discrepant Event presentation, write up, recorded lesson and reflection	10%	9, 5, 7
POMS	20%	1, 9
Professionalism	10%	8
Final Project	20%	all
Total	100%	

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McComas, W. F. (2008). Back to the Future? Reconsidering the role of 19th century nature-study in 21st century science teaching. *The Science Teacher, 75*(2), 24-28.
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Stage, E. K. (1995). Assessment in science: Return to the good old days. The Clearinghouse (March/April), p. 215-18.
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APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Freeman Hall-Room 102, Mail Stop 9638 (325-1922).

College or School: Education **Department:** Curriculum, Instruction, and Special Education

Contact Person: Peggy F. Hopper **Mail Stop** 9705 **E-mail:** pfh7@msstate.edu

Nature of Change: Modify **Date Initiated:** August, 27, 2013 **Effective Date:** Fall 2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
EDS	4673/6673	Methods of Teaching Language Arts	(3)

Current Catalog Description:

Prerequisite: Admission to Teacher Education, EDS 3673. Three hours lecture. Field based. Objectives in English/Language Arts; content, organization, methods of teaching language, literature, and composition. Primarily for secondary teachers of language arts.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
EDS	6673	Language Arts Education Pedagogy	(3)

New or Modified Catalog Description:

Three hours lecture. (Co-requisite: EDS 8883 or EDS 8893) or consent of instructor. Field-based. A comprehensive examination of the effective practices for teaching and evaluating English/Language Arts students in secondary settings.

		Date:
Approved:		4/8/14
Department Head		
		4-9-14
Chair, College or School Curriculum Committee		
Teresa Jayroe		4-10-14
Dean of College or School		
Chair, University Committee on Courses and Curricula		
Chair, Graduate Council (if applicable)		
Chair, Deans Council		

COURSE MODIFICATION

EDS 6673

Language Arts Education Pedagogy

1. CATALOG DESCRIPTION

Current Description:
Prerequisite: Admission to Teacher Education, EDS 3673. Three hour lecture. Field based. Objectives in English/Language Arts; content, organization, methods of teaching language, literature, and composition. Primarily for secondary teachers of language arts.

New Description:
Three hour lecture. (Co-requisite: EDS 8883 or EDS 8893 or consent of instructor). Field-based. An examination of the effective practices for teaching and evaluating English/Language Arts in secondary settings.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

The proposed changes to EDS 4673/6673 Methods of Teaching Language Arts are to:

(a) include introductory as well as advanced content pertaining to language arts pedagogy
(b) uncouple the 4673/6673
(c) alter the catalog title and description of the course
(d) alter the co-requisites and pre-requisites of the course

3. JUSTIFICATION AND LEARNING OUTCOMES

The learning outcomes have expanded to include introductory as well as advanced content. Learners will:

- Develop the knowledge, skills, and dispositions needed to become effective educators
- Explore and practice secondary language arts teaching methods
- Develop and integrate effective assessment practices for language arts
- Examine and consider the practical implications of professional literature and theory

This course is designed for graduate students seeking K-12 licensure in language arts or are currently serving as inservice language arts teachers in the state. Since these graduate students do not take undergraduate content specific pedagogy courses, the faculty have found that students lack the foundational knowledge to be successful in this graduate level pedagogy course and to become effective practitioners in the state or beyond. Including key introductory content as well as advanced graduate level content as proposed in this modification will provide these students with the knowledge and practice deemed necessary by the faculty as well as those outlined in the NCATE Standards for initial teacher licensure.

Since the course content will differ from the EDS 4673, these two courses should no longer be linked and the catalog description must reflect a comprehensive examination of language arts pedagogy.

Because the target audience of this course is graduate students, the previous pre-requisites no longer apply. However, because this course is field-based, enrolled graduate students are expected to complete various tasks while in a classroom setting. Thus, the co-requisites have been altered (EDS 8886 Dimensions I or EDS 8896 Dimensions II or with consent of instructor) to ensure that enrolled students have access to this environment. This course is currently offered via Campus 1, 2 and Campus 5, which will remain unchanged. EDS 4673 Methods of Teaching Language Arts will remain unchanged.

4. ADDITONAL INFORMATION
    a. COURSE SYMBOL: EDS
    b. COURSE NUMBER: 6673
    c. COURSE TITLE: Language Arts Education Pedagogy
    d. CREDIT HOURS: No change; Three semester hours
    e. PRE-REQUISITE/CO-REQUISITE: Concurrent enrollment in EDS 8886 Dimensions I or EDS 8896 Dimensions II or consent of instructor.

       The course is designed for students seeking licensure to teach language arts. Since this course requires students to make connections between theory and practice, students must be working in the K-12 schools. Thus, their course assignments will require them to alter instructional practices and implement new assessment strategies. Previously, students were able to enroll in the course without being in the schools, and assignments were not uniform student-to-student to account for this issue.

    f. METHOD/HOURS OF INSTRUCTION: No change, C Lecture
    g. METHOD OF DELIVERY: No change: F Face-to-Face and O Online
    h. DELIVERY STATEMENT: This distance learning course will not violate the Provost's policies on Campus 5 offerings.
    i. COURSE DESCRIPTION: Co-requisite: EDS 8883 or EDS 8893 or consent of instructor. Three hours lecture. Field-based. A comprehensive examination of the effective practices for teaching and evaluating English/Language Arts students in secondary settings.
    j. COURSE CONTENT: See syllabus
5. GRADUATE STUDENT REQUIREMENTS: This is a course specifically for graduate students.

6. METHOD OF EVALUATION:

LEARNING MODULES	ASSIGNMENTS	% OF GRADE
ONE: THE ROLE OF THE ENGLISH TEACHER	PROFESSIONAL DEVELOPMENT PRESENTATION ON STANDARDS EXAMS	 5 10 20
TWO: TEACHING IN THE ENGLISH CLASSROOM WITH RESPECT TO LANGAUGE AND CULTURAL ISSUES	ARTICLE REVIEWS CULTURAL RELEVANCE ASSIGNMENT	10 15
THREE: TEACHING THE WRITING PROCESS	POSITION PAPER GRANT ESSAY	10 10
FOUR: READING AND LITERATURE FOR THE ENGLISH/LANGUAGE ARTS	UNIT PLAN READING SUMMARIES	15 5
FIVE: PLANNING FOR ENGLISH/LANGUAGE ARTS INSTRUCTION	ARTICLE REVIEWS	10

Grades will be assigned on a percentage scale (A=90-100%, B=80-89%, C=70-79%, etc.) with the percentages as follows:

Professional development activity (5%)
Presentation on Standards (10%)
Unit Plan including mini-lesson (15%)
Article reviews (10%)
Reading summaries (5%)

Cultural Relevance assignment (15%)
Grant essay (10%)
Position paper (10%)
Exams (20%)
Class attendance, in-class activities, participation, and assessments presented by the team teachers (15%)

7. ACADEMIC MISCONDUCT: Several steps will be taken to prevent and detect academic misconduct. Namely, the MSU Honor Code and a link to the website will be included in the course syllabus. Second, students will submit written assignments viaTurnitin, an anti-plagiarism software. Any occurrences of academic misconduct will follow procedures set forth in the Honor Code.

Due to the written nature of assignments included in this course, and the required applications to students' specific content areas, by design this course is not inviting to breaches of the honor code.

1. TARGET AUDIENCE: Target audience for Campus 5 includes students enrolled in the MAT-S online degree program. These students are seeking licensure or are practicing teachers. Campus 1 students may include graduate students who major or minor in Curriculum, Instruction, and Special Education.

2. SUPPORT: A letter of support offered by the secondary education faculty in the Department of Curriculum, Instruction, and Special Education is included.

SPECIAL NOTES

1. CROSS-LISTING: N/A
2. EFFECTIVE DATE: Fall 2014
3. GENERAL EDUCATION COURSE DESIGNATION
4. EFFECTS ON OTHER COURSES: It is assumed that the proposed changes will have no effect on other courses.
5. Contact Person: Dr. Peggy F. Hopper
6. MASTER SCHEDULE: This course will be taught fall semester.

Current Syllabus- Campus 1, 2 and 5

EDS 4673/6673: Methods of Teaching Language Arts

Catalog Description: (Prerequisite: EDS 3673, EPY 3253). Three hours lecture. Field based. Objectives of English/language arts; content, organization, methods of teaching language, literature, and composition. Designed primarily for secondary teachers of language arts, foreign language, speech.

General Objectives:

A. The student will complete 50+ hours in field-based activities and submit weekly logs describing and reflecting on the activities. (INTASC#9, CFPO#1)
B. The student will plan and execute several teaching lessons related to Language Arts Education 7- 12. (INTASC#7, CFPO#5)
C. The student will apply critical thinking skills to lesson plans and teaching methodology. (INTASC#2, #7, CFPO#5)
D. The student will write lesson plans and organize activities around thinking skills concepts. (INTASC#4, CFPO#5)
E. The student will apply teaching methods with junior/senior high school students in tutorial and small group sessions in school settings. (INTASC#5, CFPO#6,#7)
F. The student will develop several lessons that express sensitivity to cultural diversity in the classroom. (INTASC#3, CFPO#5)
G. The student will develop several lessons that express specific literary genres: novels, poetry, essays, drama, dramatic monologues, advertisement, and television writing. (INTASC#1, CFPO#3, #5)
H. The student will develop several lessons around themes related to rhetoric and speech skills. (INTASC#8, CFPO#5)
I. The student will research aspects of the historical English development.
J. The student will develop lessons that utilize technology. (INTASC#4, #6, CFPO#10)
K. The student will present a mini lesson on literature using PowerPoint. (INTASC#6, CFPO#7, #10)

Topics to Be Covered:

A. General Themes

1. The Language Arts teacher as decision-maker (4 hours)
2. Critical thinking lesson remodeling (2 hours)
3. Critical thinking strategies (2 hours)
4. English lesson presentation skills (3 hours)
5. Socratic questioning skills (2 hours)
6. Grammar concepts and vocabulary development (4 hours)
7. Interpersonal communication skills (1 hour)
8. Classroom management (2 hours)
9. Cooperative learning (2 hours)
10. Evaluation procedures (1 hour)
11. Multicultural and diversity issues (2 hours)
12. Gender issues (1 hour)

B. Specific Themes

1. The role of the English teacher in a culturally diverse society (5 hours)
    a. Changing attitudes toward public education
    b. Changing standards
    c. Cultural pluralism in the classroom
    d. Goals of the English language arts teacher
    e. Attitudes of the English language arts teacher
    f. The English teacher and the immediate community
2. Language (4 hours)
    a. Interrelationships of reading, writing, speaking, listening, thinking
    b. Relationships between language and learning
    c. Language development

(1) Developmental process
(2) Social, cultural, and economic influences

3. Teaching literature as a source for exploring and interpreting human experiences (3 hours)
   a. Understanding relationships between reader and text
   b. Guiding students in experiencing and improving their processes of reading for personal growth, information, understanding, and enjoyment
   c. Guiding students toward enjoyment, aesthetic appreciation, and critical understanding of literary types, styles, themes, and history
4. Teaching nonprint and nonverbal media (4 hours)
   a. Comparisons with print and verbal media
   b. Integrating into English language arts units
   c. Guiding students toward enjoyment and critical understanding of nonprint forms
5. Application of concepts and instructional processes studied in previous courses to the English language arts classroom (4 hours)
   a. Instructional planning
      (1) Selection, design, and organization of objectives, strategies, and materials for teaching English language arts
      (2) Organizing students for effective whole-class, small-group, and individual work in English language arts
   b. Instructional performance
      (1) Using a variety of instructional strategies appropriate to diverse cultural groups and individual learning styles
      (2) Employing a variety of stimulating instructional strategies that aid students in their development of speaking, listening, reading, writing, and thinking abilities
      (3) Using appropriate technology and materials to support learning
   c. Instructional evaluation
      (1) Formative and summative techniques for assessing and describing students' progress in English
      (2) Uses and abuses of testing instruments and procedures

Texts:

Burke, J. (2003). The English teacher's companion (3rd ed). Portsmouth, NH: Heineman.

Fowler, R., Aaron, J., & Brittenham, R. (1998). *The little, brown handbook*. New York: Pearson/Longman.

Standards for the English Language Arts (1996 ed.). A Project of: National Council of Teachers of English & International Reading Association.

Mississippi Department of Education (2006). "K12 Curriculum Frameworks" www.mde.k12.ms.us

Methods of Instruction:

The course will involve little lecture. Students will work cooperatively to explore methods of teaching English/Language Arts or Speech in the 21st century. Class discussions, demonstrations, feedback from the class as a whole, and teaching opportunities will occur often.

Student Activities:

Class Project:

· **Resource Notebook:** Your resource notebook should include a collection of Language Arts teaching materials. These should be materials appropriate for use in future teaching and should be organized in some systematic manner. Include all class materials in your notebook.

Read:

- *Lord of the Flies*
- one piece of fiction written for secondary learners. Consult reading lists offered by experts (NCTE, IRA, MDE, NLA, etc).
- one piece of fiction written for adult learners - something you've been wanting to read but just haven't had the time!
- two current issues of *The English Journal* and be able to discuss the contents in class.
- the education section of a state or local newspaper at least weekly.
- an assortment of secondary student-level magazines.
- about a special population or a disenfranchised group of students you may encounter during your teaching career.

*Write a brief summary of your reading endeavors, including bibliographical information, for inclusion in your Resource Notebook.

Presentations:

- Present two short reports on articles relevant to Language Arts teachers.
- Articles will be compiled to be included as a bibliography attachment to this syllabus.
- Present one language arts mini-lesson.

*Provide an abstract of the articles and mini-lesson which includes bibliographical information in your Resource Notebook.

Project:

- **Unit Plan:** Each student will develop two INTASC-style themed unit plans covering 5 class days each or one unit plan covering 10 class days. Each lesson should include specific learning objectives with reference to recognized curriculum standards/frameworks (state, NCTE, etc.) as much as possible.

Units and lessons should include each of the following:

- Evidence of cross-curricular connections.
- Activities for students identified for their deficiencies in English/Reading.
- Incorporation of multimedia including television into the classroom.
- Speech activities for students, individually and in small groups.
- Evidence of attractive classroom environment through posters, bulletin boards, and other colorful displays.
- Evidence of connection to Webb's Depth of Knowledge

Note: At least one lesson presented during field placement will be videotaped and reviewed by the instructor.

Papers:

- Prepare a practical annotated bibliography of books, websites, and articles that present activities for teachers in Language Arts classes.
- Write a position paper that begins with a personal statement of teaching philosophy on integrated Language Arts.
- Revise (or write) your philosophy of education paper to be used for your internship application.

Exams:

- Read the textbook and related articles as assigned; demonstrate comprehension of the concepts on two written exams.

Participation:

- Be responsible for the content of reading assignments, class lectures, class discussions, and class presentations.
- Write and submit weekly logs with reflections on field work. Logs will be included in your Resource Notebook.
- Study the chapters in the textbook and related articles as assigned.
- Participate in class activities - large group, small group, individual.
- Be prepared to share all assignments with the class as informal presentations.

Professional Development:

- Attend one professional meeting. (Mississippi Council of Teachers of English, NCTE, State Reading Conference, Workshop with practicum teacher, etc.) Keep the program or brochure for inclusion in your Resource Notebook.

MSU Honor Code:

All students will be expected to adhere to the code which states:

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

Technology:

Technology will be used in class to supplement instruction through use of PowerPoint, YouTube, the Internet, hyperlinks, hypermedia, etc. when appropriate.

Cultural Diversity:

Students will examine reading materials including multicultural literature for suitability for use with diverse learners. Students will engage in learning reading/writing instructional strategies that can be adapted for use with all types of learners.

Students with Disabilities:

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The Department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

Field Experience Information:

Each class member will be paired with a practicing teacher in his/her content area. Class members will spend a total of 50 hours in this field experience. For block-scheduled schools (80-95 minutes+ per class meeting), plan to spend two full blocks per week in your field experience. For traditional school schedules (45-60 minutes per class meeting), plan to spend four full classes per week in your field experience. Most class members will be placed at Starkville High School and Armstrong Middle School. We will work with your individual needs as much as possible for placement in this field experience.

Our purpose for this fieldwork is to experience the middle and/or secondary teachers' life at school. Our work should provide increased knowledge of secondary and middle school language arts classrooms and increased confidence functioning as facilitator in the language arts classroom. Expect to assist teachers in planning and delivering lessons, interact with students in group or tutorial activities, make bulletin boards, and work with school technology. Class members will keep logs and reflections of each class that are submitted to the university professor each week. Also, class members will teach at least one complete lesson assessed according to INTASC standards by the university professor and cooperating teacher.

Field work will be assessed by review of video taped lesson, using weekly logs/reflections, through lessons taught in the classroom as evaluated by host teacher and university professor, by summative evaluations of overall performance by host teacher, and through review of components included in the growing Resource Notebook and unit plan.

Evaluation Scale:

+Participation
Exams
Field experience
Resource Notebook
Presentations and papers

EDS 6673 students will be given assignments as apply to their specific programs. Other assignments appropriate for graduate level and an amended syllabus will be distributed as necessary. These assignments include but are not limited to the assignments on the undergraduate syllabus, classwork as assigned, a research paper of limited scope, and an additional class-long teaching assignment.

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http://www.uta.edu/english/V/rhetcomp.html
http://exchanges.state.gov/education/engteaching/
http://www.ncte.org/
http://aei.uoregon.edu/
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Proposed Syllabus - Campus 1, 2 and 5

EDS 6673: Language Arts Education Pedagogy

Credit: 3 hours

Catalog Description: Three hour lecture. (Co-requisite: EDS 8883 or EDS 8893 or consent of instructor). Field-based. An examination of the effective practices for teaching and evaluating English/Language Arts in secondary settings.

Course Objectives:

The student will:

A. focus on professionalism by developing long-term professional goals, reading professional literature, and identifying research goals. (CFPO #1, 5; InTASC #9, 10)
B. demonstrate an understanding of all aspects of writing and reading processes and appropriate instruction. (CFPO #2, 3; InTASC #4, 5)
C. demonstrate the ability to develop learning objectives aligned with the English Standards and the Common Core State Standards (CFPO #3, 4; InTASC #10)
D. develop an understanding of the impact of language diversity in the classroom. (CFPO #2, 3; InTASC #2)
E. develop, practice, evaluate, and reflect on teaching practices. (CFPO #4; InTASC #3, 7, 8)
F. explore innovative ways to implement technology during Language Arts instruction using sound pedagogical practices. (CFPO #3, 5; InTASC #4, 7)
G. identify ways to incorporate and build school and community support for education. (CFPO #5; InTASC #9, 10)
8. create and implement several teaching lessons related to Language Arts Education 7-12. (CFPO #5; InTASC #6, 7, 8)
9. apply critical thinking skills to lesson plans and teaching methodology. (CFPO #5; InTASC #7)
10. design lesson plans utilizing technology and organizing activities around thinking skills concepts. (CFPO #5; InTASC #7, 8)
11. implement teaching methods with junior/senior high school students in tutorial and small group sessions in school settings. (CFPO #6, 7; InTASC #7)
12. create lessons that express sensitivity to cultural diversity in the classroom. (CFPO #5; InTASC #1, 3)
13. develop lessons that express specific literary genres: novels, poetry, essays, drama, dramatic monologues, advertisement, and television writing. (CFPO#3, #5; InTASC #2, 7)
14. develop lessons around themes related to rhetoric and speech skills. (CFPO #5; InTASC #7, 8)
15. research aspects of the historical English development.
16. present a mini lesson on literature using multi-media and addressing the Common Core. (CFPO #7, 10; InTASC #4, 5)

Topics:

1. The role of the English teacher in a culturally diverse society (4 hours)
    a. Changing attitudes toward public education
    b. Changing standards
    c. Cultural pluralism in the classroom
    d. Goals of the English language arts teacher
    e. Attitudes of the English language arts teacher
    f. The English teacher and the immediate community

2. Language (4 hours)
    a. Interrelationships of reading, writing, speaking, listening, thinking
    b. Relationships between language and learning
    c. Language development
        (1) Developmental process
        (2) Social, cultural, and economic influences

3. Teaching literature as a source for exploring and interpreting human experiences (4 hours)
    a. Understanding relationships between reader and text
    b. Guiding students in experiencing and improving their processes of reading for personal growth, information, understanding, and enjoyment
    c. Guiding students toward enjoyment, aesthetic appreciation, and critical understanding of literary types, styles, themes, and history

4. Teaching nonprint and nonverbal media (3 hours)
    a. Comparisons with print and verbal media
    b. Integrating nonprint and nonverbal media into English language arts units
    c. Guiding students toward enjoyment and critical understanding of nonprint forms

5. Application of concepts and instructional processes studied in previous courses to the English language arts classroom (4 hours)

a. Instructional planning

(1) Selection, design, and organization of objectives, strategies, and materials for teaching English language arts

(2) Organizing students for effective whole-class, small-group, and individual work in English language arts

b. Instructional performance

(1) Using a variety of instructional strategies appropriate to diverse cultural groups and individual learning styles

(2) Employing a variety of stimulating instructional strategies that aid students in their development of speaking, listening, reading, writing, and thinking abilities

(3) Using appropriate technology and materials to support learning

c. Instructional evaluation

(1) Formative and summative techniques for assessing and describing students' progress in English

(2) Uses and abuses of testing instruments and procedures

6. Areas of the writing process including: (4 hours)

a. stages of prewriting, drafting, revising, editing, and publishing

b. the role of writing across the curriculum

c. knowledge of the impact of purpose, occasion, and audience on written and spoken discourse

d. the ability to teach students to structure and expand ideas into coherent writing

7. Knowledge of literature including: (3 hours)

a. literature for youth/adolescents

b. works of theory and criticism

c. the short story, novel, poetry, drama, and essay

8. Selecting appropriate reading materials for students based on interests, abilities, and grade level including: (3 hours)

a. encouraging student interest in reading for knowledge and pleasure

b. the ability to teach students to identify facts, implications, assumptions, inferences, and judgments in both spoken and written discourse

9. The ability to promote language acquisition and development by: (3 hours)

a. teaching standard American English while recognizing regional and ethnic dialects as expressions of cultural diversity

b. interrelating the teaching of listening, speaking, reading, writing, observing, and thinking

c.encouraging students to recognize, question, and interpret ideas from a variety of perspectives

10. Knowledge of how to establish curriculum goals, objectives, and appropriate learning strategies including: (4 hours)

a. planning learning opportunities appropriate for students' learning styles, including interdisciplinary instruction

b. developmentally appropriate instruction for diverse learners

c. a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction in teaching

a. the ability to use group interaction for collaborative learning in the language arts. (e.g., discussions, debate, creative problem-solving, composition, drama, reading, and improvisation

b. establishing learning climates in which individual differences are respected

c. the ability to incorporate strategies specific to Special education inclusion students.

11. Knowledge of how to use a variety of current materials, technologies, and media including: (3 hours)

d. a wide variety of school and community materials, human and technological resources

e. how to encourage students' use of technology as a learning tool

f. knowledge and characteristics of appropriate and effective learner-centered lessons and units that integrate technology

g. how to incorporate a variety of individual and group activities and multimedia/multisensory techniques in the teaching of oral and written communication

12. Knowledge of professional literature, research, organizations, and other resources for continuing professional development (3 hours)

13. Knowledge of RIT, depth of understanding, differentiated instruction, and other current instructional practices. (3 hours)

Texts:

Burke, J. (2003). The English teacher's companion (3rd ed). Portsmouth, NH: Heineman.

Fowler, R., Aaron, J., & Brittenham, R. (1998). *The little, brown handbook*. New York: Pearson/Longman.

Milner, J. O., & Milner, L.M. (2008). *Bridging English*. Upper Saddle River, N.J.: Pearson Education, Inc.

Standards for the English Language Arts (1996 ed.). A Project of: National Council of Teachers of English & International Reading Association.

Methods of Instruction:

Instructional strategies include large group lectures and discussions; small group discussions and assignments utilizing electronic sources and multi-media; self-directed assignments including oral presentations and reflection activities; teaching activities.

Suggested Student Activities:

Professional Development: (Course Objective #1)

· Each student will show evidence of participating in one professional activity through attendance and membership. Joining the National Council of Teachers of English and/or the International Reading Association may be counted as participation, for example. Both professional organizations offer a reduced rate for students. Attending Mississippi Professional Educators/Mississippi Association of Educators is also an option.

Presentation on English/Language Arts Standards and the Common Core State Standards: (Course Objective #3, 5, 6, 16)

· A presentation using multimedia will be required. Each student will decide on the scope and focus of this presentation through cooperative inquiry with classmates.

Unit Plan: (Course Objective #2, 3, 4, 9, 10, 12)

· Each student will develop two INTASC-style themed unit plans on TaskStream covering 5 class days each or one unit plan covering 10 class days. Each lesson should include specific learning objectives with reference to recognized curriculum standards/frameworks (state, NCTE, etc.) as much as possible.

Units and lessons should include each of the following:

· Evidence of cross-curricular connections.
· Activities for students identified for their deficiencies in English/Reading.
· Incorporation of multimedia including television into the classroom.
· Speech activities for students, individually and in small groups.
· Evidence of attractive classroom environment through posters, bulletin boards, and other colorful displays.
· Evidence of connection to Webb's Depth of Knowledge.
· Evidence of appropriate choice of multicultural book as the unit base.

Article Reviews: (Course Objective #1)

· Because being widely read is one of the standards of our profession, you will be required to do extra reading this semester. Choose three articles from appropriate professional journals to review. Provide your professor with a copy of each article. Turn in a <u>one</u> page summary per article and be prepared to informally discuss articles during class.

Reading Summaries and Cultural Relevance of Content Area Assignment: (Course Objective #1)

· Provide two one page summaries of two young adult novels read during the course of the semester. One should be a YA novel that reflects multicultural issues relevant to the level you plan to teach. A lesson plan showing evidence of addressing multicultural issues will be required and will be included in your Unit Plan. Supplemental reading as assigned such as articles, informational texts, and other pertinent information will be decided on between teacher and student.

Grant Essay: (Course Objective #7)

·Write a grant that will demonstrate your ability to understand curriculum and how it affects student learning. The grant will be designed to include community support.

Position Paper: (Course Objective #5)

· Write a position paper on one critical aspect of education discussed in class. Be prepared to discuss your position in class.

Exams: (Course Objective #5)

· Read the textbook and related articles as assigned; demonstrate comprehension of the concepts on two written exams.

Participation: (Course Objective #8, 9, 11, 13, 14, 15, 16, 17)

· Be responsible for the content of reading assignments, class lectures, class discussions, and class presentations, discussion board postings, etc.
· Study the chapters in the textbook and related articles as assigned.
· Participate in class activities - large group, small group, individual.

- Be prepared to share all assignments with the class as informal presentations.
- Provide teaching opportunities through mini-lessons which will require using your classmates as eager participants.

MSU Honor Code:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

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

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information visit: http://students.msstate.edu/honorcode

Technology Component:

Technology use will be required to complete student activities and meet Course Objectives #10 and 16.

Diversity:

Students will examine curriculum and instructional materials for appropriateness for use with diverse learners and develop lessons with cultural diversity in mind, Course Objective #12.

Students with Disabilities:

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The Department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

Field Component:

Each class member will be paired with a practicing teacher in his/her content area. Class members will spend a total of 50 hours in this field experience. For block-scheduled schools (80-95 minutes+ per class meeting), plan to spend two full blocks per week in your field experience. For traditional school schedules (45-60 minutes per class meeting), plan to spend four full classes per week in your field experience. Most class members will be placed at Starkville High School and Armstrong Middle School. We will work with your individual needs as much as possible for placement in this field experience.

Our purpose for this fieldwork is to experience the middle and/or secondary teachers' life at school. Our work should provide increased knowledge of secondary and middle school language arts classrooms and increased confidence functioning as facilitator in the language arts classroom. Expect to assist teachers in planning and delivering lessons, interact with students in group or tutorial activities, make bulletin boards, and work with school technology. Class members will keep logs and reflections of each class that are submitted to the university professor each week. Also, class members will teach at least one complete lesson assessed according to INTASC standards by the university professor and cooperating teacher.

Field work will be assessed by review of video taped lesson, using weekly logs/reflections, through lessons taught in the classroom as evaluated by host teacher and university professor, by summative evaluations of overall performance by host teacher, and through review of components included in the growing Resource Notebook and unit plan.

Evaluation of Student Progress:

Final grades will be determined by:

Professional development activity (5%)
Presentation on Standards (10%)
Unit Plan including mini-lesson (10%)
Article reviews (10%)
Reading summaries and Cultural Relevance assignment (10%)
Grant essay (10%)
Position paper (10%)
Exams (20%)
Class attendance, in-class activities, participation, and assessments presented by the team teachers (15%)

Grading Scale:

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

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Proposed Syllabus- Campus 1, 2, and 5

EDS 6673 Language Arts Education Pedagogy

Credit: 3 hours

Catalog Description: Three hour lecture. (co-requisite: EDS 8883 or EDS 8893). Field-based. An examination of the effective practices for teaching and evaluating English/Language Arts in secondary settings.

Texts:
Burke, J. (2013). The English teacher's companion (4th ed). Portsmouth, NH: Heineman.

Fowler, R., Aaron, J., & Brittenham, R. (1998). *The little, brown handbook.* New York: Pearson/Longman. (or other grammar handbook)

Standards for the English Language Arts (1996 ed.). A Project of: National Council of Teachers of English & International Reading Association.

Milner, J. O., & Milner, L.M. (2008). Bridging English. Upper Saddle River, N.J.: Pearson Education, Inc.

Learning Outcomes:

H. focus on professionalism by developing long-term professional goals, reading professional literature, and identifying research goals. CFPO #1, #5
I. demonstrate an understanding of all aspects of writing and reading processes and appropriate instruction. CFPO #2, #3
J. demonstrate the ability to develop learning objectives aligned with the English Standards, Curriculum Frameworks, and Common Core State Standards CFPO #3, #4
K. develop an understanding of the impact of language diversity in the classroom. CFPO #2, #3
L. develop, practice, evaluate, and reflect on teaching practices. CFPO #4
M. explore innovative ways to implement technology during Language Arts instruction using sound pedagogical practices. CFPO #3, #5
N. identify ways to incorporate and build school and community support for education. CFPO #5
H. The student will create and implement several teaching lessons related to Language Arts Education 7-12. CFPO#5
I. The student will apply critical thinking skills to lesson plans and teaching methodology. CFPO#5
J. The student will design lesson plans and organize activities around thinking skills concepts. CFPO#5
K. The student will implement teaching methods with junior/senior high school students in tutorial and small group sessions in school settings. CFPO#6, #7
L. The student will create lessons that express sensitivity to cultural diversity in the classroom. CFPO#5
M. The student will develop lessons that express specific literary genres: novels, poetry, essays, drama, dramatic monologues, advertisement, and television writing. CFPO#3, #5
N. The student will develop lessons around themes related to rhetoric and speech skills. CFPO#5
O. The student will research aspects of the historical English development.
P. The student will develop lessons that utilize technology. CFPO#10
Q. The student will present a mini lesson on literature using multi-media and addressing the Common Core. CFPO#7, #10

B. Topics:
1. The role of the English teacher in a culturally diverse society (4 hours)
    a. Changing attitudes toward public education
    b. Changing standards
    c. Cultural pluralism in the classroom
    d. Goals of the English language arts teacher
    e. Attitudes of the English language arts teacher
    f. The English teacher and the immediate community

2. Language (4 hours)
    a. Interrelationships of reading, writing, speaking, listening, thinking
    b. Relationships between language and learning
    c. Language development
        (1) Developmental process
        (2) Social, cultural, and economic influences

3. Teaching literature as a source for exploring and interpreting human experiences (4 hours)
    a. Understanding relationships between reader and text
    b. Guiding students in experiencing and improving their processes of reading for personal growth, information, understanding, and enjoyment
    c. Guiding students toward enjoyment, aesthetic appreciation, and critical understanding of literary types, styles, themes, and history

4. Teaching nonprint and nonverbal media (3 hours)
    a. Comparisons with print and verbal media
    b. Integrating into English language arts units
    c. Guiding students toward enjoyment and critical understanding of nonprint forms

5. Application of concepts and instructional processes studied in previous courses to the English language arts classroom (4 hours)
    a. Instructional planning
        (1) Selection, design, and organization of objectives, strategies, and materials for teaching English language arts
        (2) Organizing students for effective whole-class, small-group, and individual work in English language arts
    b. Instructional performance
        (1) Using a variety of instructional strategies appropriate to diverse cultural groups and individual learning styles
        (2) Employing a variety of stimulating instructional strategies that aid students in their development of speaking, listening, reading, writing, and thinking abilities
        (3) Using appropriate technology and materials to support learning
    c. Instructional evaluation
        (1) Formative and summative techniques for assessing and describing students' progress in English
        (2) Uses and abuses of testing instruments and procedures

8. Areas of the writing process including: (4 hours)
    e. stages of prewriting, drafting, revising, editing, and publishing
    f. the role of writing across the curriculum
    g. knowledge of the impact of purpose, occasion, and audience on written and spoken discourse
    h. the ability to teach students to structure and expand ideas into coherent writing

9. Knowledge of literature including: (3 hours)
    a. literature for youth/adolescents
    b. works of theory and criticism
    c. the short story, novel, poetry, drama, and essay

9. Selecting appropriate reading materials for students based on interests, abilities, and grade level including: (3 hours)
    a. encouraging student interest in reading for knowledge and pleasure
    b. the ability to teach students to identify facts, implications, assumptions, inferences, and judgments in both spoken and written discourse

9. The ability to promote language acquisition and development by: (3 hours)
    d. teaching standard American English while recognizing regional and ethnic dialects as expressions of cultural diversity
    e. interrelating the teaching of listening, speaking, reading, writing, observing, and thinking
    c. encouraging students to recognize, question, and interpret ideas from a variety of perspectives

10. Knowledge of how to establish curriculum goals, objectives, and appropriate learning strategies including: (4 hours)
    a. planning learning opportunities appropriate for students' learning styles, including interdisciplinary instruction
    b. developmentally appropriate instruction for diverse learners
    f. a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction in teaching
        a. the ability to use group interaction for collaborative learning in the language arts. (e.g., discussions, debate, creative problem-solving, composition, drama, reading, and improvisation
        b. establishing learning climates in which individual differences are respected
        c. the ability to incorporate strategies specific to Special education inclusion students.

11. Knowledge of how to use a variety of current materials, technologies, and media including: (3 hours)

d. a wide variety of school and community materials, human and technological resources
e. how to encourage students' use of technology as a learning tool
f. knowledge and characteristics of appropriate and effective learner-centered lessons and units that integrate technology
g. how to incorporate a variety of individual and group activities and multimedia/multisensory techniques in the teaching of oral and written communication

12. Knowledge of professional literature, research, organizations, and other resources for continuing professional development (3 hours)

13. Knowledge of RIT, depth of understanding, differentiated instruction, and other current instructional practices. (3 hours)

Required Assignments:
Professional Development:

- Each student will show evidence of participating in one professional activity through attendance and membership. Joining the National Council of Teachers of English and/or the International Reading Association may be counted as participation, for example. Both professional organizations offer a reduced rate for students. Attending Mississippi Professional Educators/Mississippi Association of Educators is also an option. Presentation on English/Language Arts Standards, Mississippi Curriculum Frameworks, and the Common Core State Standards:
- A presentation using multimedia will be required. Each student will decide on the scope and focus of this presentation through cooperative inquiry with classmates.

Unit Plan:
· Each student will develop two INTASC-style themed unit plans on TaskStream covering 5 class days each or one unit plan covering 10 class days. Each lesson should include specific learning objectives with reference to recognized curriculum standards/frameworks (state, NCTE, etc.) as much as possible.
Units and lessons should include each of the following:
· Evidence of cross-curricular connections.
· Activities for students identified for their deficiencies in English/Reading.
· Incorporation of multimedia including television into the classroom.
· Speech activities for students, individually and in small groups.
· Evidence of attractive classroom environment through posters, bulletin boards, and other colorful displays.
· Evidence of connection to Webb's Depth of Knowledge.
· Evidence of appropriate choice of multicultural book as the unit base.

Article Reviews:
· Because being widely read is one of the standards of our profession, you will be required to do extra reading this semester. Choose three articles from appropriate professional journals to review. Provide your professor with a copy of each article. Turn in a one page summary per article and be prepared to informally discuss articles during class.

Reading Summaries and Cultural Relevance of Content Area Assignment:
· Provide two one page summaries of two young adult novels read during the course of the semester. One should be a YA novel that reflects multicultural issues relevant to the level you plan to teach. A lesson plan showing evidence of addressing multicultural issues will be required and will be included in your Unit Plan. Supplemental reading as assigned such as articles, informational texts, and other pertinent information will be decided on between teacher and student.

Grant Essay:
·Write a grant that will demonstrate your ability to understand curriculum and how it affects student learning.

Position Paper:
· Write a position paper on one critical aspect of education discussed in class. Be prepared to discuss your position in class.

Exams:
· Read the textbook and related articles as assigned; demonstrate comprehension of the concepts on two written exams.

Participation:
· Be responsible for the content of reading assignments, class lectures, class discussions, and class presentations, discussion board postings, etc.
· Study the chapters in the textbook and related articles as assigned.
· Participate in class activities - large group, small group, individual.
· Be prepared to share all assignments with the class as informal presentations.
· Provide teaching opportunities through mini-lessons which will require using your classmates as eager participants.

Evaluation of Student Progress:

Final grades* will be determined by:
Professional development activity (5%)
Presentation on Standards (10%)
Unit Plan including mini-lesson (10%)
Article reviews (10%)
Reading summaries and Cultural Relevance assignment (10%)
Grant essay (10%)
Position paper (10%)
Exams (20%)
Class attendance, in-class activities, participation, and assessments presented by the team teachers (15%)

Grading Scale:

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

MSU Honor Code:

The MSU Honor Code can be found at: **http://www.honorcode.msstate.edu/**
All students will be expected to adhere to the code which states:

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

Students with Disabilities:

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The Department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

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APPROVAL FORM FOR
COURSES
MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Freeman Hall-Room 102, Mail Stop 9638 (325-1922).

College or School: Education **Department:** Curriculum, Instruction, and Special Education

Contact Person: Kelly Moser **Mail Stop** 9705 **E-mail:** kmb479@msstate.edu

Nature of Change: Modify **Date Initiated:** January 15, 2014 **Effective Date:** Fall 2015

Current Listing in Catalog:

Symbol	Number Title	Credit Hours
EDS	4683/6683 Methods in Foreign Language Teaching II	(3)

Current Catalog Description:

(Pre-requisites: Admission to Teacher Education and EDS 3663.) Three credit hours. Field-based. An examination of the effective practices for teaching and evaluating foreign language students in grades 9-12.

New or Modified Listing for Catalog:

Symbol	Number Title	Credit Hours
EDS	6683 Foreign Language Education Pedagogy	(3)

New or Modified Catalog Description:
(Co-requisite: EDS 8886 or EDS 8896 or consent of instructor.) Three hours lecture. Field-based. A comprehensive examination of the effective practices for teaching and evaluating foreign language students in the K-12 setting.

Approved: _____ *Date:* 4/8/14
Department Head

_____ 4-9-14
Chair, College or School Curriculum Committee

Teresa Jayroe 4-10-14
Dean of College or School

_____
Chair, University Committee on Courses and Curricula

_____
Chair, Graduate Council (if applicable)

_____
Chair, Deans Council

COURSE MODIFICATION
EDS 4683/6683 Methods in Foreign Language Teaching II

1. CATALOG DESCRIPTION

Current Description:

(Pre-requisites: Admission to Teacher Education and EDS 3663.) Three credit hours. Field-based. An examination of the effective practices for teaching and evaluating foreign language students in grades 9-12.

New Description:

(Co-requisite: EDS 8886 or EDS 8896 or consent of instructor.) Three hours lecture. Field-based. A comprehensive examination of the effective practices for teaching and evaluating foreign language students in the K-12 setting.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

The proposed changes to EDS 4683/6683 Methods in Foreign Language Teaching II course are to:

(a) include introductory as well as advanced content pertaining to foreign language pedagogy
(b) uncouple the 4683/6683
(c) alter the catalog title and description of the course
(d) alter the co-requisites and pre-requisites of the course

3. JUSTIFICATION AND LEARNING OUTCOMES

The learning outcomes have expanded to include introductory as well as advanced content. Learners will:

- Develop the knowledge, skills, and dispositions needed to become effective educators
- Explore and practice foreign language teaching methods
- Develop and integrate effective assessment practices for foreign language
- Examine and consider the practical implications of professional literature and theory

This course is designed for graduate students seeking K-12 licensure in foreign language or are currently serving as inservice foreign language teachers in the state. Since these graduate students do not take undergraduate content specific pedagogy courses, the faculty have found that students lack the foundational knowledge to be successful in this graduate level pedagogy course and to become effective practitioners in the state or beyond. Including key introductory content as well as advanced graduate level content as proposed in this modification will provide these students with the knowledge and practice deemed necessary by the faculty as well as those outlined in the ACTFL /NCATE Standards for initial teacher licensure.

Since the course content will differ from the EDS 4683, these two courses should no longer be linked and the catalog description must reflect a comprehensive examination of foreign language pedagogy.

Because the target audience of this course is graduate students, the previous pre-requisites no longer apply. However, because this course is field-based, enrolled graduate students are expected to complete various tasks while in a classroom setting. Thus, the co-requisites have been altered (EDS 8886 Dimensions I or EDS 8896 Dimensions II or consent of instructor) to ensure that enrolled students have access to this environment. This course is currently offered via Campus 1 and Campus 5, which will remain unchanged. EDS 4683 Methods in Foreign Language Teaching II will remain unchanged.

4. ADDITONAL INFORMATION

a. COURSE SYMBOL: No change, EDS
b. COURSE NUMBER: No change, 6683
c. COURSE TITLE: Foreign Language Education Pedagogy
d. CREDIT HOURS: No change, Three semester hours
e. PRE-REQUISITE/CO-REQUISITE: Concurrent enrollment in EDS 8886 Dimensions I or EDS 8896 Dimensions II or consent of instructor

   The course is designed for students seeking licensure to teach foreign languages. Since this course requires students to make connections between theory and practice, students must be working in the K-12 schools. Thus, their course assignments will require them to alter instructional practices and implement new assessment strategies. Previously, students were able to enroll in the course without being in the schools, and assignments were not uniform student-to-student to account for this issue.

f. METHOD/HOURS OF INSTRUCTION: No change, C Lecture
g. METHOD OF DELIVERY: No change, F Face to Face; O Online
h. DELIVERY STATEMENT: This distance learning course will not violate the Provost's policies on Campus 5 offerings.

i. COURSE DESCRIPTION: (Co-requisite: EDS 8886 or EDS 8896 or consent of instructor). Three credit hours. Field-based. A comprehensive examination of the effective practices for teaching and evaluating foreign language students in the K-12 setting.

j. COURSE CONTENT: See syllabus

5. GRADUATE STUDENT REQUIREMENTS: This is a course specifically for graduate students.
6. METHOD OF EVALUATION:
7.

ACTIVITY	OBJECTIVE(S) MEASURED	POINTS POSSIBLE
1. Thematic unit, lesson plans, and materials*	#6, 7, 9	100
2. Field experience (micro-teachings and reflections)	#2, 3, 4, 5, 6, 7, 8, 9, 11	300
3. Reading reports	#1, 2, 3, 5,	125
4. Case studies/Textbook Activities	#1, 2, 4, 10	300
5. OPIc (computerized oral proficiency interview)	#11	75
6. Conference presentation	#11	100

NOTE: Grades will be assigned as follows: 900-1,000 points = A; 800-899 = B; 700-799 = C; 600-699 = D; below 600 = F

7. ACADEMIC MISCONDUCT: Several steps will be taken to prevent and detect academic misconduct. Namely, the MSU Honor Code and a link to the website will be included in the course syllabus. Second, students will submit written assignments via SafeAssign, an anti-plagiarism software. Any occurrences of academic misconduct will follow procedures set forth in the Honor Code.

Due to the written nature of assignments included this course, and the required applications to students' specific content areas, by design this course is not inviting to breaches of the honor code.

8. TARGET AUDIENCE: Target audience for Campus 5 includes students enrolled in the MAT-S online degree program. These students are seeking licensure or are practicing teachers. Campus 1, 2 students may include graduate students who minor in Curriculum, Instruction, and Special Education.

9. SUPPORT: A letter of support offered by the secondary education faculty in the Department of Curriculum, Instruction, and Special Education is included.

SPECIAL NOTES

1. CROSS-LISTING: N/A
2. EFFECTIVE DATE: Fall 2014
3. GENERAL EDUCATION COURSE DESIGNATION
4. EFFECTS ON OTHER COURSES: It is assumed that the proposed changes will have no effect on other courses.
5. Contact Person: Dr. Kelly Moser
6. MASTER SCHEDULE: This course will be taught every Fall semester.

Current Syllabus- Campus 1 and 5

EDS 4683/6683 Methods in Foreign Language Teaching II

COURSE DESCRIPTION: (Pre-requisites: Admission to Teacher Education and EDS 3663.) Three credit hours. Field-based. An examination of the effective practices for teaching and evaluating foreign language students in grades 9-12.

TEXTBOOK:

1. Shrum, J., & Glisan, E. (2000). *Teacher's Handbook: Contextualized Language Instruction (4th Ed).* Boston: Heinle and Heinle. [THIS IS THE SAME TEXT USED IN EDS 3663]

2. This course will require you to take the OPIc. For additional information about the OPIc, please see http://www.languagetesting.com/oral-proficiency-interview-by-computer-opic

3. This course requires a subscription to *Taskstream* which is an online portfolio used for course assignments and assessment purposes. To obtain a subscription, go to www.taskstream.com. Click Create or Renew an Account at the top of the page. Following directions for Option 1.

INSTRUCTIONAL OBJECTIVES
The learner will:

1. Understand how secondary learners differ in their knowledge, experiences, abilities, needs, and approaches to language learning (INTASC #3; CFPO #1, 2)
2. Create instructional opportunities that are appropriate and reflect learner diversity (INTASC #3; CFPO #1, 2)
3. Use a variety of instructional strategies to help secondary learners develop language proficiency, build cultural understanding, and foster critical thinking skills (INTASC #4; CFPO #1, 2, 10)
4. Create an interactive, engaging, and supportive learning environment that encourages student self-motivation and promotes their language learning and cultural understanding (INTASC #5; CFPO #2,6)
5. Use effective verbal and non-verbal communication, and multi-media resources, to foster language development and cultural understanding (INTASC #6; CFPO #5, 7)
6. Design and implement lessons based on his/her knowledge of the content area, learners, and standards-based curriculum (INTASC #1, 7; CFPO # 1, 3)
7. Develop a thematic unit using backward design (INTASC #8; CFPO #4)
8. Develop multiple assessments to gauge instructional effectiveness, monitor student learning, and to report student progress (INTASC #8; CFPO #4)
9. Engage in reflective practice by observing and collaborating with other language teachers, making connections to future pedagogical practices, and reflecting on lessons and modifying them as appropriate after instruction (INTASC #9, 10; CFPO # 8, 9)
10. Observe foreign language learners and teachers (of grades 9-12) in order to make connections to SLA theory and pedagogical practice (INTASC #1, #2; CFPO # 2, 3, 6)
11. Examine professional literature and consider the practical implications for the foreign language classroom. (INTASC #6, #9; CFPO # 5, 12)
12. Examine their own beliefs about language teaching/learning and how these have evolved as a result of class discussions and readings. INTASC #9; CFPO #1, 7, 8)

TOPICS TO BE COVERED

I. The FL Classroom Environment (3 hours)
   - A. Seating
   - B. Classroom Design
   - C. Setting Expectations
   - D. Acknowledging Students

II. Communication (3 hours)
   - A. With Students
   - B. With Parents
   - C. With Colleagues and Administrators

III. Goals of FL Learning (6 hours)
   - A. Proficiency levels
   - B. Standards for foreign language learning in the 21st century
   - C. Connecting theory-to-practice

IV. Unit design (3 hours)
   - A. Topic and essential questions
   - B. Backward design
   - C. Formative/Summative assessments

V. Teaching vocabulary (3 hours)
VI. Teaching interpretive skills (3 hours)
    A. Use of authentic texts
    B. Factors in comprehension and interpretation
    C. Strategies for reading and listening
VII. Teaching grammar (3 hours)
    A. Story-based, PACE
    B. Deductive vs. inductive
    C. Reconceptualizing grammar instruction
VIII. Teaching interpersonal communication (3 hours)
    A. Classroom interaction
        1. Teacher-student
        2. Student-student
        3. Role of feedback
    B. Role of literature and culture study
    C. Use of information gap activities
    D. Interpersonal speaking vs. writing
IX. Teaching presentational communication (3 hours)
    A. Nature of oral and written presentational communication
    B. L1 vs. L2 in presentational communication
    C. Teaching as a process and product
    D. Formats
X. Teaching culture (3 hours)
    A. Defining culture
    B. Big "C" vs. little "c"
    C. Inquiry
    D. Connecting culture to language
    E. Focusing on products, practices and perspectives
XI. Addressing diverse learners (3 hours)
    A. Factors involved in approaching language learning
        1. Inclusive classrooms
        2. At-risk leaners
        3. Gifted learners
        4. Heritage learners
        5. Learners with physical or special needs
    B. Teacher personality/teaching style
    C. Differentiated instruction
    D. Community-based and service learning
XII. Assessing standards-based language performance (6 hours)
    A. Formats
    B. Rationale/purpose
    C. Audience
    D. Role of context and authentic texts
    E. Role of teacher/assessor
XIII. Using technology to integrate language instruction (3 hours)
    A. Connecting to the standards
    B. To find authentic texts
    C. Computer-mediated communication (CMC), technology enhanced language learning (TELL), computer-assisted language learning (CALL)
    D. Empowering learners

METHODS OF INSTRUCTION: Lecture, small and large group discussion, demonstration, inquiry, discovery, cooperative activities, and problem-based learning. This course has a field-based component.

SUGGESTED STUDENT ACTIVITIES: ALL ACTIVITIES ARE DESCRIBED IN DETAIL ON MYCOURSES.

ACTIVITY	OBJECTIVE(S) MEASURED
1. Thematic unit, lesson plans, and materials*	#2, 7, 8
2. Field experience	#1, 2, 3, 4, 5, 6, 8, 10
3. Reading reports	#11, 12
4. Case studies/Textbook Activities/Micro-teachings	#2, 3, 5, 6, 8,12
5. OPIc*	#5

* Must be submitted to Taskstream

FIELD EXPERIENCE: This course is field-based. The field-based portion of the course requires all learners to work with an experienced 7-12 foreign language teacher for approximately 50 hours (4 hours per week). This field experience is highly structured and will require learners to complete various tasks that correspond to discussions, readings, and in-class demonstrations. Throughout the field experience, all learners will minimally complete the following activities:

1. Team-taught lesson with the mentor teacher (10-15 minutes)
2. Introduction to an activity (focus on giving directions in the target language and observing student progress) (10-15 minutes)
3. Vocabulary lesson (15-30 minutes)
4. Grammar lesson (15-30 minutes)
5. Full 45-minute lesson

All of the above lessons are videotaped and will require self-reflection. Additionally, you are expected to complete other non-instructional tasks such as designing thematic units and bulletin boards, working with groups/individual students, grading objective assessments, and other day-to-day teacher duties. Additional information is provided on MyCourses.

GRADE EVALUATION:

ASSIGNMENT	POINTS POSSIBLE
Thematic unit	100 points
Field experience (micro-teaching, reflections)	300 points
Reading reports	125 points
Case studies, in-class activities/textbook activities	375 points
OPIc	100 points

NOTE: Grades will be assigned as follows: 900-1,000 points = A; 800-899 = B; 700-799 = C; 600-699 = D; below 600 = F

GRADUATE STUDENT REQUIREMENTS: In addition to the above undergraduate student activities, enrolled graduate students will complete the following:

1. Reading reports will require graduate learners to read, summarize, and evaluate three scholarly articles from peer-reviewed journals related to topics under discussion.
2. Graduate students will be paired with undergraduate students to serve as mentors. Graduate student mentors will be expected to provide feedback to undergraduate students by watching video lessons, engaging in pre-planning discussions, and assisting undergraduates in improving their target language skills.
3. Graduate students will be expected to lead one in-class discussion based on readings/out of class assignments.

The grading scale for graduate students is as follows:

ASSIGNMENT	POINTS POSSIBLE
Thematic Unit	100
Field Experience	300
Reading Reports	125
Case studies, micro-teachings, in-class activities	300
Student-led discussion	25
Mentor duties	100
OPIc	50

NOTE: Grades will be assigned as follows: 900-1,000 points = A; 800-899 = B; 700-799 = C; 600-699 = D; below 600 = F

ACADEMIC INTEGRITY: Mississippi State University has an approved Honor Code that applies to all students. It states, "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, steal, or cheat, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. To learn more about this MSU policy and consequences for violating the Honor Code, visit http://students.msstate.edu/honorcode/.

TECHNOLOGY:
Technology will be used in both the delivery of the course content and through course requirements completed by students. Delivery of course content will use PowerPoint presentations, materials on the Internet and myCourses. All course assignments will be completed using appropriate software.

CULTURAL DIVERSITY:
Student will examine materials for appropriateness to use with diverse learners.

STUDENTS WITH DISABILITIES:
In accordance with section 504 of the 1973 Rehabilitation Act and the American with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

BIBLIOGRAPHY:

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Lightbown, P., & Spada, N. (2011). *How languages are learned* (3rd ed.). Oxford: Oxford University Press.

Patrick, P. (2007). *The keys to the classroom: A basic manual to help new language teachers find their way.* Alexandria, VA: The American Council on the Teaching of Foreign Languages.

Sandrock, P. (2010). *The keys to assessing language performance: A teacher's manual for measuring student progress.* Alexandria, VA: The American Council on the Teaching of Foreign Languages.

Additional readings are provided on the course website, and you are encouraged to continue reading the publications from your professional associations to which you are a member.

Proposed Syllabus- Campus 1, 2 and 5

EDS 6683 Foreign Language Education Pedagogy

COURSE DESCRIPTION: (Co-requisite: EDS 8886 or 8896 or consent of instructor). Three credit hours. Field-based. A comprehensive examination of the effective practices for teaching and evaluating foreign language students in the K-12 setting.

TEXTBOOK:

1. Shrum, J., & Glisan, E. (2000). *Teacher's Handbook: Contextualized Language Instruction (4th Ed)*. Boston: Heinle and Heinle.
2. Additional readings will be provided on MyCourses.
3. The textbook companion website is free. Some assignments may use this website: http://college.cengage.com/french/1428290362_shrum/
4. This course will require you to complete a computerized oral proficiency interview in Learning Module Four. The cost of this test is approximately $70.

OBJECTIVES
The learner will:

1. Examine the historical, theoretical, and philosophical underpinnings of foreign language teaching and learning. (CFPO # 1; INTASC #1)
2. Explore the characteristics and needs of K-12 language learners. (CFPO #1, INTASC #3, #5)
3. Consider attributes of "good" language learners including factors that influence language acquisition (CFPO #1, INTASC #3, #5)
4. Examine connections between second language theory and educational theory to promote language and cultural growth in the K-12 classroom. (CFPO # 3; INTASC #1, #2)
5. Use professional literature and observations to explore how learners differ in their knowledge, experiences, abilities, needs, and approaches to language learning (INTASC #3; CFPO #1, 2, 6, 9)
6. Use a variety of instructional strategies to help learners develop language proficiency, build cultural understanding, and foster critical thinking skills (INTASC #4; CFPO #1, 2, 10)
7. Create an interactive, engaging, and supportive learning environment that encourages student self-motivation and promotes their language learning and cultural understanding (INTASC #5; CFPO #2,6)
8. Use effective verbal and non-verbal communication, and multi-media resources, to foster language development and cultural understanding (INTASC #6; CFPO #5, 7)
9. Design and implement lessons based on their knowledge of the content area, learners, and standards-based curriculum (INTASC #1, 7; CFPO # 1, 3)
10. Explore long-term and short-term curricular decisions based on the goals of the K-12 foreign language program (INTASC #8; CFPO #4)
11. Engage in reflective practice by observing and collaborating with other language teachers, making connections to future pedagogical practices, and reflecting on lessons and modifying them as appropriate after instruction (INTASC #9, 10; CFPO # 8, 9)

TOPICS TO BE COVERED

I. Foundations for FL Teaching and Learning (3 hours)
- A. Goals of FL Learning
- B. Architecture of the Profession
- C. Language Policy and Language Education Policy
- D. National Standards for FL Learning
- E. Performance and Proficiency Expectations
- F. Mississippi Framework

II. Understanding Basic Theories that Influence FL Teaching/Learning (6 hours)
- A. Universal Grammar
- B. Competence vs. Performance
- C. Communicative Competence
- D. Krashen's Input Hypothesis
- E. Interlanguage
- F. Interaction
- G. Output
- H. Sociocultural Theory
- I. Mediation and Language Play
- J. Affect and Motivation

III. Organizing Content (6 hours)
- A. Unit Design: Working Backwards

B. Instructional Planning: Daily and Long-term
C. Role of Multiple Assessments: Format, Purpose, Audience

IV. Teaching vocabulary (3 hours)

V. Teaching grammar (6 hours)
A. Story-based, PACE
B. Deductive vs. inductive teaching
C. Reconceptualizing grammar instruction

VI. Teaching culture (3 hours)
A. Defining culture
B. Big "C" vs. little "c"
C. Inquiry
D. Connecting culture to language
E. Focusing on products, practices and perspectives

VII. Teaching interpretive skills (3 hours)
A. Use of authentic texts
B. Factors in comprehension and interpretation
C. Strategies for reading and listening

VIII. Teaching interpersonal communication (3 hours)
A. Classroom interaction
1. Teacher-student
2. Student-student
3. Role of feedback
B. Role of literature and culture study
C. Use of information gap activities
D. Interpersonal speaking vs. writing

IX. Teaching presentational communication (3 hours)
A. Nature of oral and written presentational communication
B. L1 vs. L2 in presentational communication
C. Teaching as a process and product
D. Formats

X. Addressing diverse learners (3 hours)

XI. Using technology to integrate language instruction (3 hours)
A. Connecting to the standards
B. To find authentic texts
C. Computer-mediated communication (CMC), technology enhanced language learning (TELL), computer-assisted language learning (CALL)
D. Empowering learners

XII. Connecting Language Learning to the Elementary and Middle Level Learner (3 hours)
A. Types of programs
B. Age-related/developmental Characteristics of learners
C. Content-based Instruction

METHODS OF INSTRUCTION: Discussion, demonstration, inquiry, discovery, cooperative activities, and problem-based learning. This course has a field-based component.

SUGGESTED STUDENT ACTIVITIES AND EVALUATION OF STUDENT PROGRESS

ACTIVITY	OBJECTIVE(S) MEASURED	POINTS POSSIBLE
1. Thematic unit, lesson plans, and materials*	#6, 7, 9	100
2. Field experience (micro-teachings and reflections)	#2, 3, 4, 5, 6, 7, 8, 9, 11	300
3. Reading reports	#1, 2, 3, 5,	125
4. Case studies/Textbook Activities	#1, 2, 4, 10	300
5. OPIc*	#11	75
6. Conference presentation	#11	100

* Must be submitted to Taskstream

NOTE: Grades will be assigned as follows: 900-1,000 points = A; 800-899 = B; 700-799 = C; 600-699 = D; below 600 = F

FIELD EXPERIENCE: This course requires learners to be concurrently enrolled in EDS 8886 Dimensions I or EDS 8896 Dimensions II (the teaching internship). Since this course is field-based, you will be expected to work within your assigned school setting for EDS 8886/8896 to complete various tasks related to class readings, discussions, and video demonstrations. Tasks include but are not limited to:

1. Class redesign
2. Teacher observations and interviews
3. Short (10-15 minutes) and full (45-minutes) lessons: videotaped with self-reflection
4. Design and integration of level appropriate activities
5. Examples of assessments and daily lessons

Additional information is provided on MyCourses.

ACADEMIC INTEGRITY: Mississippi State University has an approved Honor Code that applies to all students. It states, "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, steal, or cheat, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. To learn more about this MSU policy and consequences for violating the Honor Code, visit http://students.msstate.edu/honorcode/.

TECHNOLOGY: Technology will be used in both the delivery of the course content and through course requirements completed by students. Delivery of course content will use PowerPoint presentations, materials on the Internet and myCourses. All course assignments will be completed using appropriate software.

CULTURAL DIVERSITY: Student will examine materials for appropriateness to use with diverse learners.

STUDENTS WITH DISABILITIES: In accordance with section 504 of the 1973 Rehabilitation Act and the American with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

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APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Education **Department:** Curriculum, Instruction, and Spec. Ed

Contact Person: Bethany McKissick **Mail Stop** 9705 **E-mail:** bmckissick@colled.msstate.edu

Nature of Change: Add **Date Initiated:** 1-23-14 **Effective Date:** Fall 2014

Current Listing in Catalog:
Symbol **Number** **Title** **Credit Hours**
( )

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol EDX **Number** 4103/6103 **Title** Introduction to Teaching Students with Intellectual and Developmental Disabilities

(3)

New or Modified Catalog Description:
(Prerequisite: EDX 3213 or permission from the instructor). Three hours lecture. Introduction to special education challenges for students with intellectual and developmental disabilities including challenges of providing full educational inclusion and community integration from ages 6-21.

Approved:	*Date:*	3/7/14
Department Head		
		3-19-14
Chair, College or School Curriculum Committee		
		3/18/14
Dean of College or School		
Chair, University Committee on Courses and Curricula		
Chair, Graduate Council (if applicable)		
Chair, Deans Council		

COURSE ADDITION
Addition of New Course in Special Education
Department of Curriculum, Instruction, and Special Education

Proposal Format

1. CATALOG DESCRIPTION

EDX 4103/6103. Introduction to Teaching Students with Intellectual and Developmental Disabilities. (3) (Prerequisite: EDX 3213 or permission from the instructor). Three hours lecture. Introduction to special education challenges for students with intellectual and developmental disabilities including challenges of providing full educational inclusion and community integration from ages 6-21.

2. DETAILED COURSE OUTLINE

I. Overview of historical foundations and legislation relating to student with intellectual and developmental disabilities (3 hours)
II. Alternate and classroom-based assessments (3 hours)
III. Standards-based individualized education plans and progress monitoring (3 hours)
IV. Understanding and identifying evidence-based and research-based practices for teaching students with intellectual and developmental disabilities (3 hours)
V. Considerations and challenges for providing literacy instruction (3 hours)
VI. Considerations and challenges for providing comprehension across the curriculum (3 hours)
VII. Considerations and challenges for providing mathematics instruction (3 hours)
VIII. Considerations and challenges for providing science instruction (3 hours)
IX. Considerations and challenges for providing social studies instruction (3 hours)
X. Considerations and challenges when addressing sensory, physical, and health care needs (3 hours)
XI. Considerations and challenges for providing instruction pertaining to communication skills (3 hours)
XII. Considerations and challenges for providing social skills and positive behavior supports (3 hours)
XIII. Considerations and challenges for providing instruction on personal and daily living skills (3 hours)
XIV. Considerations and challenges for providing instruction on community and job skills (3 hours)

Assignment	Undergraduates- Total Points Possible
Quizzes	80
Exams	150
Disability Presentation	40
Online website	30
Research-based Position paper	100
Person-centered planning	25
In-class activities	75
Total Points	500

Assignment	Graduate-Total Points Possible
Quizzes	80
Exams	150
Disability Presentation	15
Professional Development Presentation	15
Literature Review	100
Article Discussion Leader	25
Interview	20
In-class activities	75
Total Points	500

XV. Consideration and challenges for proving instruction pertaining to transition to adult living (3 hours)

3. METHOD OF EVALUTATION

Grades will be based on the following distribution:

Letter Grade	Point Distribution
A	500-450
B	449-400
C	399-350
D	349-300
E	299-0

OUT OF CLASS WORK

The following assignments will be completed outside of class: chapter quizzes (taken online), preparation for disability presentation, professional presentation, online website, research paper, literature review paper, summary of person-centered planning project, and the interview with a special education teacher.

4. JUSTIFICATION & LEARNING OUTCOMES

Currently none of the undergraduate courses offered through the Special Education program address the contents of educating students with intellectual and developmental disabilities (e.g., Autism, Traumatic Brain Injury, Cerebral Palsy, Williams Syndrome, Spina Bifida, Fragile X Syndrome, Angelmann Disorder) prior to advanced methodology courses. This is necessary to create a foundation for learning prior to these courses. Furthermore, the addition of this course will address gaps in the current course work addressing the specific life challenges ranging from Kindergarten to adulthood that are unique to this population such as general curriculum access and post-secondary adult living skills.

Learning Outcomes

Upon completion of this introductory course, learners will be able to

- critically discuss "state of the art" and "best practice" models for educating and serving persons with intellectual and developmental disabilities
- specify how the role of the teacher has changed with regard to the coordination of ancillary personnel, implementation of empirically based educational programs, education/behavioral assessment strategies, systematic instructional programming, assimilation of parents into the educational process as well as curriculum issues such as functional, chronologically age-appropriate activities, access and education in core content standards, community-referenced and community-based instruction, and ecological inventories
- discuss the evolution of inclusion for students with intellectual and developmental disabilities
- implement and conduct person-centered planning activities, creating reasonable programs of study for the transition to adult hood
- collaborate with other education professionals and parents regarding differentiated instruction, standards-based IEPs, post-secondary life
- design classroom-based assessment that inform educational objectives and programming
- discuss and educationally plan for comorbid conditions that often present when a student has an intellectual or developmental disability

5. TARGET AUDIENCE: Special Education Undergraduate and Graduate Students
6. SUPPORT: See attached letters of support
7. INSTRUCTOR OF RECORD (GRADUATE COURSE): Dr. Bethany McKissick
8. GRADUATE STUDENT REQUIREMENTS

   Graduate students must complete the following assignments: presentation to other professionals in the field of education or the creation of a professional development tool (e.g., online module), literature review, and interview with a current special education teacher of students with intellectual and developmental disabilities.

9. PLANNED FREQUENCY: Fall semester, annually

10. EXPLANATION OF ANY DUPLICATION

There may be some minor overlap with courses offered by the department of counseling and educational psychology that focus on understanding student diversity, however, the EDX course being proposed is designed for Special Education majors and focuses on the role of the classroom teacher in designing and planning differentiated grade-aligned academic instruction, personally-relevant daily living sills, considerations for collaborating with other educational professionals (e.g., general education teachers, related therapists, school counselors, Office of Vocational Rehabilitation) for this population.

Furthermore, this course is designed to provide students a foundation upon which classes pertaining to this population will build. Any duplication within the Special Education coursework is intended to promote student success once they take these courses, which allow them hands-on experiences implementing the concepts and practices learning in the proposed course.

11. METHOD OF INSTRUCTION CODE: C-lecture

12. METHOD OF DELIVERY: F-face to face

13. PROPOSED C.I.P. NUMBER: 13.1001

14. PROPOSED 24 CHARACTER ABBREVIATION: Intro to Intell/Dev Disab

15. PROPOSED SEMSETER EFFECTIVE: Fall 2014

16. OTHER APPROPRIATE INFORMATION: See Syllabus

17. PROPOSAL CONTACT PERSON: Dr. Bethany McKissick 663-325-8342

Syllabus for Campus 1 (Starkville) and Campus 2 (Meridian)

EDX 4103/6103 Introduction to Teaching Students with Intellectual and Developmental Disabilities

Credit: Three semester hours

Course Type: Lecture

Catalog Description: (Prerequisite: EDX 3213 or permission from the instructor). Three hours lecture. Introduction to special education challenges for students with intellectual and developmental disabilities including challenges of providing full educational inclusion and community integration from ages 6-21.

Course Objectives

No.	Objective	INTASC/CFPO
1.	Understand historical foundations and legislation related to current practice and requirements in middle and high schools.	INTASC 4 CFPO 3
2	Demonstrate knowledge of state/national standards and school-based assessmer including the Mississippi Comprehensive Test, Second Edition and High Schoc Assessments, Common Core State Standards.	INTASC 8 CFPO 4
3	Identify strategies that promote effective learning environments and successful transitions for individuals within school and post-school environments using person-centered planning approaches	INTASC 4 CFPO 9,10
4	Identify components of career education, vocational-technical education, and community-based programs with a focus on post-secondary options for student with developmental disabilities	INTASC 2 CFPO 9,10,12
5	Select and adapt materials in career education, self-determination, and strategy instructions according to the learning needs of secondary students (e.g., creating transition plans, housing options, competitive employment agencies)	INTASC 2 CFPO 9,10,12
6	Identify personal cultural biases and differences that affect one's teaching and practice with the CEC Code of Ethics and other standards of the profession	INTASC 4 CFPO 6
7	Discuss difficulties students may experience learning content area instruction within the general education curriculum.	INTASC 5 CFPO 2, 8
8	Discuss classroom preparation and organization procedures and methods for differentiating instruction of personally-relevant functional life skills.	INTASC 5 CFPO 2
9	Discuss methods of monitoring student progress using various forms of data collection methods within the curriculum and apply the procedures in a classroom setting.	INTASC 4,8 CFPO 4
10	Review planning and delivering instruction for secondary students with diverse learning needs	INTASC 3 CFPO 6,10
11	Develop an instructional unit that includes content enhancement routines and differentiated instruction or teach a learning strategy and monitor student performance	INTASC 7 CFPO 7

12	Work in groups and gather information on the strategy of interest, present the information to the class, and provide a visual display of the information and handouts/resources	INTASC 7,8 CFPO 1,3,5
13	Understand co-occurring disabilities and the accommodations/modification required to serve students within these disability populations (e.g., Cerebral Palsy, Autism Spectrum Disorders, Williams Syndrome, Prader Willi Syndrome, Fragile X)	INTASC 7 CFPO 3

Topics to Be Covered:

1. Overview of historical foundations and legislation relating to student with intellectual and developmental disabilities (3 hours)
2. Alternate and classroom-based assessments (3 hours)
3. Standards-based individualized education plans and progress monitoring (3 hours)
4. Understanding and identifying evidence-based and research-based practices for teaching students with intellectual and developmental disabilities (3 hours)
5. Considerations and challenges for providing literacy instruction (3 hours)
6. Considerations and challenges for providing comprehension across the curriculum (3 hours)
7. Considerations and challenges for providing mathematics instruction (3 hours)
8. Considerations and challenges for providing science instruction (3 hours)
9. Considerations and challenges for providing social studies instruction (3 hours)
10. Considerations and challenges when addressing sensory, physical, and health care needs (3 hours)
11. Considerations and challenges for providing instruction pertaining to communication skills (3 hours)
12. Considerations and challenges for providing social skills and positive behavior supports (3 hours)
13. Considerations and challenges for providing instruction on personal and daily living skills (3 hours)
14. Considerations and challenges for providing instruction on community and job skills (3 hours)
15. Consideration and challenges for proving instruction pertaining to transition to adult living (3 hours)

Required Text:

Browder, D., & Spooner, F. (2011). *Teaching students with moderate and severe disabilities.* New York, NY: Guilford Press.

Method of Instruction:

This class will be taught using an interteaching method (Boyce & Hineline, 2002; Saville et al., 2005). Interteaching methods are based on common research-based practices in college teaching, including reciprocal problem-based learning, and cooperative learning (Saville, Zinn, Neef, Van Norman, & Ferrari, 2006).

Suggested Student Activities:
Undergraduates

1. Quizzes: students will complete chapter quizzes (Obj. 1, 2, 3, 4, 6, 7, 8)

2. Exams- This class will include both a midterm and final comprehensive exam (Obj. 1, 2, 3, 4, 6, 7, 8)

3. Disability Presentation- In a group, students will be responsible for leading a class discussion on particular comorbid disability or teaching strategy. Each presentation should last approximately 20 minutes and include online resource website designed for both educators and parents (Obj. 5, 8, 10, 12, 13)

4. Online website- in your groups, you will create an online resource website pertaining to your comorbid disability. Your website should include behavioral and inclusion considerations, tips or instructional strategies for educating students with your assigned disability, and a place where teachers and parents can go for additional resources (Obj. Obj. 5, 8, 10, 12, 13)

5. Research-based Position paper- each undergraduate student will write a five page research-based position paper pertaining to a topic in educating students with intellectual and developmental disabilities. This paper will argue the students position on a topic (e.g., the use of communicative partners when teaching communication skills versus traditional pull out therapies) and use empirical research to support your position (Obj. 1, 3, 4, 6)

6. Person-centered planning- each student will complete a person-centered planning interview with a person with an intellectual or developmental disability including one family member. Students will be required to include specific question in their interview, develop additional questions, and write a two page reflection following this assignment (Obj. 4, 5, 8, 10)

7. In-class activities- Throughout the semester, the professor will use activities and other assignments (e.g., ecological inventories, general curriculum jigsaw) to assess knowledge of content covered. Students will receive participation points based on their ability to contribute to the class discussion/activity. If students do not contribute meaningful ideas or questions, the student will not receive participation points for that class. In the event students miss a class, they cannot make up participation points for that class (Obj., 3, 4, 5, 8, 9, 10, 11)

8. Extra Credit: There will be one extra credit opportunity for the entire semester. If a student would like to earn up to 10 extra credit points, they may create a video promoting the "Spread the Word to End the Word Campaign". The purpose of this campaign is to end the use of offensive words to describe people with disabilities. Points will be assigned based on the creativity and production of the video. Please see the professor for

additional guidelines and criteria for completing this extra credit assignment (Obj. 1, 6,12)

Graduates

1. Quizzes: students will complete chapter quizzes (Obj. 1, 2, 3, 4, 6, 7, 8)

2. Exams- This class will include both a midterm and final comprehensive exam (Obj. 1, 2, 3, 4, 6, 7, 8)

3. Disability Presentation- Individually, students will be responsible for leading a class discussion on particular comorbid disability or teaching strategy. Each presentation should last approximately 20 minutes and include online resource website designed for both educators and parents (Obj. 5, 8, 10, 12, 13)

4. Professional Development Presentation- students will participate in and develop a professional development opportunity for other special or general education teachers (Obj. 6, 7, 8, 9, 10, 12)

5. Literature review You will complete a 10-page literature review of research pertaining to assigned topics. The literature review must include 10 empirical referred journal articles (Obj. 1, 3, 4, 6)

6. Article discussion leader- You will be responsible for selecting two empirical research articles, presenting these articles in class on an assigned topic, and leading article discussion small groups based on the content of the article (Obj. 3, 7, 12)

7. Interview with a teacher- students will meet with and interview a teacher of this population of students using the approved interview list provided by the professor (Obj. 1, 3, 4, 6)

8. In-class activities- Throughout the semester, the professor will use activities and other assignments (e.g., ecological inventories, general curriculum jigsaw) to assess knowledge of content covered. Students will receive participation points based on their ability to contribute to the class discussion/activity. If students do not contribute meaningful ideas or questions, the student will not receive participation points for that class. In the event students miss a class, they cannot make up participation points for that class (Obj., 3, 4, 5, 8, 9, 10, 11)

Evaluation of Student Progress

Assignment	Undergraduates- Total Points Possible
Quizzes	80
Exams	150
Disability Presentation	40
Online website	30
Research-based Position paper	100

Person-centered planning	25
In-class activities	75
Total Points	500

Grades will be based on the following distribution:

Assignment	Graduate-Total Points Possible
Quizzes	80
Exams	150
Disability Presentation	15
Professional Development Presentation	30
Literature Review	100
Article Discussion Leader	30
Interview	20
In-class activities	75
Total Points	500

Letter Grade	Point Distribution
A	500-450
B	449-400
C	399-350
D	349-300
E	299-0

Honor Code

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and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

The rules and procedures of the MSU Honor Code will be followed:

Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research or other academic work. It does not include honest error or honest differences in interpretations or judgments of data.

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information visit: http://students.msstate.edu/honorcode

Technology
The specific goal of this course is individualizing instruction for students with disabilities. The course makes use of a variety of technology tools to support students' learning of content. Students will take quizzes on the MyCourses platform after each chapter. Students will also view and respond to/discuss discuss a variety of video clips on the MyCourses platform. Students will also be introduced to some ways to use technology to individualize instruction for students with special needs.

Diversity
Issues of diversity will be inherent in all discussions and activities completed as a part of this course. Young adolescents live and function in a diverse world; as such, students must develop an understanding of diversity as it relates to K-12 environments.

Students with Disabilities
In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

Field Component
This course does not have a field component.

Disposition Policy:
The CISE disposition policy will be applied to this class. You should have one signed in your advisement folder. Read the Disposition Policy attachment in the syllabus.

Bibliography

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Browder, D., Ahlgrim-Delzell, L., Spooner, F., Mims, P. J., & Baker, J. (2009). Using time delay to teach literacy to students with severe developmental disabilities. *Exceptional Children, 75*, 343-364.

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LETTER OF SUPPORT

TO: Box Council and UCCC Committee

FROM: Bethany McKissick

RE: Support the approval to add EDX 4103/6103 course

DATE: 1-23-14

This letter of support is offered by the Special Education (EDX) faculty for the proposed addition of EDX 4103/6103 Introduction to Intellectual and Developmental Disabilities class. As indicated by the signatures below, a majority of the program area faculty has approved the proposal as written for submission to the Box Council and the UCCC

Program Area Faculty

Bethany McKissick — Dr. Bethany McKissick — 1-23-14 — Date

Kent Coffey — Dr. Kent Coffey — 1/23/14 — Date

Sandy Devlin — Dr. Sandy Devlin — 1/25-/2014 — Date

Penny Craven — Dr. Penny Craven — 1/25/2014 — Date

MISSISSIPPI STATE UNIVERSITY™

DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY
508 Allen Hall, Mailstop 9727
175 President's Circle
Mississippi State, MS 39762
Phone (662) 325-3426 FAX (662) 325-3263

February 25, 2014

To: Dr. Vickers and Members of the Box Council:

Faculty members in the Educational Psychology program area have reviewed the proposal for the new course, EDX 4103/6103. We understand that this course is being offered primarily or exclusively for students studying to become teachers in Special Education.

We see no conflict with our course offerings; the overlap with any of our courses is not substantial. Furthermore, the focus of this new course is to highlight teaching considerations and challenges for intellectual and developmental disabilities relevant for K-12 classrooms.

However, we do recommend a title change: Teaching for Intellectual and Developmental Disabilities.

Sincerely,

Anastasia D Elder

Dr. Anastasia Elder, acting coordinator for EPY programs

Dr. Daniel Wong, department head

LETTER OF SUPPORT

TO: Box Council and UCCC Committee

FROM: Bethany McKissick

RE: Support the approval of the program modification

DATE: 1-23-14

This letter of support is offered by the Special Education (EDX) faculty for the proposed program modification adding EDX 4103/6103 Introduction to Intellectual and Developmental Disabilities to the required coursework for Special Education. As indicated by the signatures below, a majority of the program area faculty has approved the proposal as written for submission to the Box Council and the UCCC

Program Area Faculty

Bethany McKissick — Dr. Bethany McKissick — 1-23-14 — Date

Kent Coffey — Dr. Kent Coffey — 1/23/14 — Date

Sandy Devlin — Dr. Sandy Devlin — 1-25-2014 — Date

Penny Craven — Dr. Penny Craven — 1/25/2014 — Date

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Education **Department:** Kinesiology

Contact Person: Stanley P. Brown **Mail Stop:** 9575 **E-mail:** spb107@msstate.edu

Nature of Change: New Course **Date Initiated:** Spring 2014 **Effective Date:** Spring 2015

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

NA

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
PE	1271	Advanced Strength and Conditioning	1

New or Modified Catalog Description:

This course provides advanced training principles and activities for strength and conditioning programs, including a combination of aerobic fitness and strength/power activities.

	Date:
Approved: Stanley P. Brown Department Head	2-3-14
B.L. Chair, College or School Curriculum Committee	3-18-14
R. Blackburn Dean of College or School	3/18/14
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

DEPARTMENT OF KINESIOLOGY

Mississippi State UNIVERSITY

MEMORANDUM

Date: January 29, 2014
From: Dr. Katherine J. Gilliland, Division Coordinator of Sport Studies

Faculty in the division of Sport Studies in the department of Kinesiology, have reviewed and approve offering the new course, ***PE 1271 Advanced Strength and Conditioning.*** It is the belief of the division that it will enhance the service aspect of the program by giving athletes a one hour course they MUST take as well as open to all students in the general student body as a service course providing a greater variety of options to choose from for a one hour elective. Below are the signatures of all the faculty indicating support of the proposed course addition.

Dr. Katherine Gilliland
Division Coordinator, Sport Studies

Dr. Stanley Brown
Department Head, Kinesiology

Division of Sport Studies Faculty:

Ms. Debby Funderburk

Dr. Adam Knight

Dr. Adam Love

Dr. Alan Morse

Dr. Adam Pfleegor

Mr. Matthew Rye

Dr. Brad Vickers

Dr. Ben Wax

Dr. Holly Gentry Wiley

Mr. Glen Young

P.O. Box 6186, MS State, MS 39762 * PH 662.325.2963 * FX 662.325.4525 * Mail Stop: 9575 * 216 McCarthy Gym
www.kinesiology.msstate.edu

COURSE ADDITION

1. CATALOG DESCRIPTION

PE 1271. Advanced Strength and Conditioning. (1) Two hours laboratory. This course provides advanced training principles and activities for strength and conditioning programs, including a combination of aerobic fitness and strength/power activities.

DETAILED COURSE OUTLINE

1. Resistance training (9 hours)
   i. Upper Body (3 hours)
   ii. Lower Body (3 hours)
   iii. Core (3 hours)
2. Aerobic endurance exercise training (9 hours)
   i. Cycling (2 hours)
   ii. Long slow distance (2 hours)
   iii. Stride walking (2 hours)
   iv. Intervals (2 hours)
   v. Fartlek (1 hour)
3. Plyometric training (10 hours)
   i. Depth jumps (3 hour)
   ii. Hop drills (3 hours)
   iii. Bounding and hurtling drills (3 hour)
   iv. Upper body – Medicine ball drills (1 hour)
4. Examinations (2 hours)

METHOD OF EVALUATION
Performance Check-offs (covers objectives 1-8 100 pts)
Mid-Term Exam (100 pts)
Final Exam (100 pts)
Training Journal (covers Objective 7, 100 pts)

A = 360-400, B = 320 – 359, C = 280 – 319, D = 240 – 279, F ≤ 239
400 total points

The journal will be a ledger of class participation completed each day of class. At the end of the semester its entries will be evaluated for neatness and accuracy.

Exams are multiple choice and true/false covering Objectives 1-8. Failure to wear appropriate clothing per class period and/or not participating in activities will result in a 5 point loss of credit from your total points for the semester.

JUSTIFICATION & LEARNING OUTCOME

The course gives the student an opportunity to engage in physical activities more challenging than that which other activity courses offered by the department are designed to achieve. This is a service course and as such is not part of an existing curriculum. We expect an enrollment of 15 – 20 students per section.

<u>Learning Objectives</u>
1. Increase student proficiency in the use of training techniques designed to develop strength, power and endurance.

2. Increase student understanding and application of fitness principles for athletic performance.

ACADEMIC MISCONDUCT
Academic misconduct includes, but is not limited to, deceptive acts such as the following:

- Using unauthorized materials (crib notes, books, etc.) as an aid during an examination.
- Looking at or using information from another person's examination, report, or assignment.
- Providing assistance to, or receiving assistance from, another person in any manner prohibited by the instructor.
- Possessing or providing an examination or assignment, or any part thereof, at any time or in any manner not authorized by the instructor.
- Taking a quiz, examination, or similar evaluated assignment for another person; or utilizing another person to take a quiz, examination, or similar assignment in place of oneself.
- Submitting any course materials or activities not the student's own, allowing such a submission to be made for oneself, or making such a submission for another.
- Using the ideas, organization, or words of another from a book, article, paper, computer file, or other source in any assignment without giving proper credit following accepted citation rules (plagiarism).
- Altering, stealing, and/or falsifying research data used in research reports, theses, or dissertations.
- Disregarding policies governing use of human subjects or animals in research.
- Students must sign the honor code at the beginning of the course.

TARGET AUDIENCE
This activity course is targeted to students who are interested in developing a more rigorous, personal fitness regimen.

SUPPORT - The letter from Dr. Gilliland, Curriculum Coordinator for SS and PE prefix courses, is attached.

INSTRUCTOR OF RECORD (GRADUATE COURSE) - Not a graduate course

GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES) – N/A

PLANNED FREQUENCY (or schedule of offering) - Spring semester

EXPLANATION OF ANY DUPLICATION - The course does not duplicate any other course currently offered.

METHOD OF INSTRUCTION – B

METHOD OF DELIVERY - F

PROPOSED C.I.P. NUMBER - 13.1314

PROPOSED 24-CHARACTER ABBREVIATION – Adv Strength Cond

PROPOSED SEMESTER EFFECTIVE - Spring 2015

OTHER APPROPRIATE INFORMATION - Listed in the attached syllabus

PROPOSAL CONTACT PERSON - Stanley P. Brown

Mississippi State University
Department of Kinesiology

Course Title: Advanced Strength and Conditioning
Course: PE 1271
Credit: 1 semester hour
Course Type: Activity

Catalog Description:
This course provides advanced training principles and activities for strength and conditioning programs, including a combination of aerobic fitness and strength/power activities.

Required text: None

Course Objectives

1. Demonstrate an understanding of the importance of strength and conditioning program design as related to various goals and training stages of athletes. INTASC # 1; CFPO # 3
2. Demonstrate the ability to perform common strength training exercises with proper form, while identifying specific muscular involvement as well as appropriate muscle actions. INTASC # 1; CFPO # 3
3. Demonstrate an understanding of the effectiveness, safety, and mechanisms behind ergogenic aids. INTASC # 1; CFPO # 3
4. Demonstrate the ability to understand and implement different methods of training variation. INTASC # 1; CFPO # 3
5. Demonstrate the ability to distinguish between overtraining and overreaching, and identify potential adverse effects of overtraining. INTASC # 1; CFPO # 3
6. Demonstrate an understanding of the principles of biomechanics as related to both aerobic and anaerobic training. INTASC # 1; CFPO # 3
7. Develop and implement personal mission statement, goal and objectives for strength and conditioning. INTASC # 1; CFPO # 3
8. Demonstrate an understanding of training periodization. INTASC # 1; CFPO # 3

Course Outline

1. Resistance training (9 hours)
    a. Upper Body (3 hours)
    b. Lower Body (3 hours)
    c. Core (3 hours)
2. Aerobic endurance exercise training (9 hours)
    a. Cycling (2 hours)
    b. Long slow distance (2 hours)
    c. Stride walking (2 hours)
    d. Intervals (2 hours)
    e. Fartlek (1 hour)
3. Plyometric training (10 hours)
    a. Depth jumps (3 hour)
    b. Hop drills (3 hours)
    c. Bounding and hurtling drills (3 hour)
    d. Upper body – Medicine ball drills (1 hour)
4. Examinations (2 hours)

Readings
No textbook will be used, however, materials related to the course will be placed on myCourses.

Method of Instruction:
Lab instruction/ instructor led activities/exercises

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

> *Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignoranceof the rules does not exclude any member of the MUS community form the requirements or the processes of the Honor Code.*
> *For additional information please visit: www.msstate.edu/dept/uadit/PDF/1207.pdf*

Technology
myCourses: submitting assignments, viewing PowerPoint slides, viewing posted articles, and exams

Students with Special Needs (Disability)
Students having any special needs (i.e., disabilities, problems, or any other factors that may affect their performance in class) or who require instructional strategies should make these special needs known to the instructor as early as possible. The instructor will meet with the student to ensure access to resources in the University and make appropriate instructional modifications as required. Accommodations will be made on a case by case basis, depending on the student's needs.

Student Dress
Students need to come to class dressed appropriately for exercise. This entails wearing appropriate clothing, such as t-shirts and shorts or warm-up pants.

Footwear should consist of tennis shoes with closed (covered) toes (and mid-foot) and an enclosed heel (you must be able to run and jump in the shoes without them falling off). For certain labs, other instructions may be given regarding attire. Failure to wear appropriate clothing will result in a 5 point deduction from the total points of the semester.

Cell Phone policy:
Cell phones are not allowed in class. If you have an emergency and need to use your phone, notify me ASAP. Otherwise, if you are seen talking or texting during class you will lose credit for coming to class that day.

Student Activities:
1. Two written exams
2. Performance check-offs
3. Training journal composed of citations of exercise activity

Grading Scale:

2 Exams (200 points) and Journal (100 points) and Performance Check-offs (100 points): **400 Total Points**	Grading scale: A 360-400 B 320-359 C 280-319 D 240-279 F ≤ 239

****NO EXTRA CREDIT WILL BE OFFERED**

Attendance and Participation policy

Attendance is required. Class will start promptly at scheduled time. All students must be dressed appropriately and ready to participate prior to the start of class. Any absence after three is considered unexcused (***illness, family emergency, doctor or dentist appointment, work or personal crisis, etc).*** **Three** tardies or early departures will result in one absence. Lack of participation could also result in an absence.

Bibliography

1. Hesson, J. L. (2005). Weight Training for Life, 7th ed, Belmont, CA: Thomson/ Wadsworth.
2. Bishop, T. (2012). Stronger Legs & Lower Body. Champaign, IL: Human Kinetics
3. Delavier, F. & Gundill, M. (2012). Core Training Anatomy, Champaign, IL, Human Kinetics.
4. Delavier, F. & Gundill, M. (2012). The Strength Training Anatomy Workout II. Champaign, IL, Human Kinetics.
5. Lewis-McCormick, I. (2012). A Woman's Guide to Muscle and Strength. Champaign, IL, Human Kinetics.
6. Reuter, B. (2012). Developing Endurance. Champaign, IL: Human Kinetics.

APPROVAL FORM FOR

COURSES

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ORIGINAL

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

College or School: Engineering **Department:** Mechanical Engineering

Contact Person: Mark Horstemeyer **Mail Stop** 9552 **E-mail:** mfhorst@me.msstate.edu

Nature of Change: Add **Date Initiated:** 1/1/14 **Effective Date:** Spring 2015

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
ME	8373	Integrated Computational Materials Engineering	(3)

New or Modified Catalog Description:

(Prerequisites: EM 3213 and ME3403). Three hours lecture. Survey course of various length scale computational analysis related to materials modeling. Emphasis upon projects and exercises.

Approved:	*Date:*
Department Head	3/26/14
Chair, College or School Curriculum Committee	April 4, 2014
for Dean of College or School	4/8/14
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

MISSISSIPPI STATE
UNIVERSITY

Mechanical Engineering

March 25, 2014

University Committee on Courses and Curricula
281 Garner Hall
Mailstop 9702
Mississippi State University

UCCC Committee:

This letter is in support of the attached proposal for approval of ME 8373 Integrated Computational Materials Engineering. The graduate committee of the Department of Mechanical Engineering approves this request.

We thank you in advance for your kind attention to this matter. Please do not hesitate to contact us if any additional information is needed.

Sincerely,

The Graduate Committee of the Department of Mechanical Engineering

Keith Walters

Kalyan K. Srinivasan

Mark F. Horstemeyer

Pedro Mago

David Marcum

BAGLEY
COLLEGE OF ENGINEERING
MISSISSIPPI STATE UNIVERSITY

479-1 Hardy Road • 210 Carpenter Hall • Post Office Box 9552 • Mississippi State, MS 39762
662.325.3260 Phone • 662.325.7223 Fax • www.me.msstate.edu

Course Addition
Addition of the New Course Integrated Computational Materials Engineering (ME 8373)
Mechanical Engineering Department

1. CATALOG DESCRIPTION

(Prerequisites: EM 3213 and ME 3403). Three hours lecture. Survey course of various length scale computational analysis related to materials modeling. Emphasis upon projects and exercises.

2. DETAILED COURSE OUTLINE

LSN	TOPICS	Information	
I.	**Background Material** (6 contact hours)		
A	ICME History and Overview	Syllabus, Proj	Teams defined
B	Multiscale aspects of materials	Lecture Notes 2	
C	Creating a New Material/ Structure/Component	LN 3, BC 9 & 10	Proposed research topic
D	Case Study: Control arm fracture	LN 4, BC 7	
E	Case Study: Control arm fatigue	LN 5, BC 8	
F	Validation and Verification	LN 6, BC 1 & 2	
II.	**Basics** (5 contact hours)		
A	Optimization	LN 7, BC 1	
B	Powder metal example	LN 8, BC 1	
C	ICME CI overview	Tomasz Haupt/Nitin Sukhija	
D	Student pres. of research topic	Students lecture notes	
E	Student pres. of research topic	Students lecture notes	Proposed research topic (outline and summary due)
III.	**Quantum Methods** (5 contact hours)		
A	Introduction to Quantum mechanics	LN 12, BC 6	
B	DFT Theory	LN 13, BC 6	
C	Running DFT example in VASP	LN 14	
D	Atomistic Simulations Intro EAM/MEAM	LN15, BC 5	
E	Atomistic Plasticity	LN 16, BC 5	
IV.	**Atomistic Methods** (5 contact hours)		
A	Atomistic Damage/Fracture	LN 17, BC 5	
B	Atomistic Fatigue	LN 18, BC 5	
C	Interatomic potentials: bridging from QM	LN 19, BC 5	
D	Running MEAM fitting example in LAMMPS	LN 20	
E	Running EAM/MEAM	LN21	
V.	**Dislocation Dynamics Methods** (6 contact hours)		
A	Dislocation definitions	LN 22, BC 4	
B	Dislocation Mechanics	LN 23, BC 4	
C	Bridging from MD	LN 24, BC 4	
D	Implementation in Dislocation Dynamic example in LAMMPS	LN 25, BC 4	
E	Running DD examples		
F	Running DD examples (post-processing)		
VI.	**Crystal Plasticity** (4 contact hours)		

A	Crystal Plasticity Theory: kinematics, kinetics	LN 28, BC 3	Homework 1 due
B	Bridging from DD and model correlation	LN 29, BC 3	
C	Running rate dependent single CP	LN 30	
D	Running rate dependent polycrystalline CP	LN 31	Homework 2 due

VII. Macroscale Continuum Modeling (11 contact hours)

A	ISV Theory	LN 31, BC 2	Homework 3 due
B	ISV Plasticity Model	LN 32, BC 2	
C	MSU DMG Fitting and running model	LN 33	
D	ISV Damage Model	LN 34, BC 2	
E	MSF Theory	LN 35, BC 2	
F	MSF Fitting and running model	LN 36	
G	Microstructural Image Analysis	LN 37	
H	Input Files to ICME CI		
I	Input Files to ICME CI		Homework 4 due
J	Review		
K	Review		

VIII. Final Exam (3 contact hours)

*LN = Lecture Notes, BC = Book Chapter

3. METHOD OF EVALUATION

The course will focus on theory development, mathematical modeling, and experimental validation. The method of evaluation involves one project in which each student will prepare a short paper on a negotiated topic with the professor in inelasticity, several homework problem sets, and a final exam. The comprehensive final exam will help synthesize all of the information. Grading information is as follows:

Research Proposal	10%
Homework/Exercises	60%
ICME CI Contributions	10%
Critical Review of ICME Papers	5%
Final Exam	15%

Grading Scale

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

4. JUSTIFICATION AND LEARNING OUTCOMES

The Department of Mechanical Engineering requests approval to add ME 8373 Integrated Computational Materials Engineering to the graduate curriculum. This fundamental course will serve as the only computational materials course in the Mechanical Engineering Department's graduate curriculum. The course will be available to Mechanical Engineering graduate students as well as offered as an elective for graduate students in other engineering disciplines. The next-generation structures will all be based on the paradigm of simulation-based design concepts. Students will need to know the various computational tools to be competitive in the work force. By integrating the various length scale tools, students will understand the connectivities of structure-property relationships, theory-experiment relationships, and process-performance relationships. This fundamental knowledge base will position

students for advantages in higher fidelity computations and designs and to see how computational results give insight into phenomena from materials processing and performance environments.

This course will cover plasticity, damage/fracture, and fatigue in the context of designing metallic structures from the view of multiple length scales. The course also examines experimental techniques for model exploration, model calibration, and model validation as well as failure prevention in the context of a diverse set of actual case studies. The case studies are used to provide a real world link for the material failure mechanisms and analysis tools students will learn in this class.

A book was written for this specific course in order to raise the awareness of ICME. Also, there exists a website in which the support information and exercises will be come from.
Book: M.F. Horstemeyer, *Integrated Computational Materials Engineering for Metals: Using Multiscale Modeling to Invigorate Engineering Design with Science*, Wiley, 2011.

Website:
https://icme.hpc.msstate.edu

This proposed course was offered in the Fall of 2013 as a special topics class. Feedback from the students were positive concerning course content and methods of instruction.

This course will discuss the context and usages of the multiple length scale analyses in order to provide a larger picture of the details in which the simulations will be derived. It is expected that a student would get familiar with the ICME CyberInfrastructure (CI), read the book for context and clarifications, and examine the in-class lecture notes carefully. The ICME CI contributions will count for 10% of the grade, which includes additions and updates to the tutorials, results of computations or experiments, and final summaries of journal articles with associated simulation animations. Five contributions are a minimum requirement for earning the class participation grade of 10%.

The homework/exercises are designed to provide the foundation for the integration aspects of ICME meaning that each homework will help bridge two different length scales of simulations, and this will be the basis for the project. Homework 1 will focus on the bridge between electronics and atomistic simulations; Homework 2 will focus on the bridge between the atomistic and dislocation dynamics bridge; Homework 3 will focus on the bridge between dislocation dynamics and crystal plasticity; and Homework 4 will focus on the bridge between crystal plasticity and macroscale. Each homework problem will be worth 15% of your total grade, so all of the homework problems comprise 60% of the total grade.

The research proposal will include a write-up that defines a technical problem and all of the associated length scale simulations and bridges along with an outline of the potential paper and will be 10% of your grade. Although the homework and projects are based upon teams, the research proposal will be based upon an individual's work.

LEARNING OUTCOMES

Students completing this course will be able to:

1. Solve different length scale computational analyses.
2. Bridge information at different length scales.
2. Integrate materials information with mechanics.
3. Join theory and experiments.

5. ACADEMIC MISCONDUCT

Students will be made aware of the MSU Honor Code on the first day of class, and the MSU Honor Code will be included on the course syllabus.

6. TARGET AUDIENCE

Mechanical Engineering, Aerospace Engineering, Civil Engineering and Agricultural and Biological Engineering graduate students.

7. SUPPORT

Please see attached letter of support from the Mechanical Engineering departmental graduate committee.

8. INSTRUCTOR OF RECORD

Dr. Mark F. Horstemeyer

9. PLANNED FREQUENCY

The course will be offered annually during the Spring semester.

10. EXPLANATION OF DUPLICATION

There is not duplication of material in this course.

11. METHOD OF INSTRUCTION

C

12. METHOD OF DELIVERY

F

13. PROPOSED CIP NUMBER

14.1901

14. PROPOSED 24-CHARACTER ABBREVIATION

Integrate Comp Mat'l Eng

15. PROPOSED SEMESTER EFFECTIVE

Spring 2015

16. OTHER APPROPRIATE INFORMATION

The required textbook for this class will be Integrated Computational Materials Engineering for Metals: Using Multiscale Modeling to Invigorate Engineering Design with Science by Mark F. Horstemeyer.

17. PROPOSAL CONTACT PERSON

Rogelio Luck, 325-7307, luck@me.msstate.edu

MISSISSIPPI STATE UNIVERSITY

College of Veterinary Medicine

April 8, 2014

University Courses and Curricula Committee:

The College of Veterinary Medicine Curriculum Committee unanimously supports the course modification for CVM 4113 Large Animal Clinical Elective. This modification will allow veterinary technology students to take advantage and learn from additional large animals services. Students will now have more flexibility in the scheduling of electives allowing them to better prepare for their career. Thank you for considering this course modification.

Approved:

Heath King, DVM, DACT
Assistant Clinical Professor
Chair, CVM Curriculum Committee

P.O. Box 6100 • Mississippi State, MS 39762 • (662) 325-3432

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Vet Med **Department:** Veterinary Medical Technology Pr

Contact Person: Allison Gardner **Mail Stop:** 9825 **E-mail:** agardner@cvm.msstate.edu

Nature of Change: Modify **Date Initiated:** 3/12/14 **Effective Date:** fall 2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	4113	Large Animal Clinical Experience II	(3)

Current Catalog Description:

(Prerequisite:CVM 4103) Three hour practicum. Supervised advanced rotation through the MSU-CVM Large Animal Clinics (Equine and Food Animal) and Large Animal Ambulatory Rotation

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	4113	Large Animal Clinical Elective	(3)

New or Modified Catalog Description:

(Prerequisite: Admission into the senior year of the Veterinary Medical Technology Program). Lecture/Practicum. Lecture component on an advanced large animal topic. Practicum component consists of rotating through one of the large animal services.

Approved: _____	*Date:* 4/8/14
Department Head	
_____	4/8/14
Chair, College or School Curriculum Committee	
Robert Cooper	04.08.14
Dean of College or School	
_____	_____
Chair, University Committee on Courses and Curricula	
_____	_____
Chair, Graduate Council (if applicable)	
_____	_____
Chair, Deans Council	

COURSE MODIFICATION
Veterinary Medical Technology Program

1. **PROPOSED Catalog Description of Program:**

   No Change

   a. Current Course Name and Description:

   1.) CVM 4113 Large Animal Clinical Experience II (3) (Prerequisite: CVM 4103) Three hours of clinical instruction. Supervised advanced rotation through the MSU-CVM Large Animal Clinics (Equine and Food Animal) and Large Animal Ambulatory Rotations.

   b. Proposed Course Name and Description:

   1.) **CVM 4113 Large Animal Clinical Elective** (Prerequisite: Admission into the senior year of the Veterinary Medical Technology Program). Lecture/Practicum. Lecture component on an advanced large animal topic. Practicum component consists of rotating through one of the large animal services.

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

   a. Addition of more large animal clinical experiences to including but not limited to:
      1. equine service
      2. food animal service'
      3. large animal ambulatory
      4. theriogenology service
      5. MSU dairy

3. **CURRICULUM OUTLINE (see Attached)**

4. **JUSTIFICATION AND STUDENT LEARNING OUTCOMES**

   Currently the way the course descriptions are worded, it only allows students to choose from 4 main areas: Equine, Food Animal, Large Animal Ambulatory, and Small Animal Primary Care. By having two broad electives (Small Animal and Large Animal), students can choose more specific opportunities within these general areas based on their interest and future career plans. For example, a student that is interested in working with horses might choose to work with the equine service for their three week elective, while another student with an interest in food animal might choose to work with the food animal service for their three week elective. Both of these would still fall under the category of the Large Animal Clinical Elective.

   The addition of a lecture component will allow for the discussion of advanced large animal animal topics

   No changes are being made to the overall course hours; however the revision purposes both a lecture and practicum component. Students will meet for a two hour lecture/discussion three times a week for a total of 18 hours during the three week course. The students will spend the remainder of the time (34 hours/week for a total of 102 hours) in a supervised practicum.

   Learning Outcomes:

   Students will be able to:
   - Gain additional skills in the area of their interest and/ or future career choice.
   - The addition of a lecture component will allow for the discussion of advanced large animal topics.

- The addition of the lecture component will also allow students the opportunity to participate in student presentations.

5. ADDITIONAL INFORMATION

1.) The current elective rule would not change. The student would still register for CVM 4113 or CVM 4223. Scheduling of specific areas would be handled internally by the program's Clinical Coordinator.

2.) **Course Symbol**: The course symbol is not being modified

3.) **Course Number:** The course number is not being modified

4.) **Course Title**: The course title will be changed to Large Animal Clinical Elective

5.) **Credit Hours:** The credit hours for this course will remain unchanged

6.) **Prerequisite:** The prerequisite for this course will be changed to "Admission into the senior year of the Veterinary medical Technology Program"

7.) **Method/Hours of Instruction**: The course will change for a three hour practicum to a one hour hour/two hour practicum. The students will meet for a 2 hour lecture/discussion three times a week for a total of 18 contact hours. The students will spend the remaining hours in a practicum for 34 hours a week for a total of 103 contact hours.

8.) **Graduate Student Requirements:** NA

9.) **Method of Evaluation and Grading:** *Please refer to the attached syllabus*

10.) **Support:** *Letter of support attached*

11.) **Effective Date**: fall 2014

12.) **Proposed 24 Character Abbreviation:** Large Animal Clin Elect

13.) **Planned Frequency:** The course will be offered in both the fall and spring semesters

14.) Proposal Contact Person:

Dr. Allison Gardner
Veterinary Medical Technology Program
College of Veterinary Medicine
agardner@cvm.msstate.edu
662-325-2283

MISSISSIPPI STATE UNIVERSITY
COLLEGE OF VETERINARY MEDICINE
VETERINARY MEDICAL TECHNOLOGY

SYLLABUS COVER SHEET

Course No.: CVM 4113

Course Title: Large Animal Clinical Elective

Semester/Year: Fall 2014/Spring 2015

Course Credit: 1

Course Meets: Lecture: Monday, Wednesday, and Friday 8am – 10 am. Practicum: Monday, Wednesday, and Friday 10am – 5 pm, Tuesday and Thursday 8am – 5 pm.

Lecture will meet in the academic affair's conference room or in L3003. Consult the teaching staff/faculty for verification.

Course Leader: Dr. Maralyn Jackson

Teaching Faculty/Staff: Dana Cooper, CVT
cooper@cvm.msstate.edu
662-325-1388

Contact E-mail, Phone#: mjackson@cvm.msstate.edu

Course Pre-requisites, Co-requisites, and/or other Restrictions: Admittance into the senior year of the Veterinary Medical Technology Program and/or approval of advisor.

MSU Honor Code

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

Course Description:

CVM 4113 Large Animal Clinical Elective (Prerequisite: Admission into the senior year of the Veterinary Medical Technology Program). Lecture/Practicum. Lecture component on an advanced large animal topic. Practicum component consists of rotating through one of the large animal services.

Course Goals:

- Gain additional skills and knowledge in the large animal area of interest and/ or future career choice.

Course Objectives:

- Demonstrate knowledge about large animal diseases
- Participate in discussions about current topics in large animal medicine
- Give a presentation on a large animal topic
- Participate in technical skills used in large animal medicine

Texts: None required

Materials: Laptop, good attitude, and creativity. Professional dress and name badge required at all times.

Grading Criteria:

❖ Weekly reflection journal	15%
❖ Clinical Proficiency Evaluation	45%
❖ Student Presentation	25%
❖ Discussion of journal article	15%

Distribution Points for Letter Grades:

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

Tests, exams, projects, and etc. may be kept at the course leader's discretion.

Assignments: You will be given an assignment as listed in the course grading criteria above. This is an independent study although lab participation is expected.

Attendance: This is an independent type study course. You will work at your own pace but you will be required to submit items requested per deadlines given by course leader concerning your assignments.

Make-up: You are required to complete the required hours in the allotted time or you will have to repeat the rotation which can push your graduation forward into the next semester.

Assignments can only be made up for excused absences. Refer to the Attendance Policy in the VMTP Student Handbook.

Class/Lab Etiquette: Use of cell phones (including texting), pagers, or talking to classmates during clinical rotations will not be tolerated. All phones should be kept in lockers or somewhere other than their person. A verbal warning, followed by a written warning will be given. Further disruption will result in dismissal from the rotation. See handbook for further guidelines. Handbook also contains policy on cameras and picture taking of patients. Students are required to adhere to MSU CVM and VMTP policies and procedures on this matter.

Laptops in Class: Given the instructor's permission, laptop computers may be used during class for classroom work only. See VMT Handbook for approval policy on laptops in the classroom. No personal laptops should be used while on clinicals unless this has been approved by the Clinical Site Mentor and/or Clinical Coordinator.

Technical Standards:

All students have a signed Technical Standards Clearance Form in his/her file. The VMT Student Technical Standards are also found in the VMT Student Handbook. If the instructor thinks the student's performance is below the minimal technical standards, the VMT office will be notified and a test in the ability thought to be deficient in may be administered by a committee.

Dress Guidelines: Professional Dress Guidelines are found in the VMT Student Handbook. Keep in mind there are varying protocols depending on where you are in the facility. If you are not sure about dress at any given time, contact the Clinical Site Mentor and/or the Clinical Coordinator.

Professional Conduct:

Refer to the professional conduct guidelines in the VMT Student Handbook.

Dangerous Risk: Veterinary technologist education has inherent risks potential: that naturally arise from working with animals, and the biohazardous materials and compounds normally associated with the care and treatment of veterinary patients. These risks include, but are not limited to, physical injuries from animals (bites, kicks, scratches, etc.) zoonotic diseases that can potentially be transmitted from animals to man, allergic reactions from animal contact, as well as contact with potentially hazardous chemicals, reagents, and biological wastes associated with veterinary medicine. Instructors will take due diligence to provide a safe educational environment. However, it is also incumbent upon the individual student to take the responsibility to informed of the potential hazards inherent in the veterinary environment and of the reasonable actions needed to be taken by the individual to protect themselves.

Reporting Accidents:

	An accident report must be filled out with every incident regardless of minor or major incident. An accident report should be filled out by the student, sent to the Coordinator and then, the form is to be submitted to the VMT Director.
Student's with a Disability	Students with disabilities are required to submit documentation of their disability to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Specific guidelines for this documentation occur at http:// www.msstate.edu/dept/audit/91130.html.
Tobacco Usage:	The College of Veterinary Medicine is a tobacco-free facility.

Note: Syllabus is subject to change per course leader based upon client/patient need

MISSISSIPPI STATE UNIVERSITY
COLLEGE OF VETERINARY MEDICINE
VETERINARY MEDICAL TECHNOLOGY

Old **SYLLABUS**

Course No.: **CVM 4113**

Course Title: **Large Animal Clinical Experience Elective (Ambulatory)**

Semester/Year: Fall 2013/Spring 2014

Course Credit: 3

Course Meets: Field Services office # A 1119
All students will check in with Mrs. Cooper in Room L2508 at 7:15 AM. You must be in appropriate attire for your clinical experience.

Hours will depend on the Ambulatory schedule

Course Leader: Dr. Maralyn Jackson

Service Chief: Dr. Sherrill Fleming

VMT Supervisor: Dana Cooper, CVT, VMT Clinical Coordinator

Contact E-mail, phone #: dcooper@cvm.msstate.edu, 325-1388 (office)

Clinical Mentor: Terri Snead, CVT, Linda Jackson Field Services Assistant

Office Hours/Office # and Location: TBA

For Absences contact: Karen Cook cook@cvm.msstate.edu, 325-1103 (office)

Course Pre-requisites, Co-requisites, and/or other Restrictions: Admittance into the senior year of the Veterinary Medical Technology Program

MSU Honor Code

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

Course Description: Supervised rotation through the MSU-CVM Large Animal Ambulatory Service

Course Goals:

- **Work professionally with the Large Animal Ambulatory Service team to complete any remaining essential task that may apply to this clinical experience and improve on technical skills previously obtained.**

Complete any remaining essential task that applies to the Large Animal Clinical experience

Texts:

Required:
All VMT junior year text books
Patient Assessment, Intervention, and Documentation for the Veterinary Technician by Jody Rockett, Cynthia Lattanzio and Katie Anderson
Case Studies in Veterinary Technology by Rockett & Christensen
Suggested:
Veterinary Instruments and Equipment A Pocket Guide by Teresa F. Sonsthagen

Materials: Two pair of clean coveralls, program scrubs (plus an extra pair), rubber boots, stethoscope, pen, pen light, thermometer and calculator

Grading Criteria:

Test (Pre and Post) (See attached study domains)	35%
Evaluation from site mentors Technician Veterinarian	10%
Evaluation from students	5 %
Case Report (2)	40%
Time sheet and other paperwork	10%

Distribution Points for Letter Grades:

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

Grades will be computed on a point system. Missed exams may only be made up with an excused absence.
Grades will be posted at the end of the semester for student review.

Assignments: Students are required to complete two case reports while on the clinical experience. A format for the report is attached to your syllabus. Please choose a case that pertains to your elective. The first report will be due at the end of the first week and the second report will be due at the end of the clinical experience. The student will also be responsible for turning in a weekly timesheet. All assignments (excluding timesheets) must be turned in during morning check-in with the VMT Clinical Coordinator. All assignments must include your name, date and clinical experience you are currently in. Time sheet must be turned in no later than 5:00pm on Fridays. Evaluations from the student will be due on the last day of the clinical experience during the morning check-in. Five points per day excluding weekends and holidays will be deducted from your grade if assignments are missing information or late. See assignment guidelines for more information. Fax # and E-mail: 662-325-1027 (Fax) or dcooper@cvm.msstate.edu . **All assignments except those given by Clinical Mentors will be graded by faculty/staff of the VMTP.**

Attendance:

VMT Student Application for Excused Leave form must be submitted to Mrs. Karen Cook in the VMT office prior to the absence. Students who miss due to unexpected emergencies or unforeseen circumstances must notify the VMTP office (662-325-1033) as soon as possible to request that the absence be considered excused. If the form is not submitted, the absence will be counted as an automatic unexcused absence regardless of the nature of the absence. See VMT Handbook for approval policy for absences as well as the Patient Neglect Policy.

This is a rotation that deals with clients and live animals. You are expected to be on time and to attend all scheduled clinical hours. Keep in mind this experience is to prepare you for the "real world". Therefore, you should be responsible and be on time!

Make-up:

Any days missed (including excused absences from a clinical experience will be made up at the end of the semester providing time is available. If sufficient time is not available at the end of the semester the student will be asked to make up a clinical experience during the summer which will postpone his/her graduation date. Student's that have not shown clinical proficiency may be required to make up additional time in a rotation.

Class/Lab Etiquette:

Use of cell phones (including texting) during clinical rotations will not be tolerated. A verbal warning, followed by a written warning will be given. Further disruption may result in the student being referred to the Dean of Students.

Laptops in Class:

Given the instructor's permission, laptop computers may be used during class for classroom work only. See VMT Handbook for approval policy on laptops in the classroom.

Technical Standards:

All students have a signed Technical Standards Clearance Form in his/her file. The VMT Student Technical Standards are also found in the VMT Student Handbook. If the instructor thinks the student's performance is below the minimal technical standards, the VMT office will be notified and a test in the ability thought to be deficient in may be administered by a committee.

Dress Guidelines: Students are expected to exhibit a professional appearance which may include but is not limited to clean scrubs with a clean smock/lab jacket & close-toed shoes. Name or I.D. must be visible at all times. See VMT Student Handbook for guidelines.

Professional Conduct:

Refer to the professional conduct guidelines in the VMT Student Handbook.

Dangerous Risk: Veterinary technologist education has inherent risks potential: that naturally arise from working with animals, and the biohazardous materials and compounds normally associated with the care and treatment of veterinary patients. These risks include, but are not limited to, physical injuries from animals (bites, kicks, scratches, etc.) zoonotic diseases that can potentially be transmitted from animals to man, allergic reactions from animal contact, as well as contact with potentially hazardous chemicals, reagents, and biological wastes associated with veterinary medicine. Instructors will take due diligence to provide a safe educational environment. However, it is also incumbent upon the individual student to take the responsibility to informed of the potential hazards inherent in the veterinary environment and of the reasonable actions needed to be taken by the individual to protect themselves.

Reporting Accidents:

An accident report must be filled out with every incident regardless of minor or major incident. An accident report should be filled out by the student, sent to the Coordinator and then, the form is to be submitted to Mrs. Karen Cook .

Student's with a Disability

Students with disabilities are required to submit documentation of their disability to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Specific guidelines for this documentation occur at http:// www.msstate.edu/dept/audit/91130.html.

Tobacco Usage: The College of Veterinary Medicine is a tobacco-free facility.

Note: Syllabus is subject to change per instructor based upon client/patient need

CASE REPORT - Format

Title

Author

Signalment

Presenting Complaint

History

Physical Exam Findings/Observations (admit/first contact)

Problem List/Differential Diagnosis

Diagnostic Approach

State whether lab work was performed in-house or at an outside laboratory.

Treatment Plan

Final Diagnosis

Outcome

Necropsy and postmortem testing is included here if appropriate.

Conclusion

Include information on the disease, the typical history and presentation, the diagnostic approach, treatment and management options, expected outcome and prognosis, and any other pertinent information. Information should be current and high quality; standard textbooks and peer-reviewed journal articles are preferred. All researched information is to be cited.

Discussion

The Discussion section used to evaluate and critique the Case. Unlike the actual Case Report, which is an objective recording of the facts of the case, the Discussion is a subjective analysis of the case management. Explain any deficiencies or potential errors in the case, and justify any steps taken or choices made that differ from case management.

CASE REPORT – Instructions/Guidelines

□ Reports must be no more than five (3) pages each, 1" margins, Times New Roman 10pt., and double spaced. References are not included as part of the three page maximum.

□ Narrative should follow a problem oriented medical record

□ Abbreviations should be expanded on first mention if not on abbreviation list

□ Reports must demonstrate skills in the management and treatment of clinical cases and will be reviewed for overall quality of nursing care, therapy instituted by the technician, goals of care and therapy, and the technician's role in the management as it relates to the case.

□ Case reports will be scored on writing (communicates clearly, concisely yet thoroughly), disease (demonstrating a clear understanding of the disease and explaining the relevant anatomy, pathology and pathophysiology), diagnostics (explanation of diagnostics including reason for test, role in performing test, both normal & abnormal results and nursing response to test), and nursing care and therapy (explanation of goals of nursing care and therapy and role in care)

□ Reports should be written in 3rd person with spelling and grammar perfect.

□ The use of references is encouraged, but plagiarism will not be tolerated.

□ Medications should be referred to by drug name, not brand or trade name.

□ Drug dosages must be expressed in metric units with specific time intervals and route of administration.

(*Correct – enrofloxacin 200 mg IV q12h; Incorrect – Baytril ® 8.8 mL bid*

Case Report Grading Ruberic		
	Total Number of Mistakes	**Points Deducted**
Format (2pts per mistake)		
Incorrect Font		
Incorrect Spacing		
Length requirement not met		
No cover page		
No reference page		
Written in 3rd person		
Correct spelling		
Correct grammar		
Content (5pts per mistake)		
Communicates clearly		
Demonstrates a clear understanding of the disease		
Demonstrates technician's role in nursing care		
Demonstrates goals of care and therapy		
Diagnostics:		
Reason for test		
Role in performing test		
Nursing response to test		
Normal and abnormal results		
Medications:		
Referred by drug name, not brand or trade name		
Drug dosages expressed in metric units, time intervals and route of administration		

Comments:_____

_____

_____

_____

_____

_____

Add Time Sheet

Pre and Post Test Domains
Pharmacy and Pharmacology
Surgical Nursing/Surgical Procedures
Dentistry
Laboratory Procedures
Animal Care and Nursing
Diagnostic Imaging
Anesthesia
Emergency Medicine/Critical Care
Pain Management/Analgesia

MISSISSIPPI STATE UNIVERSITY

Veterinary Medical Technology

STUDENT EVALUATION OF EXPERIENCE

Student Name: _____

Clinical Site : _____

ADDRESS: _____

TELEPHONE: (____) _____-_____ EMAIL: _____

OVERALL EVALUATION OF Clinical Site:

1) Primarily, what type of facility is it?

☐ Mixed ☐ Companion animal ☐ Research
☐ Large animal (equine) ☐ Large animal (food) ☐ Exotic
☐ Other: _____

2) Rate the appearance of the facility.

☐ Adequate ☐ Inadequate
Explain: _____

3) How do you rate the staff's attitude toward you?

☐ Friendly/supportive ☐ Neutral ☐ Some conflict
Explain: _____

4) Did the facility provide adequate PPE in all areas?

☐ Yes ☐ No Explain: _____

_____

_____

5) How would you rate the facility's laboratory equipment?

☐ Modern ☐ Old ☐ None ☐ Other: _____

6) How would you rate the facility's medical equipment?

☐ Modern ☐ Old ☐ None ☐ Other: _____

7) How would you rate your experience?

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor

BREAKDOWN OF EXPERIENCE:
(Number, from 1 TO 7, the areas in which you spent the most amount of time to the least amount of time)

_____ CLINIC
_____ RADIOLOGY
_____ LABORATORY
_____ KENNEL
_____ SURGERY
_____ PHARMACY
_____ RECEPTION

(Rate the tasks according to amount of time spent on each during externship/co-op

1= often 2= sometimes 3= rarely 4= never

_____	Handle telephone	_____	Make appointments	_____	Clean facility
_____	Admit, discharge patients	_____	File records, xrays…	_____	Disp. Meds
_____	Maintain equipment	_____	Prepare vaccines	_____	Inventory
_____	TPR and PE	_____	Place muzzles	_____	Restraint
_____	Surgical Prep	_____	Assist in surgery	_____	Medicating
_____	Prepare Surg. Equip.	_____	Prepare gowns, gloves	_____	Injections
_____	Monitor anesthesia	_____	Endotracheal intubation	_____	Venipuncture
_____	Induce anesthesia	_____	Pass surg instruments	_____	IV Catheters
_____	Apply bandages	_____	Trim nails/Hooves	_____	Clean ears
_____	Clean/disinfect cages…	_____	Collect voided urine	_____	Cystocentesis
_____	Dental prophylaxis	_____	Bathing	_____	Enemas
_____	Place urinary catheters	_____	CPR	_____	Urinalysis
_____	CBC	_____	Fecal exams	_____	Blood Chemisty
_____	Heartworm testing	_____	Skin scrapings	_____	Quality control
_____	Take radiographs	_____	Process radiographs	_____	Nursing
_____	Other	_____	Other	_____	Other

MISSISSIPPI STATE UNIVERSITY

College of Veterinary Medicine

April 8, 2014

University Courses and Curricula Committee:

The College of Veterinary Medicine Curriculum Committee unanimously supports the course modification for CVM 4223 Small Animal Clinical Elective. This modification will allow veterinary technology students to take advantage and learn from additional small animals services. Students will now have more flexibility in the scheduling of electives allowing them to better prepare for their career. Thank you for considering this course modification.

Approved:

Heath King, DVM, DACT
Assistant Clinical Professor
Chair, CVM Curriculum Committee

P.O. Box 6100 • Mississippi State, MS 39762 • (662) 325-3432

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Vet Med **Department:** Veterinary Medical Technology

Contact Person: Allison Gardner **Mail Stop:** 9825 **E-mail:** agardner@cvm.msstate.cvm

Nature of Change: Modify **Date Initiated:** 3/12/201 **Effective Date:** fall of 2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	4223	Small Animal Primary Care Clinical Experience	(3)

Current Catalog Description:

(Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program) Three hours practicum. Supervised rotation through the Primary Care Service of the Small Animal Clinic. Students will participate in all technical aspects of patient care and management.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	4223	Small Animal Clinical Elective	(3)

New or Modified Catalog Description:

(Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Lecture/Practicum. Lecture component on an advanced small animal topic. Practicum component consists of rotating through one of the small animal services

Approved:		*Date:* 4/8/14
Department Head		
Chair, College or School Curriculum Committee		4/8/14
Dean of College or School	Robert Cooper	04.08.14
Chair, University Committee on Courses and Curricula		
Chair, Graduate Council (if applicable)		
Chair, Deans Council		

COURSE MODIFICATION
Veterinary Medical Technology Program

1. **PROPOSED Catalog Description of Program:**

   No Change

   a. Current Course Name and Description:

   1.) CVM 4223 Small Animal Primary Care Clinical Experience (3) (Prerequisite: admission to the senior year of the Veterinary Medical Technology Program). Three hours of clinical instruction. Supervised rotation through the Primary Care Service of the Small Animal Clinic. Students participate in all technical aspects of patient care and management

   b. Proposed Course Name and Description:

   1.) **CVM 4223 Small Animal Clinical Elective (3)** (Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Lecture/Practicum. Lecture component on an advanced small animal topic. Practicum component consisting of rotating through one of the small animal services.

2. CURRICULUM OUTLINE (see Attached)

3. ITEMIZED LIST AND DESCRIPTION OF CHANGES

A. Addition of more small animal clinical experiences to including but not limited to:

1. anesthesia service
2. surgery service
3. canine rehabilitation unit
4. ICU
5. neurology service
6. ophthalmology service
7. dermatology service
8. shelter medicine service

4.JUSTIFICATION AND STUDENT LEARNING OUTCOMES

Currently the way the course descriptions are worded, it only allows students to choose from 4 main areas: Equine, Food Animal, Large Animal Ambulatory, and Small Animal Primary Care. By having two broad electives (Small Animal and Large Animal), students can choose more specific opportunities within these general areas based on their interest and future career plans. For example, a student that is interested in dermatology might choose to work with the dermatology service for their three week elective, while another student with an interest in anesthesia might choose to work with the anesthesia service for their three week elective. Both of these would still fall under the category of the Small Animal Clinical Elective.

The addition of a lecture component will allow for the discussion of advanced small animal topics

No changes are being made to the overall course hours; however the revision purposes both a lecture and practicum component. Students will meet for a two hour lecture/discussion three times a week for a total of 18 hours during the three week course. The students will spend the remainder of the time (34 hours/week for a total of 102 hours) in a supervised practicum.

Learning Outcomes:

Students will be able to:
- Gain additional skills in the area of their interest and/ or future career choice.
- The addition of a lecture component will allow for the discussion of advanced small animal topics.
- The addition of the lecture component will also allow students the opportunity to participate in student presentations.

5. ADDITIONAL INFORMATION

1.) The current elective rule would not change. The student would still register for CVM 4113 or CVM 4223. Scheduling of specific areas would be handled internally by the program's Clinical Coordinator.

2.) **Course Symbol**: The course symbol is not being modified

3.) **Course Number:** The course number is not being modified

4.) **Course Title**: The course title will be changed to Small Animal Clinical Elective

5.) **Credit Hours:** The credit hours for this course will remain unchanged

6.) **Prerequisite:** The prerequisite for this course will be changed to "Admission into the senior year of the Veterinary medical Technology Program"

7.) **Method/Hours of Instruction**: The course will change for a three hour practicum to a one hour hour/two hour practicum. The students will meet for a 2 hour lecture/discussion three times a week for a total of 18 contact hours. The students will spend the remaining hours in a practicum for 34 hours a week for a total of 103 contact hours.

8.) **Graduate Student Requirements:** NA

9.) **Method of Evaluation and Grading:** *Please refer to the attached syllabus*

10.) **Support:** *Letter of support attached*

11.) **Effective Date**: fall 2014

12.) **Proposed 24 Character Abbreviation:** Small Animal Clin Elect

13.) **Planned Frequency:** The course will be offered in both the fall and spring semesters

14.) Proposal Contact Person:

Dr. Allison Gardner
Veterinary Medical Technology Program
College of Veterinary Medicine
agardner@cvm.msstate.edu
662-325-2283

MISSISSIPPI STATE UNIVERSITY
COLLEGE OF VETERINARY MEDICINE
VETERINARY MEDICAL TECHNOLOGY

SYLLABUS COVER SHEET

Course No.: CVM 4223

Course Title: Small Animal Clinical Elective

Semester/Year: Fall 2014/Spring 2015

Course Credit: 1

Course Meets: Lecture: Monday, Wednesday, and Friday 8am – 10 am. Practicum: Monday, Wednesday, and Friday 10am – 5 pm, Tuesday and Thursday 8am – 5 pm.

Lecture will meet in the academic affair's conference room or in L3003. Consult the teaching staff/faculty for verification.

Course Leader: Dr. Maralyn Jackson

Teaching Faculty/Staff: Dana Cooper, CVT
cooper@cvm.msstate.edu
662-325-1388

Contact E-mail, Phone#: mjackson@cvm.msstate.edu

Course Pre-requisites, Co-requisites, and/or other Restrictions: Admittance into the senior year of the Veterinary Medical Technology Program and/or approval of advisor.

MSU Honor Code

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

Course Description:

CVM 4223 Small Animal Clinical Elective (3) (Prerequisite: Admission to the senior year of the Veterinary Medical Technology Program). Lecture/Practicum. Lecture component on an advanced small animal topic. Practicum component consisting of rotating through one of the small animal services.

Course Goals:

- Gain additional skills and knowledge in the small animal area of interest and/ or future career choice.

Course Objectives:

- Demonstrate knowledge about small animal diseases
- Participate in discussions about current topics in small animal medicine
- Give a presentation on a small animal topic
- Participate in technical skills used in small animal medicine

Texts: None required

Materials: Laptop, good attitude, and creativity. Professional dress and name badge required at all times.

Grading Criteria:

❖ Weekly reflection journal	15%
❖ Clinical Proficiency Evaluation	45%
❖ Student Presentation	25%
❖ Discussion of journal article	15%

Distribution Points for Letter Grades:

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

Tests, exams, projects, and etc. may be kept at the course leader's discretion.

Assignments: You will be given an assignment as listed in the course grading criteria above. This is an independent study although lab participation is expected.

Attendance: This is an independent type study course. You will work at your own pace but you will be required to submit items requested per deadlines given by course leader concerning your assignments.

Make-up: You are required to complete the required hours in the allotted time or you will have to repeat the rotation which can push your graduation forward into the next semester.

Assignments can only be made up for excused absences. Refer to the Attendance Policy in the VMTP Student Handbook.

Class/Lab

Etiquette: Use of cell phones (including texting), pagers, or talking to classmates during clinical rotations will not be tolerated. All phones should be kept in lockers or somewhere other than their person. A verbal warning, followed by a written warning will be given. Further disruption will result in dismissal from the rotation. See handbook for further guidelines. Handbook also contains policy on cameras and picture taking of patients. Students are required to adhere to MSU CVM and VMTP policies and procedures on this matter.

Laptops in Class: Given the instructor's permission, laptop computers may be used during class for classroom work only. See VMT Handbook for approval policy on laptops in the classroom. No personal laptops should be used while on clinicals unless this has been approved by the Clinical Site Mentor and/or Clinical Coordinator.

Technical Standards:

All students have a signed Technical Standards Clearance Form in his/her file. The VMT Student Technical Standards are also found in the VMT Student Handbook. If the instructor thinks the student's performance is below the minimal technical standards, the VMT office will be notified and a test in the ability thought to be deficient in may be administered by a committee.

Dress Guidelines: Professional Dress Guidelines are found in the VMT Student Handbook. Keep in mind there are varying protocols depending on where you are in the facility. If you are not sure about dress at any given time, contact the Clinical Site Mentor and/or the Clinical Coordinator.

Professional Conduct:

Refer to the professional conduct guidelines in the VMT Student Handbook.

Dangerous Risk: Veterinary technologist education has inherent risks potential: that naturally arise from working with animals, and the biohazardous materials and compounds normally associated with the care and treatment of veterinary patients. These risks include, but are not limited to, physical injuries from animals (bites, kicks, scratches, etc.) zoonotic diseases that can potentially be transmitted from animals to man, allergic reactions from animal contact, as well as contact with potentially hazardous chemicals, reagents, and biological wastes associated with veterinary medicine. Instructors will take due diligence to provide a safe educational environment. However, it is also incumbent upon the individual student to take the responsibility to informed of the potential hazards inherent in the veterinary environment and of the reasonable actions needed to be taken by the individual to protect themselves.

Reporting Accidents:

An accident report must be filled out with every incident regardless of minor or major incident. An accident report should be filled out by the student, sent to the Coordinator and then, the form is to be submitted to the VMT Director.

Student's with a

Disability	Students with disabilities are required to submit documentation of their disability to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Specific guidelines for this documentation occur at http:// www.msstate.edu/dept/audit/91130.html.
Tobacco Usage:	The College of Veterinary Medicine is a tobacco-free facility.

Note: Syllabus is subject to change per course leader based upon client/patient need

MISSISSIPPI STATE UNIVERSITY
COLLEGE OF VETERINARY MEDICINE
VETERINARY MEDICAL TECHNOLOGY

Old **SYLLABUS**

Course No.: **CVM 4223**

Course Title: **Small Animal Primary Care Clinical Experience Elective**

Semester/Year: Fall 2013-Spring 2014

Course Credit: 3

All students will check in with Mrs. Cooper in Room L2508 at 7:15 AM. You must be in appropriate attire for your clinical experience.

Course Leader: Dr. Maralyn Jackson

Service Chief: Dr. Diana Eubanks

VMT Supervisor: Dana Cooper, CVT, VMT Clinical Coordinator

Contact E-Mail, Phone #: dcooper@cvm.msstate.edu, 325-1388 (office)

Clinical Mentor: Maggie Horner, CVT

Office Hours/Office # and Location: TBA

For Absences contact: Karen Cook cook@cvm.msstate.edu, 325-1103 (office)

Course Pre-requisites, Co-requisites, and/or other Restrictions:
Admission to the senior year of the Veterinary Medical Technology Program.

MSU Honor Code

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

Course Description: Supervised rotation through the Primary Care Service of the Small Animal Clinic. Students participate in all technical aspects of patient care and management. Students are required to spend one week in Primary Care and may choose to spend two weeks in: Shelter Medicine, Radiology, Pharmacy, Surgery Ward/Rehab, Internal Medicine, Dermatology or Dental upon approval. An approval form may be obtained from the VMT Clinical Coordinator. Approval forms must be signed by the Service Chief and Clinical Mentor for the area chosen. Final approval will be given by the Clinical Coordinator based on scheduled availability.

Course Goals:

- **Work professionally with the small animal medical team to complete any remaining essential task that applies to this clinical experience.**

Texts:

Required: All VMT junior year text books
Patient Assessment, Intervention, and Documentation for the Veterinary Technician by Jody Rockett, Cynthia Lattanzio and Katie Anderson
Case Studies in Veterinary Technology by Rockett & Christensen
Suggested: The Veterinary Technician's Pocket Partner
A Quick Reference by Marisa Bauer

Materials:

Stethoscope, thermometer (9sec), pen, sharpie, hemostat, bandage scissors, pen light, leash

Grading Criteria:

Test (Pre and Post) (See attached study domains)	35%
Evaluation from site mentors Technician Veterinarian	10%
Evaluation from students	5 %
Case Report (2)	40%
Time sheet and other paperwork	10%

Distribution Points for Letter Grades:

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

Grades will be computed on a point system. Missed exams may only be made up with an excused absence.
Grades will be posted at the end of the semester for student review.

Assignments:

Students are required to complete two case reports while on the clinical experience. A format for the report is attached to your syllabus. Please choose a case that pertains to your elective. The first report will be due at the end of the first week and the second report will be due at the end of the clinical experience. The student will also be responsible for turning in a weekly timesheet. All assignments (excluding timesheets) must be turned in during morning check-in with the VMT Clinical Coordinator. All assignments must include your name, date and clinical experience you are currently in. Time sheet must be turned in no later than 5:00pm on Fridays. Evaluations from the student will be due on the last day of the clinical experience during the morning check-in. Five points per day excluding weekends and holidays will be deducted from your grade if assignments are missing information or late. See assignment guidelines for more information. Fax # and E-mail: 662-325-1027 (Fax) or dcooper@cvm.msstate.edu . **All assignments except those given by Clinical Mentors will be graded by faculty/staff of the VMTP.**

Attendance: VMT Student Application for Excused Leave form must be submitted to Mrs. Karen Cook in the VMT office prior to the absence. Students who miss due to unexpected emergencies or unforeseen circumstances must notify the VMTP office (662-325-1033) as soon as possible to request that the absence be considered excused. If the form is not submitted, the absence will be counted as an automatic unexcused absence regardless of the nature of the absence. See VMT Handbook for approval policy for absences as well as the Patient Neglect Policy.

This is a rotation that deals with clients and live animals. You are expected to be on time and to attend all scheduled clinical hours. Keep in mind this experience is to prepare you for the "real world". Therefore, you should be responsible and be on time!

Make-up: Any days missed (including excused absences from a clinical experience will be made up at the end of the semester providing time is available. If sufficient time is not available at the end of the semester the student will be asked to make up a clinical experience during the summer which will postpone his/her graduation date. Student's that have not shown clinical proficiency may be required to make up additional time in a rotation.

Class/Lab Etiquette: Use of cell phones (including texting) during clinical rotations will not be tolerated. A verbal warning, followed by a written warning will be given. Further disruption may result in the student being referred to the Dean of Students.

Laptops in Class: Given the instructor's permission, laptop computers may be used during class for classroom work only. See VMT Handbook for approval policy on laptops in the classroom.

Technical Standards:

All students have a signed Technical Standards Clearance Form in his/her file. The VMT Student Technical Standards are also found in the VMT Student Handbook. If the instructor thinks the student's performance is below the minimal technical standards, the VMT office will be notified and a test in the ability thought to be deficient in may be administered by a committee.

Dress Guidelines: Students are expected to exhibit a professional appearance which may include but is not limited to clean scrubs with a clean smock/lab jacket & close-toed shoes. Name or I.D. must be visible at all times. See VMT Student Handbook for guidelines.

Professional Conduct:

Refer to the professional conduct guidelines in the VMT Student Handbook.

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Student's with a Disability Students with disabilities are required to submit documentation of their disability to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Specific guidelines for this documentation occur at http:// www.msstate.edu/dept/audit/91130.html.

Tobacco Usage: The College of Veterinary Medicine is a tobacco-free facility.

Note: Syllabus is subject to change per instructor based upon client/patient need

CASE REPORT - Format

Title

Author

Signalment

Presenting Complaint

History

Physical Exam Findings/Observations (admit/first contact)

Problem List/Differential Diagnosis

Diagnostic Approach

State whether lab work was performed in-house or at an outside laboratory.

Treatment Plan

Final Diagnosis

Outcome

Necropsy and postmortem testing is included here if appropriate.

Conclusion

Include information on the disease, the typical history and presentation, the diagnostic approach, treatment and management options, expected outcome and prognosis, and any other pertinent information. Information should be current and high quality; standard textbooks and peer-reviewed journal articles are preferred. All researched information is to be cited.

Discussion

The Discussion section used to evaluate and critique the Case. Unlike the actual Case Report, which is an objective recording of the facts of the case, the Discussion is a subjective analysis of the case management. Explain any deficiencies or potential errors in the case, and justify any steps taken or choices made that differ from case management.

CASE REPORT – Instructions/Guidelines

□ Reports must be no more than three pages each, 1" margins, Times New Roman 10pt., and double spaced. References are not included as part of the three page maximum.

□ Narrative should follow a problem oriented medical record

□ Abbreviations should be expanded on first mention if not on abbreviation list

□ Reports must demonstrate skills in the management and treatment of clinical cases and will be reviewed for overall quality of nursing care, therapy instituted by the technician, goals of care and therapy, and the technician's role in the management as it relates to the case.

□ Case reports will be scored on writing (communicates clearly, concisely yet thoroughly), disease (demonstrating a clear understanding of the disease and explaining the relevant anatomy, pathology and pathophysiology), diagnostics (explanation of diagnostics including reason for test, role in performing test, both normal & abnormal results and nursing response to test), and nursing care and therapy (explanation of goals of nursing care and therapy and role in care)

□ Reports should be written in 3rd person with spelling and grammar perfect.

□ The use of references is encouraged, but plagiarism will not be tolerated.

□ Medications should be referred to by drug name, not brand or trade name.

□ Drug dosages must be expressed in metric units with specific time intervals and route of administration.

(*Correct – enrofloxacin 200 mg IV q12h; Incorrect – Baytril ® 8.8 mL bid*

Case Report Grading Ruberic		
	Total Number of Mistakes	**Points Deducted**
Format (2pts per mistake)		
Incorrect Font		
Incorrect Spacing		
Length requirement not met		
No cover page		
No reference page		
Written in 3rd person		
Correct spelling		
Correct grammar		
Content (5pts per mistake)		
Communicates clearly		
Demonstrates a clear understanding of the disease		
Demonstrates technician's role in nursing care		
Demonstrates goals of care and therapy		
Diagnostics:		
Reason for test		
Role in performing test		
Nursing response to test		
Normal and abnormal results		
Medications:		
Referred by drug name, not brand or trade name		
Drug dosages expressed in metric units, time intervals and route of administration		

Comments:_____

_____

_____

_____

_____

_____

Add Time Sheet

Pre and Post Test Domains
Pharmacy and Pharmacology
Surgical Nursing/Surgical Procedures
Dentistry
Laboratory Procedures
Animal Care and Nursing
Diagnostic Imaging
Anesthesia
Emergency Medicine/Critical Care
Pain Management/Analgesia

Common Drugs used in Primary Care:

1. Albon (Sulfadimethoxine)
2. Cerenia (Maropitant)
3. Cestex (Epsiprantel)
4. Convenia (Cefovecin)
5. Simplicef (Cefodoxime)
6. Dexdomitor (Dexmedetomidine)
7. Drontal Plus (Canine) (Pyrantel,febantel, praziquantel)
8. Drontal feline (Pyrantel, praziquantel)
9. Panacur (Fendbendazole)
10. Immiticide (Melarsomine)
11. Rimadyl (Carprofen)
12. Flagyl (Metronidazole)

Please be familiar with dosages, reason the drug is used and adverse reactions

MISSISSIPPI STATE
UNIVERSITY

Veterinary Medical Technology

STUDENT EVALUATION OF EXPERIENCE

Student Name: _____

Clinical Site : _____

ADDRESS: _____

TELEPHONE: (____) _____-_____ EMAIL: _____

OVERALL EVALUATION OF Clinical Site:

1) Primarily, what type of facility is it?
☐ Mixed ☐ Companion animal ☐ Research
☐ Large animal (equine) ☐ Large animal (food) ☐ Exotic
☐ Other: _____

2) Rate the appearance of the facility.
☐ Adequate ☐ Inadequate
Explain: _____

3) How do you rate the staff's attitude toward you?
☐ Friendly/supportive ☐ Neutral ☐ Some conflict
Explain: _____

4) Did the facility provide adequate PPE in all areas?
☐ Yes ☐ No Explain: _____

_____

_____

5) How would you rate the facility's laboratory equipment?
☐ Modern ☐ Old ☐ None ☐ Other: _____

6) How would you rate the facility's medical equipment?
☐ Modern ☐ Old ☐ None ☐ Other: _____

7) How would you rate your experience?
☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor

BREAKDOWN OF EXPERIENCE:
(Number, from 1 TO 7, the areas in which you spent the most amount of time to the least amount of time)

_____ CLINIC
_____ RADIOLOGY
_____ LABORATORY
_____ KENNEL
_____ SURGERY
_____ PHARMACY
_____ RECEPTION

(Rate the tasks according to amount of time spent on each during externship/co-op

1= often 2= sometimes 3= rarely 4= never

_____ Handle telephone	_____ Make appointments	_____ Clean facility
_____ Admit, discharge patients	_____ File records, xrays…	_____ Disp. Meds
_____ Maintain equipment	_____ Prepare vaccines	_____ Inventory
_____ TPR and PE	_____ Place muzzles	_____ Restraint
_____ Surgical Prep	_____ Assist in surgery	_____ Medicating
_____ Prepare Surg. Equip.	_____ Prepare gowns, gloves	_____ Injections
_____ Monitor anesthesia	_____ Endotracheal intubation	_____ Venipuncture

_____ Induce anesthesia	_____ Pass surg instruments	_____ IV Catheters
_____ Apply bandages	_____ Trim nails/Hooves	_____ Clean ears
_____ Clean/disinfect cages…	_____ Collect voided urine	_____ Cystocentesis
_____ Dental prophylaxis	_____ Bathing	_____ Enemas
_____ Place urinary catheters	_____ CPR	_____ Urinalysis
_____ CBC	_____ Fecal exams	_____ Blood Chemisty
_____ Heartworm testing	_____ Skin scrapings	_____ Quality control
_____ Take radiographs	_____ Process radiographs	_____ Nursing
_____ Other	_____ Other	_____ Other

MISSISSIPPI STATE UNIVERSITY

College of Veterinary Medicine

April 8, 2014

University Courses and Curricula Committee:

The College of Veterinary Medicine Curriculum Committee unanimously supports the course modification for CVM 5011 Professional Development I. Changing the grading system from "pass/fail" to a letter grade will hopefully encourage students to take full advantage of the opportunities offered in this course. Removing mandatory course evaluation requirements from all courses was a decision made by the Provost. Thank you for considering this course modification.

Approved:

Heath King, DVM, DACT
Assistant Clinical Professor
Chair, CVM Curriculum Committee

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Vet Med **Department:** Clinical Sciences

Contact Person: Dr. Sharon Grace **Mail Stop:** 9825 **E-mail:** grace@cvm.msstate.edu

Nature of Change: Modify **Date Initiated:** 4/1/14 **Effective Date:** 6/30/14

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
CVM	5011	Professional Development I	(1)

Current Catalog Description:

(Prerequisite: Enrollment in the professional veterinary degree program.) One hour lecture. This course will include COPE, personality profiles and understanding personality, dealing with stress, and study skills.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
			(1)

New or Modified Catalog Description:

(Prerequisite: Enrollment in the professional veterinary degree program.) One hour lecture. This course will include veterinary career pathways, personal finance, cultural competence, ethical issues, dealing with stress, and study skills.

		Date:
Approved:	Department Head	4/9/14
	Chair, College or School Curriculum Committee	4/8/14
	Dean of College or School	4/9/14
	Chair, University Committee on Courses and Curricula	
	Chair, Graduate Council (if applicable)	
	Chair, Deans Council	

Proposal to MODIFY a Course

1. CATALOG DESCRIPTION:

Current Course:
CVM 5011. Professional Development I. (Prerequisite: Enrollment in the professional veterinary degree program.) One hour lecture. This course will include COPE, personality profiles and understanding personality, dealing with stress, and study skills.

Proposed Course:
CVM 5011. Professional Development I. (Prerequisite: Enrollment in the professional veterinary degree program.) One hour lecture. This course will include veterinary career pathways, personal finance, cultural competence, ethical issues, dealing with stress, and study skills.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES:

1. Discontinued activity - The "COPE" course (outdoor experience course at Camp Seminole) will no longer be offered as a team building exercise.
2. Discontinued activity - The personality inventory and assessment (Myers-Briggs test) will no longer be offered.
3. Course evaluation change - Students will no longer be required to complete a course evaluation to receive a grade.
4. Change in grading system - The course will no longer have a "pass/fail" grading system but will provide a letter grade based upon a written exam.

** Old and new (proposed) syllabi are included in this packet.

3. JUSTIFICATION AND LEARNING OUTCOMES:

Justification:
The course is designed to provide entering veterinary students with a broad view of the profession. In that issues facing the veterinary medical profession have changed greatly in recent years, the course must be reflective of these changes. Additionally, feedback from students has been considered in an effort to enhance the overall educational experience.

1. Discontinued activity - The "COPE" outdoor experience course has been eliminated based on 1) budget constraints and, 2) student feedback suggesting that it was not an ideal team-building experience for everyone. The outdoor heat and humidity also put students with health issues at risk for heat exhaustion.
2. Discontinued activity - The Myers-Briggs personality profile and assessment has been eliminated based on budget constraints and the availability of an online, abbreviated version of the test.
3. Course evaluation change - Course evaluations can no longer be required, per the Provost.
4. Change in grading system - A written exam will provide a letter grade for the course. The "pass/fail" grading system has encouraged some students to minimize the importance of the course.

Learning outcomes: Students will be asked to closely follow the detailed learning objectives in the syllabus as they progress through the course. At completion of the course, it is expected that the students will have a general understanding of important issues in the profession. During the first semester, the focus is on ethical issues, personal finance, time management and dealing with stress, career pathways in the profession, and cultural competence. Students will be expected to be generally familiar with the issues presented such that they can summarize them orally or in written format.

4. ADDITIONAL INFORMATION

a. Course Symbol – no change
b. Course number – no change
c. Course title – no change
d. Credit hours – no change
e. Pre-Requisite/Co-Requisite – no change
f. Method/Hours of Instruction – no change
g. Method of delivery – no change
h. Course description – The course catalog description needs updating to reflect deletion of the COPE and personality profile testing and emphasize expansion into new areas of cultural competence, personal finance, ethics, and career pathways. The old description is not reflective of the proposed new offerings.
i. Course Content –

The course is designed to provide incoming veterinary students with an overview of the profession of veterinary medicine and provide context for important issues facing the profession. Additionally, some offerings are no longer being received as well as in past years (i.e., the COPE course) and need to be deleted. The course is being updated to reflect the changing needs and interests of today's students. The course is not being fundamentally altered – it is simply being brought more current.

It is also hoped expected that moving away from "pass/fail" grading to a letter grade will encourage student engagement.

There is no duplication with other courses in the CVM curriculum or those offered on campus.

5. GRADUATE STUDENT REQUIREMENTS – N/A

6. METHOD OF EVALUATION

Method of Evaluation: The final grade in this course will be based upon a single written examination administered during the final exam period (exam date will be published on the first year "Master Calendar"). The exam will be based upon lecture notes and class discussion.

Grading Scale:

Current CVM Academic Policies and Procedures indicate the following grading scale:

A = 90 – 100%; B = 80 – 89%; C = 70 – 79%; D = 65- 69%; *F = 64% or below

7. LETTER OF SUPPORT – see attached

8. INSTRUCTOR OF RECORD - Dr. Sharon Grace

CVM 5011
Professional Development I
Fall semester, 2014

Professor Contact Information:

Course Coordinator - Sharon Grace, M Agric, MS, DVM, DABVP, DACVIM
Department of Clinical Sciences
Small Animal Internal Medicine
Office – room # 2102c
Pho 325-0191
Email – grace@cvm.msstate.edu

Course Pre-Requisites, Co-Requisites, Other Restrictions:

Prerequisite: Enrollment in the professional veterinary degree program.

Course Description and Goals:

Admission into the professional veterinary curriculum carries with it certain obligations and expectations. In Professional Development I & II, the student will be exposed to issues of importance to success in the curriculum and the profession. It will be critical that the student begin to consider and incorporate the many attributes of professionalism into daily routines as he/she interacts with classmates and instructors. The student will build upon many of the topics introduced in this course throughout his/her academic and professional career.

Student Learning Objectives:

Please note that test material will not be strictly limited to the learning objectives; items of discussion which arise during class may also be considered exam material.

1. Introduction to the College of Veterinary Medicine Presentation (2 hours)
   a. Following this lecture, the student should be aware of:
      i. Student Policies and Procedures Manual review
      ii. Overview of the curriculum
      iii. Summer Research Program opportunities for students
      iv. College administration
      v. Student Affairs staff
      vi. Multidisciplinary laboratory – facilities and staff
      vii. Class officer elections
      viii. Student clubs
2. MSU Counseling Center Presentation (50 min)
   a. Following this lecture, the student should be aware of:
      i. Names and faces of the counselors who most often work with CVM students
      ii. The location of CVM counseling rooms, office hours, and how to contact counselors (including emergency contacts)
      iii. The process for arranging a counseling session appointment
      iv. Contact information and location of the Student Counseling Center office on the MSU main campus
      v. The typical emotional stressors for veterinary medical students and suggestions for coping and resilience
      vi. How to recognize signs of emotional distress, including distress in classmates
3. Library Resources Presentation (50 min)

a. Following this lecture, the student should be aware of:
    i. The names of the CVM librarian and library support staff
    ii. The location of CVM library, physical layout of the library, and regular hours of operation
    iii. The location of MSU Mitchell library and regular hours of operation
    iv. The process for checking out materials from the regular collection and how to access reserve materials
    v. How to access library computers, printers, and charging materials to a personal account
    vi. How to access electronic and digital resources – journals, digital textbooks, etc.
    vii. Legal and ethical considerations regarding plagiarism and copyright
4. Career Pathways Presentation (50 min)
    a. Following this lecture, the student should be aware of:
        i. The early history of veterinary medicine and colleges of veterinary medicine
        ii. The workforce needs for veterinarians in the US
            a. The current status of supply and demand for veterinarians in the US
            b. MSU-CVM graduates employment data – past 4-5 years
        iii. Career options in veterinary medicine
            a. Traditional and non-traditional - practice, research, public health/regulatory, industry, military, academia
            b. What to expect in entry level practice
        iv. The broad range of roles filled by veterinarians in society
            a. Public health, epidemiology, promotion of human and animal health
            b. Bioterrorism
            c. Emergency preparedness
            d. Food production, food safety, food security
            e. Regulatory medicine and biomedical research
        v. The challenges in veterinary medicine
            a. Population explosion
            b. Mal-distribution of veterinarians and sectors with current unmet needs
            c. Cultural competence
        vi. The need for lifelong learning
5. Ethical Issues – Pain Management in Animal Presentation (50 min)
    a. Following this lecture, the student should be aware of:
        i. The Veterinarian's Oath
        ii. The definition of pain
        iii. Methods of pain control
        iv. Stress and production animals
        v. Aesculapian authority
        vi. The role of the veterinarian as an animal advocate
6. Ethical Issues – Animal Welfare and Use of Animals in Research Presentation (50 min)
    a. Following this lecture, the student should be aware of:
        i. The Veterinary Practice Law of Mississippi
        ii. The Veterinarian's Oath
        iii. Principles of Veterinary Medical Ethics (AVMA)
        iv. Distinction between ethics and morals
        v. Ethical issues in veterinary medicine
        vi. Animal Welfare

a. Definition of animal welfare
b. AVMA Guiding Principles
c. Legal aspects of animal welfare
d. The World Health Organization (WHO) Animal Welfare Guidelines

vii. US federal laws, regulations and guidelines
a. Use of animals in medical research
b. Animal Welfare Act
c. Horse Protection Act
d. Marine Mammal Act
e. Publications: "The Care and Use of Laboratory Animals", "Care and Use of Agricultural Animals in Teaching and Research"

7. Food Safety and Food Security Presentation (50 min)
   a. Following this lecture, the student should be aware of:
      i. The definition of food insecurity and risk factors for hunger
      ii. Food insecurity in the US
      iii. The role of animals in food security/insecurity
8. Production Livestock Models Presentation (50 min)
   a. Following this lecture, the student should be aware of:
      i. Food safety and security
      ii. Confined animal feeding operations
      iii. Farms vs factories
      iv. Environmental stewardship
      v. General aspects of:
         a. Swine production
         b. Beef production
         c. Broiler and turkey production
         d. Egg production
         e. Dairy products production
      vi. Evolution of the US dairy industry
         a. Cow management
         b. Calf housing systems
         c. Facilities and nutrition
9. Organized Veterinary Medicine Presentation (50 min)
   a. Following this lecture, the student should be aware of:
      i. The American Veterinary Medical Association
         a. What it does
         b. Advantages of membership
         c. AVMA Committees and Councils
         d. AVMA Council on Education and accreditation
         e. Student Chapters of the AVMA (SCAVMA)
      ii. State associations
      iii. State boards
         a. Licensing by state boards
      iv. State veterinarians
      v. State Pharmacy Boards
      vi. Continuing education
         a. Importance
         b. Requirements

c. Opportunities

vii. Issues relative to veterinary medical specialists
   a. Advanced training
   b. Advertising as a specialist

viii. The Educational Commission for Foreign Veterinary Graduates (ECFVG)
ix. American Association of Veterinary State Boards
x. United States Department of Agriculture
xi. Food and Drug Administration
xii. Drug Enforcement Administration

10. Cultural Competence Presentations 1 and 2 (2 hours)
    a. Following these lectures, the student should be aware of:
       i. The definitions of culture, diversity, and cultural competence
       ii. The stages of cultural competence
       iii. Mechanisms for building personal cultural competence
       iv. Strategies for effective encounters
       v. Resources
       vi. Examples of situations veterinarians may face when cultural competence is necessary
           a. Amish community
           b. East Asia – Viet Nam
           c. Hispanic/Latino communities
           d. Native Americans
           e. African Americans
           f. Arab Americans
11. Shelter Medicine and Pet Overpopulation Presentation (2 hours)
    a. Following this lecture, the student should be able to:
       i. Describe the problem of pet overpopulation
       ii. Discuss the role of the shelter veterinarian in addressing pet overpopulation
       iii. Discuss the methods used to address the problem of pet overpopulation
12. Current Topics/Events in Veterinary Medicine Presentations (2 hours)
    a. Following this lecture, the student should be aware of:
       i. Ethical concerns with cosmetic surgery
       ii. Horse slaughter

Required Textbooks and Materials:

There is no required text. Lecture notes will available on Blackboard for most lectures.

Course Content:

See above - "Learning Objectives" - for a list of topics to be covered.

Assignments/Academic Calendar:

Assignments: Students are asked to review lecture notes prior to class so as to encourage debate and discussion on each topic during the class period.

Assessment/Grading Policy:

Method of Evaluation: The final grade in this course will be based upon a single written examination administered during the final exam period (exam date will be published on your first year "Master Calendar"). The exam will be based upon lecture notes and class discussion.

Grading Scale:
Current CVM Academic Policies and Procedures indicate the following grading scale:
A = 90 – 100%; B = 80 – 89%; C = 70 – 79%; D = 65- 69%; *F = 64% or below

Course and Instructor Policies:

Technology & Computer Policy
Computers are allowed in class for most presentations. If the guest speaker asks the class not to use computers, students will be asked to turn off electronic devices, including cell phones. If notes are supplied by the speaker, every effort will be made to provide these on Blackboard the day prior to lecture, if not sooner. Because of the volume of material and pace at which it is delivered, it is imperative that the student remain attentive during lecture.
Professional Dress: Students are expected to adhere to the Professional Dress policy of the College. As detailed in the Policies and Procedures manual, blue jeans, ball caps, lack of tie with a dress shirt (gentlemen), low-cut blouses (ladies) are considered inappropriate dress for class.
Class attendance: Class is a professional appointment and attendance is strongly encouraged.
Exam Protocol: A written exam will be administered during the final exam period for the course. There are no extra credit activities in the course.

Honor Code:
You are expected to follow all the student policies and procedures, as noted in your Academic Affairs Student Policies and Procedures Handbook, including the Honor Code, which states that "As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." The College of Veterinary Medicine supports the university-derived "Honor Code" and "Code of Student Conduct," which can be found at http://www.msstate.edu/dept/audit/PDF/1207a.pdf and http://www.msstate.edu/dept/audit/91100.html.

Student Support Services:
The Office of Student Support Services and Disability Support Services is located in Montgomery Hall. The phone number is (662) 325-3335. The weblink for this office is:
http://www.sss.msstate.edu/

Course Information:
CVM 5011
Professional Development I
Fall semester, 2013

Contact Information:
Course Coordinator - Sharon Grace, M Agric, MS, DVM, DABVP, DACVIM
Program Leader for Student Affairs
Department of Clinical Sciences
Small Animal Internal Medicine
Office – room # 2102c
Pho 325-0191
Email – grace@cvm.msstate.edu

Course Pre-Requisites, Co-Requisites, Other Restrictions:
Prerequisite: Enrollment in the professional veterinary degree program.

Course Description and Goals:
Admission into the professional veterinary curriculum carries with it certain obligations and expectations. In Professional Development I & II, the student will be exposed to issues of importance to success in the curriculum and the profession. It will be critical that the student begin to consider and incorporate the many attributes of professionalism into daily routines as he/she interacts with classmates and instructors. The student will build upon many of the topics introduced in this course throughout his/her academic and professional career.

Required Textbooks and Materials:
There is no required text. Lecture notes will available online (Blackboard) for some lectures.

Course Content/Assignments/Calendar:
Location: Except where noted, all classroom presentations will take place in the freshman classroom.

Topics List: Below is a list of anticipated topics for the course. The topic list may be amended as speaker availability, news about current issues in the profession, or other unforeseen factors are considered.

1. MSU-CVM Curriculum Overview (2 hours)
   a. Overview of your next 4 years
   b. Graduate Program Options
2. American Veterinary Medical Association Group Life Insurance Trust (50 min)
   a. Insurance options available to students
3. Library resources and library tour (50 min)
4. Stress Management (50 min)
   a. MSU Student Counseling Center introduction
   b. Evidence or signs of stress
   c. Coping or dealing with stress
   d. Conflict management
5. Professional school expectations (50 min)
6. Veterinary Career Options
   a. The Veterinary Workforce (50 min)
   b. Veterinarians in Food Safety and Security (50 min)
   c. Traditional and Non-Traditional Veterinary Careers (50 min)

7. Controversial Issues in Veterinary Medicine
   a. Cosmetic surgeries(50 min)
8. Production Livestock Models (50 min)
9. Ethical Issues in Veterinary Medicine
   a. Ethics of Pain Management in Animals (50 min)
   b. Ethics of Animal Use in Teaching and Research (50 min)
10. Organized Veterinary Medicine (50 min)
   a. American Veterinary Medical Association
   b. State associations and licensing by state boards
   c. Continuing education
11. Cultural Competence and Diversity (2 hours)

Assessment/Grading Policy:

Grading Scale:

This is a pass/fail course.

Course and Instructor Policies:

Technology & Computer Policy

Because of the distraction caused by cell phones, Blackberries, personal electronic devices, and computers in classroom, they will not be allowed in this course. If notes are supplied by the speaker, every effort will be made to provide you these on MyCourses the day prior to lecture, if not sooner. Because of the volume of material and pace at which it is delivered, it is imperative that the student remain attentive during lecture.

Professional Dress: Students are expected to adhere to the Professional Dress policy of the College. As detailed in the Policies and Procedures document, blue jeans, ball caps, lack of tie with a dress shirt (gentlemen), low-cut blouses (ladies) are considered inappropriate dress for class.

Class attendance: Class is a professional appointment and attendance is strongly encouraged.

Exam Protocol:

The course will not have a written exam. Completion of the course evaluation is required to earn a "pass" for the course. Failure to complete the course evaluation before it closes will result in a remedial activity, which is typically a written paper submitted on a topic relevant to the course.

Honor Code:

You are expected to follow all the student policies and procedures, as noted in your Academic Affairs Student Policies and Procedures Handbook, including the Honor Code, which states that "As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." The College of Veterinary Medicine supports the university-derived "Honor Code" and "Code of Student Conduct," which can be found at **http://www.msstate.edu/dept/audit/PDF/1207a.pdf** and **http://www.msstate.edu/dept/audit/91100.html.**

Student Support Services:

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MISSISSIPPI STATE UNIVERSITY

College of Veterinary Medicine

April 2, 2014

University Courses and Curricula Committee:

The College of Veterinary Medicine Curriculum Committee unanimously supports the course proposal for CVM 5812 Behavior for the Companion Animal Veterinarian. The addition of this course, which has previous been offered as a special topics elective, will give our students more experience and knowledge in the growing field of animal behavior. Thank you for considering this course proposal.

Approved:

Heath King, DVM, DACT
Assistant Clinical Professor
Chair, CVM Curriculum Committee

P.O. Box 6100 • Mississippi State, MS 39762 • (662) 325-3432

APPROVAL FORM FOR

COURSES

MISSISSIPPI STATE UNIVERSITY

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

College or School: Vet Med **Department:** Clinical Science

Contact Person: Sharon Grace **Mail Stop:** 6100 **E-mail:** Grace@cvm.msstate.edu

Nature of Change: Add **Date Initiated:** 3/13/14 **Effective Date:**

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
			( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
CVM	5812	Behavior for the Companion Animal Veterinarian	(2)

New or Modified Catalog Description:

Introduction of learning theory, reducing stress in the veterinary hospital, normal and abnormal behavior, treatment and prevention of behavioral problems for the companion animal veterinarian.

Approved:		*Date:* 4/2/14
Department Head		
		4/2/14
Chair, College or School Curriculum Committee		
Kurt H Hobert		4/2/14
Dean of College or School		
Chair, University Committee on Courses and Curricula		
Chair, Graduate Council (if applicable)		
Chair, Deans Council		

Course Addition

Addition of the New Course Behavior for the Companion Animal Veterinarian (CVM 5812)

College of Veterinary Medicine

1. **Catalog Description**

   CVM 5812. Behavior for the Companion Animal Veterinarian. (2) (Prerequisite CVM 3rd or 4th year student). Three hour Lecture. Introduction of learning theory, reducing stress in the veterinary hospital, normal and animal behavior, treatment and prevention of behavior problems for the companion animal veterinarian.

2. **Detailed Course Outline**

   Please see attached proposed course syllabus

3. **Method of Evaluation**

Class Attendance and Participation	10points
Project	40 points
Exam	50 points
Total Points	**100 points**

Grading:

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

Exam:
100 question take home exam that will be given in week one and is due by the last class. This exam will be open book and group participation is allowed and encouraged. This exam format will include multiple choice questions, true/false, fill in the blank, and short answer.

Project:
During the second week. Student will complete a project at home. For this project, students are asked to use clicker training and their understanding of the basic learning theory to train their pet at home (dog, cat, bird, horse,etc...) a new behavior. This training process needs to be filmed and uploaded to a secure designated location.

4. **Justification and Outcome**

This course will serve as an elective course in veterinary behavior for the third and fourth year veterinary students.

In 2010, The North American Veterinary Medical Educational Consortium identified that expertise in animal behavior should be considered a foundational competency in veterinary medical education.The addition of this course will expose the veterinary students to a basic companion animal behavior course allowing for a competitive program similar to other Veterinary Medicine Colleges such as University of Georgia, University of Tennessee, University of Florida, Texas A&M, Colorado State University, University of California-Davis, University of Pennsylvania, University of Minnesota, Tuft's University, North Carolina State University, Purdue University, Ohio State University, and Michigan State University.

Material in this course will be all new material. There is no required textbook but a suggested reading list will be provided. Please see the syllabus for a detailed outline of the topics covered in this proposed course.

A similar course was offered in 2013 and will be offered for the last time in May 2014 as a special topics class. It was taught by a Dr. Kenneth Martin, DVM, DACVB who owns a private behavior only practice in Texas and travels to MSU-CVM to teach the course. This course will follow a similar outline to Dr. Martin's course but will now include the topics of behavior in shelter medicine, pocket pets, avian, horses, and an introduction to animal welfare which will contribute to the expanded knowledge base of newly graduated veterinarians.

Upon completion of this course, the students will have a basic understanding of learning theory, communication, environmental enrichment, animal welfare, and identifying normal and abnormal behaviors of animals that they will see in a companion animal veterinary hospital. They will be able to counsel new pet owners, understand the importance of puppy and kitten socialization classes, how to reduce stress in the veterinary hospital, understand how to take and interpret a behavior history, and use behavior modification tools. They will also learn how to diagnose, treat and prevent common behavior problems.

5. **Academic Misconduct**

Students will sign the MSU Honor Code on the first day of class and will also acknowledge reading and understanding the honor code on the exam.

6. **Target Audience**

3rd and 4th year veterinary students with an interest in Veterinary Behavior

7. **Support**

Please see attaches letter of support from the CVM curriculum committee (pending)

8. **Instructor of Record**

   Sharon Fooshee Grace

9. **Planned Frequency**

   The course will be offered during the Spring and Fall semester.

10. **Explanation of Duplication**

    There is not duplication of material in this course.

11. **Method of Instruction Code**
    C and F

12. **Proposed CIP Number**

    51.2401

13. **Proposed 24 Character Abbreviation**

    Behavior Comp. Anim. Vet.

14. **Proposed Semester Effective**

    Fall 2014

15. **Other Appropriate Information**

    There is no required textbook

16. **Proposal Contact Person**

    Sharon FoosheeGrace

Behavior for the Companion Animal Veterinarian
Mississippi State University College of Veterinary Medicine
CVM #5812

Instructor:

Sharon Fooshee Grace, M.S., M.Ag., D.V.M., A.B.V.P., A.C.V.I.M.
Clinical Professor
Department of Clinical Science
College of Veterinary Medicine
P.O. Box 6100
Mississippi State, MS 39762-6100
Phone: 662-325-3432
Fax: 662-325-4011
Email: Grace@cvm.msstate.edu

Course Description:

This elective course provides an introduction to basic learning theory, as well as, normal behavioral development and body language of the dog and cat. The importance of animal behavior and its integration into the practice of clinical veterinary medicine will be emphasized in the first half of the course. Topics include new pet owner counseling, puppy/kitten socialization classes, reducing stress transporting to and in the veterinary hospital, the behavior wellness appointment, behavior modifying tools and techniques, taking a behavioral history, differentiating medical and behavioral problems, and the clinical behavior consultation. Information on the diagnosis, treatment, and prevention of behavior problems in dogs and cats will be the focus in the second half of the course, with emphasis on differential diagnosis of behavior problems and behavioral pharmacology. Topics include canine and feline aggression, fear and anxiety related behavior problems, inappropriate elimination, disorders affecting cognition and compulsion, behavior in the shelter environment, environmental enrichment, avian and exotic behavior. We will briefly touch on horse behavior, normal and abnormal, and animal welfare. Client interaction and the question of behavior related euthanasia will also be discussed. This course includes 30 contact hours of veterinary small animal behavior lecture (total of 30, 50 minute lectures) plus an assigned projects.

Goals:
The main goal of this course is to provide foundational knowledge to the students of animal behavior that can be applied to cases seen in general practice.

Student Learning Objectives:

At the end of the course, the student will be able to:

- have basic knowledge of the principles of learning, normal canine and feline behavioral development, and body language
- institute a behavior program into clinical veterinary practice
- institute a low stress handling and environment in a veterinary practice setting
- counsel prospective puppy and kitten owners for problem prevention

- work up diagnostically the more common behavior problems in companion animals, and arrive at a list of differential diagnosis
- Choose appropriate behavior modification techniques to treat companion animal behavior problems, based on an understanding of the mechanisms underlying the behavior problem
- Based on the knowledge of pathophysiology and of the mechanisms of action of psychotropic drugs, choose an appropriate drug and dosing regimen for behavioral problems
- Interact efficiently and compassionately with owners of patients with a behavior problem, and discuss the issue of behavior problem related euthanasia
- Understand assessments, diagnosis, prevention, and treatment of behavioral problems in the shelter environment
- Have a basic knowledge of normal and abnormal behavior in avian, horses, and small exotic pets
- Basic understanding of general animal welfare

Required Textbook and Materials:
There are no required textbooks or materials although suggested readings are listed in the References section of this syllabus. The project will require access to a video device.

Resources:

Blackwell's Five-Minute Veterinary Consult: Canine & Feline Behavior *Horwitz and Neilson*
BSAVA Manual of Canine and Feline Behavioural Medicine *Horwitz, Heath, Mills*
Clinical Behavioral Medicine for Small Animals *Karen Overall*
Domestic Animal Behavior for Veterinarians and Animal Scientists (3rd edition) *Katherine Houpt*
Handbook of Behavior Problems of the Dog and Cat (3rd edition) *Landsberg, Hunthausen, Ackerman*
Low Stress Handling, Restraint, and Behavior Modification of Dogs & Cats *Sophia Yin*
Manual of Parrot Behavior *Andrew Luescher*
Veterinary Psychopharmacology *Crowell-Davis and Murray*
Behavior of Exotic Pets*Tynes*
Shelter Medicine *Miller ,Zawistowski*
The Behavior of the Horse *Fraser*
Applied Dog Behavior and Training. 3 Volumes *Steven Lindsay*
Puppy Start Right: Foundation Training for the Companion Dog*Martin*
Culture Clash *Jean Donaldson*
The Other End of The Leash *Patricia McConnell*
Decoding Your Dog *The American College of Veterinary Behaviorists*
Behavior Adjustment Training*Grisha Stewart*

Course Content and Outline:

1. Course Introduction and Student Introduction	1 hour
2. Learning Theory	1 hour
3. The Positive and Negative of Punishment	1 hour
4. Canine Domestication and Communication	1 hour
5. Feline Domestication and Communication	1 hour
6. The Importance of Behavior in the Companion Animal Practice	1 hour
7. Is the Cause Medical or Behavioral?	1 hour
8. Clicker and Reward Base Training	1 hour
9. Behavior Tools and Modifications	1 hour
10. Aggressive, Fearful Animals and Low Stress Handling in the Veterinary Hospital	1 hour
11. Nuisance Behaviors and House Training	1 hour
12. Puppy and Kitten Development and Classes	1 hour
13. Problem Solving and the Prevention of Behavioral Problems	1 hour
14. Behavioral Pharmacology	1 hour
15. Aggression and Introduction	1 hour
16. Is it Conflict Related Aggression?	1 hour
17. Possessive and Territorial Aggression	1 hour
18. Fear and Aggression in the Veterinary Hospital	1 hour
19. Aggression between Canines	1 hour
20. Fear, Phobias, and Anxiety Disorders in Dogs	1 hour
21. Compulsive Disorders in Dogs	1 hour
22. Cognitive Dysfunction	1 hour
23. Feline Aggression	1 hour
24. Feline Compulsive Disorder, Fear, and Anxiety	1 hour
25. Feline Inappropriate Elimination	1 hour
26. Behavior in the Shelter and Environmental Enrichment	1 hour
27. Pocket Pet and Rabbit Behavior	1 hour
28. Avian Behavior	1 hour
29. The Normal and Abnormal Horse	1 hour
30. Animal Welfare Basics	1 hour

Each lecture will be 1 contact hour for a total of 30 contact hours.

Assignments:

A project will be assigned. For this project, the student will use their understanding of learning theory to video record themselves clicker training their pet to learn a new behavior. Once completed, the video can be uploaded to a designated location or emailed/texted to me for upload. Be creative!

Grading of Project:

Completion of project:	20 points
Content of project (creativity, care, time, effort):	20 points
Total:	40 points

Assessment/Grading Policy:

Class Attendance and Participation	10 points
Project	40 points
Exam	50 points
Total Points	100 points

Grading:

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

Attendance:
Attendance is mandatory and participation is encouraged.

Exam:
100 question take home exam that will be given in week one and is due by the last class. This exam will be open book and group participation is allowed and encouraged. This exam format will include multiple choice questions, true/false, fill in the blank, and short answer. The Exam is due by 5:00 PM on the last day of class. No late exams will be accepted.

Project:
During the second week. Student will complete a project at home. For this project, students are asked to use clicker training the basic learning theory to train their pet at home (dog, cat, bird, horse, etc...) a new behavior. This training process needs to be filmed and uploaded to a secure designated location.

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

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: Agriculture & Life Sciences **Department:** School of Human Sciences

Contact Person: Kirk Swortzel **Mail Stop:** 9745 **E-mail:** kswortzel@ais.msstate.edu

Nature of Change: Modification **Date:** February 2014

Program will be offered at: Starkville (Campus 1)

Current Degree Program Name: Bachelor of Science **Effective Date:** Fall 2014

Major: Agricultural Information Science **Concentration:** Teaching and Agricultural Leadership

New Degree Program Name: Select One

Major: **Concentration:**

Summary of Proposed Changes:

Add PSS 1313 as an option for the General Education Science requirement; Add AIS 3013 and 4703 to major core for both concentrations; Delete AEC 3133 and PSS 1313 from major core for both concentrations; Delete ABE 1073 and PSS 4343 from Teaching concentration; delete GR 3113 from environmental science elective in teaching concentration; increase number of agriculture electives in both concentrations; Reduce free electives in both concentrations; Add AIS 3813 to Agricultural Leadership concentration; Delete EXL 1191 from Agricultural Leadership concentration

Michael C. Newman Department Head	2-26-14
Chair, College or School Curriculum Committee	3/25/14
Dean of College or School	For GH 3/26/14
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

☐ SACS Letter Sent

1. Catalog Description

Current Catalog Description

Agricultural Information Science (AIS) Curriculum

Agricultural Information Science is the science of assisting others to learn how to access, analyze, apply, and amend information to solve problems in agriculture. The curriculum is designed to prepare students to enter professions requiring extensive knowledge and skill in solving agricultural and agriculturally related problems. Students are prepared to meet agriculture industry's needs for individuals who can create, access, disseminate, apply, amend, and integrate information to solve problems in agriculture. Agricultural Information Science graduates may become involved in a variety of occupations in agricultural business and industry, education, production, extension, public relations, and others. The major requires 124 semester hours as shown in the catalog description. Students may choose to complete a concentration in either Teaching or Agricultural Leadership. These concentrations are achieved by completing a combination of *42* hours of specified courses and restricted electives as approved by an AIS advisor. Those students who would prefer an emphasis in communications will need to complete the Agricultural Leadership Concentration and complete their electives in communication, subject to advisor approval.

The Teaching Concentration is designed to provide skills for individuals seeking careers in production agriculture or secondary school education. The Agricultural Leadership Concentration is designed to provide skills for individuals seeking careers in business, industry, and extension.

Students desiring to receive certification to teach in secondary agriculture programs will need to complete certification requirements. The Agricultural Education 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.

Graduates will have knowledge of (1) agricultural and ecological information sciences; (2) principles of teaching and learning; (3) basic agricultural sciences; (4) theories and principles of human communication; *and (5) agricultural business principles.*

Graduates will be able to (1) plan and conduct education programs in classroom and community settings; (2) assess and prioritize the needs and goals of various audiences; (3) develop strategies to meet constituents' needs and accomplish goals; (4) assess the appropriateness of strategies and revise the strategies as needed; (5) communicate effectively orally and in writing to various audiences; and (6) access and analyze information.

In capstone courses, students produce and present reports that demonstrate the performance learning objectives. In addition to faculty assessment, external assessors from other departments and from typical clientele audiences observe presentations and provide feedback.

Field experience supervisors and co-curricular sponsors, along with student participants, provide feedback about the field experience using a form based on the learning objectives.

Proposed Catalog Description

Agricultural Information Science (AIS) Curriculum

Major Advisor (Teaching Concentration): Assistant Professor Gaea Hock
Office: (662) 325-7834

Major Advisor (Leadership Concentration): Assistant Professor Laura Lemons
Office: (662) 325-1804

Agricultural Information Science is the science of assisting others to learn how to access, analyze, apply, and amend information to solve problems in agriculture. The curriculum is designed to prepare students to enter professions requiring extensive knowledge and skill in solving agricultural and agriculturally related problems. Students are prepared to meet agriculture industry's needs for individuals who can create, access, disseminate, apply, amend, and integrate information to solve problems in agriculture. Agricultural Information Science graduates may become involved in a variety of occupations in agricultural business and industry, education, production, extension, public relations, and others. The major requires 124 semester hours as shown in the catalog description. Students may choose to complete a concentration in either Teaching or Agricultural Leadership. These concentrations are achieved by completing a combination of **45** hours of specified courses and restricted **agriculture** electives as approved by an AIS advisor. Those students who would prefer an emphasis in communications will need to complete the Agricultural Leadership Concentration and complete their electives in communication, subject to advisor approval.

The Teaching Concentration is designed to provide skills for individuals seeking careers in production agriculture or secondary school education. The Agricultural Leadership Concentration is designed to provide skills for individuals seeking careers in business, industry, communications, and extension.

Students desiring to receive certification to teach in secondary agriculture programs will need to complete certification requirements. The Agricultural Education 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.

Graduates will have knowledge of (1) agricultural and ecological information sciences; (2) principles of teaching and learning; (3) basic agricultural sciences; and (4) theories and principles of human communication.

Graduates will be able to (1) plan and conduct education programs in classroom and community settings; (2) assess and prioritize the needs and goals of various audiences; (3) develop strategies to meet constituents' needs and accomplish goals; (4) assess the appropriateness of strategies and revise the strategies as needed; (5) communicate effectively orally and in writing to various audiences; and (6) access and analyze information.

In capstone courses, students produce and present reports that demonstrate the performance learning objectives. In addition to faculty assessment, external assessors from other departments and from typical clientele audiences observe presentations and provide feedback.

Field experience supervisors and co-curricular sponsors, along with student participants, provide feedback about the field experience using a form based on the learning objectives.

DEGREE MODIFICATION OUTLINE FORM

Use the chart below to indicate your new degree outline. If any General Education (Core) course is acceptable in the category, please indicate by saying "any Gen Ed course". There is no need to type in the whole list. All deleted courses and information should be shown in *italics* and all new courses and information in **bold**. Include the course prefix, number, and title.

CURRENT Degree Description	PROPOSED Degree Description
Degree: BS Major: Agricultural Information Science Concentration: Teaching and Agricultural Leadership	Degree: BS Major: Agricultural Information Science Concentration: Teaching and Agricultural Leadership
Agricultural Information Science is the science of assisting others to learn how to access, analyze, apply, and amend information to solve problems in agriculture. The curriculum is designed to prepare students to enter professions requiring extensive knowledge and skill in solving agricultural and agriculturally related problems. Students are prepared to meet agriculture industry's needs for individuals who can create, access, disseminate, apply, amend, and integrate information to solve problems in agriculture. Agricultural Information Science graduates may become involved in a variety of occupations in agricultural business and industry, education, production, extension, public relations, and others. The major requires 124 semester hours as shown in the catalog description. Students may choose to complete a concentration in either Teaching or Agricultural Leadership. These concentrations are achieved by completing a combination of *42* hours of specified courses and restricted electives as approved by an AIS advisor. Those students who would prefer an emphasis in communications will need to complete the Agricultural Leadership Concentration and complete their electives in communication, subject to advisor approval. The Teaching Concentration is designed to provide skills for individuals seeking careers in production agriculture or secondary school education. The Agricultural Leadership Concentration is designed to provide skills for individuals seeking careers in business, industry, and extension.	Agricultural Information Science is the science of assisting others to learn how to access, analyze, apply, and amend information to solve problems in agriculture. The curriculum is designed to prepare students to enter professions requiring extensive knowledge and skill in solving agricultural and agriculturally related problems. Students are prepared to meet agriculture industry's needs for individuals who can create, access, disseminate, apply, amend, and integrate information to solve problems in agriculture. Agricultural Information Science graduates may become involved in a variety of occupations in agricultural business and industry, education, production, extension, public relations, and others. The major requires 124 semester hours as shown in the catalog description. Students may choose to complete a concentration in either Teaching or Agricultural Leadership. These concentrations are achieved by completing a combination of **45** hours of specified courses and restricted **agriculture** electives as approved by an AIS advisor. Those students who would prefer an emphasis in communications will need to complete the Agricultural Leadership Concentration and complete their electives in communication, subject to advisor approval. The Teaching Concentration is designed to provide skills for individuals seeking careers in production agriculture or secondary school education. The Agricultural Leadership Concentration is designed to provide skills for individuals seeking careers in business, industry, communications, and extension.

Students desiring to receive certification to teach in secondary agriculture programs will need to complete certification requirements. The Agricultural Education 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. Graduates will have knowledge of (1) agricultural and ecological information sciences; (2) principles of teaching and learning; (3) basic agricultural sciences; (4) theories and principles of human communication; *and (5) agricultural business principles.* Graduates will be able to (1) plan and conduct education programs in classroom and community settings; (2) assess and prioritize the needs and goals of various audiences; (3) develop strategies to meet constituents' needs and accomplish goals; (4) assess the appropriateness of strategies and revise the strategies as needed; (5) communicate effectively orally and in writing to various audiences; and (6) access and analyze information. In capstone courses, students produce and present reports that demonstrate the performance learning objectives. In addition to faculty assessment, external assessors from other departments and from typical clientele audiences observe presentations and provide feedback. Field experience supervisors and co-curricular sponsors, along with student participants, provide feedback about the field experience using a form based on the learning objectives.	Students desiring to receive certification to teach in secondary agriculture programs will need to complete certification requirements. The Agricultural Education 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. Graduates will have knowledge of (1) agricultural and ecological information sciences; (2) principles of teaching and learning; (3) basic agricultural sciences; and (4) theories and principles of human communication. Graduates will be able to (1) plan and conduct education programs in classroom and community settings; (2) assess and prioritize the needs and goals of various audiences; (3) develop strategies to meet constituents' needs and accomplish goals; (4) assess the appropriateness of strategies and revise the strategies as needed; (5) communicate effectively orally and in writing to various audiences; and (6) access and analyze information. In capstone courses, students produce and present reports that demonstrate the performance learning objectives. In addition to faculty assessment, external assessors from other departments and from typical clientele audiences observe presentations and provide feedback. Field experience supervisors and co-curricular sponsors, along with student participants, provide feedback about the field experience using a form based on the learning objectives.

CURRENT CURRICULUM OUTLINE	Required Hours	**PROPOSED CURRICULUM OUTLINE**	Required Hours
English (Ex: EN 1103 English Comp I): Any Gen Ed Course	6	English (Ex: EN 1103 English Comp I): Any Gen Ed Course	6

Fine Arts (General Education): Any Gen Ed Course	3	Fine Arts (General Education): Any Gen Ed Course	3
Natural Sciences (2 labs required from Gen Ed): BIO 1134 BIO 1144	8	Natural Sciences (2 labs required from Gen Ed): BIO 1134 BIO 1144 **or PSS 1313**	7
Extra Science (if appropriate) CH 1043 or CH 1053 or CH 1213	3	Extra Science (if appropriate) CH 1043 or CH 1053 or CH 1213	3
Math (General Education): MA 1313 MA 1323 or MA/ST 2113	6	Math (General Education): MA 1313 MA 1323 or MA/ST 2113	6
Humanities (General Education): Any Gen Ed Course	6	Humanities (General Education): Any Gen Ed Course	6
Social/Behavioral Sciences (Gen Ed): AEC 2713 or EC 2113 or EC 2123 PSY 1013	6	Social/Behavioral Sciences (Gen Ed): AEC 2713 or EC 2113 or EC 2123 PSY 1013	6
Major Core Courses *ADS 1114 – Animal Science* *AEC 3133 – Intro Agribusiness Management* AIS 2413 – Intro to AIS *AIS 3203 – Intro to Tech Writing* AIS 3333 – Professional Presentations *AIS 3803 – Leadership Development* AIS 4203 – App of Computer Info Systems AIS 4403 – Development of Youth Programs	36	Major Core Courses **ADS 1113 – Animal Science** **ADS 1121 – Animal Science Lab** AIS 2413 – Intro to AIS **AIS 3013 – Field Experience in AIS** **AIS 3203 – Prof Writing ANR Hum Sci** AIS 3333 – Professional Presentations **AIS 3803 – Foundations of Leadership in ALS** AIS 4203 – App of Computer Info Systems	36

AIS 4424 – Teaching Methods in Ag & Human Sciences *PSS 1313 – Plant Science* PSS 3301 – Soils Lab PSS 3303 – Soils		AIS 4403 – Development of Youth Programs AIS 4424 – Teaching Methods in Ag & Human Sciences **AIS 4703 – Experiential Learning Programs in Agriculture** PSS 3301 – Soils Lab PSS 3303 – Soils	
Concentration: Teaching AIS 4113 – Methods of Teaching Agriscience AIS 4873 – Professional Seminar in AIS AIS 4886 – Teaching Internship in AIS AIS 4896 – Teaching Internship in AIS *EDX 3213 – Psych & Ed Excep Child & Youth* *ABE 1073 – Ag Mechanics* *PSS 4343 – Controlled Environment Ag* Restricted Plant Science Elective (Select one course from the following: PSS 1113, 2343, 2423, 3133, 3923, 4103, 4123, 4133, 4613, FO 2113) Restricted Environmental Science Elective (Select one course from the following: *GR 3113, EDS 4990*, PSS 4333, ENS 2103) Restricted Animal Science Elective (Select one class from the following:	50	Concentration: Teaching AIS 4113 – Methods of Teaching Agriscience AIS 4873 – Professional Seminar in AIS AIS 4886 – Teaching Internship in AIS AIS 4896 – Teaching Internship in AIS **EDX 3213 – Individualizing Instruction for Exceptional Children** Restricted Plant Science Elective (Select one course from the following: PSS 1113, 2343, 2423, 3133, 3923, 4103, 4123, 4133, 4613, FO 2113) Restricted Environmental Science Elective (Select one course from the following: **FO 4513**, PSS 4333. ENS 2103) Restricted Animal Science Elective (Select one class from the following: ADS 2102, **2122**, 3142, 3213, 3223, 3312, 3314, *3812,* 4113, 4212, **4223**, 4232, **4323**, **4813**, PO 3313) **15-16 hours of agriculture electives**	51

ADS 2102, 3142, 3213, 3223, 3312, 3314, *3813*, 4113, 4212, *4222*, 4232, *4814*, PO 3313) *6-7 hours of agriculture electives* *8 hours free electives*		**6 hours free electives**	
Concentration: Leadership PHI 1123 – Introduction to Ethics or MGT 3823 – Socially Responsible Leadership MGT 3813 – Organizational Behavior or PSY 3623 – Social Psychology or PS 3103 – Political Leadership CO 1003 – Fundamentals of Public Speaking, CO 2213 – Small Group Communication or CO 3803 – Principles of Public Relations *EXL 1191 – Leadership Studies Internship* Agricultural Leadership Elective (3 hrs)(Choose one course from: AEC 4413, ENS 2103, PS 2703) AIS 3500 Internship (3 hours) 18 hours of advisor-approved focus area related to career objective (see advisor for suggested areas) *8* hours Agriculture, Business, Management, Marketing, or Communication electives *8* hours free electives	50	Concentration: Leadership PHI 1123 – Introduction to Ethics or MGT 3823 – Socially Responsible Leadership MGT 3813 – Organizational Behavior or PSY 3623 – Social Psychology or PS 3103 – Political Leadership CO 1003 – Fundamentals of Public Speaking, **or** CO 2213 – Small Group Communication or CO 3803 – Principles of Public Relations **AIS 3813 – Team Leadership in ALS** Agricultural Leadership Elective (3 hrs) (Choose one course from: AEC 4413, ENS 2103, PS 2703) AIS 3500 Internship (3 hrs) 18 hours of advisor-approved focus area related to career objective (see advisor for suggested areas) **9** hours Agriculture, Business, Management, Marketing, or Communication electives **6** hours free electives	51
Total Hours	124	Total Hours	124

3. **Justification and Learning Outcomes**

Since our curriculum was modified in 2012, additional courses have been modified, developed, or identified that would be appropriate for students in our teaching concentration to complete. The identification of these courses provides greater experiences and opportunities for our students.

In both concentrations, a Field Experience course has been added to have all undergraduate have practical, real-world experience in the field before completing a more detailed and required internship at the conclusion of their program. Furthermore, a course in Experiential Learning (AIS 4703) has been added to fill a void that has existed in the curriculum for some time. Both concentrations now also have more agriculture electives for students to complete toward degree requirements.

In the Agricultural Leadership Concentration, a new course in Team Leadership has been added to the curriculum that is an expansion of the Foundations of Leadership required. The biggest change in this concentration is the deletion of EXL 1191. While a required component of the university-wide leadership minor, the fact that our graduates have the words Agricultural Leadership concentration would indicate to potential employers that these students have the necessary background in leadership development. If students desire to complete the university-wide leadership minor, they will be advised to complete EXL 1191.

Graduates will have knowledge of (1) agricultural and ecological information sciences; (2) principles of teaching and learning; (3) basic agricultural sciences; and (4) theories and principles of human communication.

Graduates will be able to (1) plan and conduct education programs in classroom and community settings; (2) assess and prioritize the needs and goals of various audiences; (3) develop strategies to meet constituents' needs and accomplish goals; (4) assess the appropriateness of strategies and revise the strategies as needed; (5) communicate effectively orally and in writing to various audiences; and (6) access and analyze information.

4. **Support**

A letter of support from the School of Human Sciences Curriculum Committee is included with this proposal.

5. **Proposed 4-Letter Abbreviation**

AIS

6. **Effective Date**

Fall 2014

MISSISSIPPI STATE UNIVERSITY

School of Human Sciences

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

March 4, 2014

Dr. Michael Cox
Chair, CALS Curriculum Committee
Box 9555
Mississippi State, MS 39762

Dr. Michael Cox:

The School of Human Sciences Curriculum Committee has reviewed the proposal for the modification of the degree program in Agriculture Information Science, and we fully support the proposal. We believe this degree modification provides greater experiences for our students and better prepares them for careers post-graduation.

Sincerely,

Joe D. Wilmoth, Chair

Laura Downey, Member

Charles Freeman, Member

Julie Parker, Member

Tommy Phillips, Member

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

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: Agriculture & Life Sciences **Department:** Animal and Dairy Sciences

Contact Person: Jessica Graves **Mail Stop:** 9815 **E-mail:** jgraves@ads.msstate.edu

Nature of Change: Modification **Date Initiated:** 12/2013 **Effective Date:** 08/2014

Degree to be offered at: Starkville (Campus 1)

Current Degree Program Name: Bachelor of Science

Major: Animal and Dairy Sciences **Concentration:** Science/Veterinary Science
Dairy Science and Production
Equine Science and Production
Meat Animal Science and Production

New Degree Program Name: Bachelor of Science

Major: Animal and Dairy Sciences **Concentration:** Science/Veterinary Science
Business and Industry
Production Management

Summary of Proposed Changes:

- Modify catalog description to more accurately describe the program.
- Modify Major Core Courses and move courses currently listed as Major Core Courses down to Concentration Courses
- Updated/Modified courses included on the Evaluation, Production, and Science Elective lists.
- Delete 3 "species specific" concentrations: Dairy Science and Production, Equine Science and Production, and Meat Animal Science and Production.
- Add 2 new concentrations: Business and Industry & Production Management
- Updated 3 + 1 requirements for the College of Veterinary Medicine.
- Include "minor requirements" for ADS.

	Approved:	*Date:*
Department Head	John Blanton	December 18, 2013
Chair, College or School Curriculum Committee		2/26/2013
Dean of College or School	for GH	2/26/14
Chair, University Committee on Courses and Curricula		
Chair, Graduate Council (if applicable)		
Chair, Deans Council		

☐ IHL Action Required

☐ SACS Letter Sent

Degree Modification Proposal

1. CATALOG DESCRIPTION

See changes below

2. CURRICULUM OUTLINE

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: Bachelor of Science Major: Animal and Dairy Sciences Concentration: *Dairy Science and Production, Equine Science and Production, Meat Animal Science and Production, or* Science/Veterinary Science.	Degree: Bachelor of Science Major: Animal and Dairy Sciences Concentration: **Science/Veterinary Science, Business and Industry, or Production Management.**
The Animal and Dairy Sciences Curriculum is designed to give students essential instruction and practical experience in the science and business of animal agriculture. Courses provide training in the areas of breeding, nutrition, growth and development, reproductive and lactational physiology, marketing, management, evaluation, muscle foods and dairy products processing as related to livestock species. Students may pursue one of several concentrations such as: Science/Veterinary Science, Equine Science and Production, Meat Animal Science and Production, or Dairy Science and Production. Students pursuing admission to the College of Veterinary Medicine or the Graduate School should choose the Science/Veterinary Science concentration. The Science/Veterinary Science concentration allows students to take support courses in the sciences that will prepare the veterinary or graduate student for the professional programs in the CVM or Graduate School. Students interested in a career in animal production/management should choose Equine Science and Production, Meat Animal Science and Production, or Dairy Science and Production. *The Department's Bearden Dairy Research Center and the animal research units in the Leveck Animal Research Center provide students contact with modern techniques and practical experience to give insight to the technical problems associated with the animal and dairy industries.*	**Animal and Dairy Sciences is a multidisciplinary science that focuses on livestock and companion animal growth, health and safety, as well as food and fiber production. Professionals in the diverse fields of animal and dairy sciences strive to provide healthy and wholesome food as well as quality fiber products to support the growing population. Students in Animal and Dairy Sciences will learn about the newest technologies and experience progressive management strategies that will prepare them to be leaders in agriculture.** **Joining the Animal and Dairy Sciences will give students hands-on education and experience needed to be successful in areas such as breeding, feeding and nutrition, growth and development, reproductive and lactation physiology, biotechnology, marketing, management, and evaluation as it relates to livestock species. The curriculum is designed to provide students with academic and experiential learning while also allowing them flexibility to tailor their program by taking courses that best prepares and supports their professional goals. Students of the Animal and Dairy Sciences will be challenged to think critically and exercise knowledge of discipline content through scientific writing and presentation. Students pursing veterinary medicine or graduate studies will find the academic setting of the Animal and Dairy Sciences is an ideal fit.** **Concentrations:** **Science/Veterinary Science** **Business and Industry** **Production Management**

CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
English: EN 1103 English Comp I OR EN 1163 Accelerated English Comp I EN 1113 English Comp II OR EN 1173 Accelerated English Comp II	6	English: EN 1103 English Comp I OR EN 1163 Accelerated English Comp I EN 1113 English Comp II OR EN 1173 Accelerated English Comp II	6

Fine Arts (General Education): Choose from General Education courses	3	Fine Arts (General Education): **Any Gen Ed course**	3
Natural Sciences *See Major Core*	9	Natural Sciences ***See Concentration Requirements (as noted with asterisks)**	9
Math (General Education): MA 1323 Trigonometry ST 2113 Statistics	6	Math (General Education): MA 1323 Trigonometry ST 2113 Statistics	6
Humanities (General Education): Choose from General Education courses	6	Humanities (General Education): **Any Gen Ed course**	6
Social/Behavioral Sciences (Gen Ed): *Choose from General Education courses*	6	Social/Behavioral Sciences (Gen Ed): **AEC 2713 or EC 2113** **AND** **Any Gen Ed course**	6
Major Core Courses		Major Core Courses	38
Chemistry Sequence			
Choose one of the following:		**ADS 1111 Orientation to Animal Science**	**1**
CH 1043 Survey of Chemistry I &	*3*	**ADS 2111 Animal Science Career Planning**	**1**
CH 1053 Survey of Chemistry II &	*3*	**ADS 1113 Animal Science**	**3**
CH 1051 Experimental Chemistry	*1*	**ADS 1121 Animal Science Laboratory**	**1**
		VS 3014 Anatomy and Physiology	**4**
OR		PO 3103 Genetics I	3
		ADS 3314 Introduction to Meat Science	**4**
CH 1211 Investigations in Chemistry I &	*1*	**ADS 4114 Animal Nutrition**	**4**
CH 1213 Chemistry I &	*3*	**ADS 4213 Feeds and Feeding**	**3**
CH 1221 Investigations in Chemistry II &	*1*	ADS 4123 Animal Breeding	3
CH 1223 Chemistry II	*3*	ADS 4613 Physiology of Reproduction	3
		ADS 4611 Practices in Physiology of Reproduction	1
Organic Chemistry & Lab			
Choose one of the following:		**1 Plant and Soil Science Elective[1]**	**3**
CH 2503 Elementary Organic Chemistry &	*3*		
CH 2501 Elementary Organic Chemistry Lab	*1*	**ADS 4420 Animal and Dairy Science Internship**	**3**
		OR	
CH 4513 Organic Chemistry I &		**ADS 4440 Research Experience Practicum**	
CH 4511 Organic Chemistry Lab I	*3*	**OR**	
	1	**ADS 4520 Livestock Extension Experience**	
Biochemistry			
Choose one of the following:		**ADS 4221 Capstone in Animal and Dairy Sciences**	**1**
BCH 4013 Principles of Biochemistry	*3*		
BCH 4603 General Biochemistry	*3*	**[1]Plant and Soil Sciences Elective: PSS 1313 Plant Science, PSS 3133 Introduction to Weed Science, PSS 3303 Soils, PSS 4103 Forage and Pasture Crops, PSS 4123 Grain Crops.**	
Biology			
BIO 3304 General Microbiology	*4*		
BIO 1134 Biology I	*4*	**Writing Requirement:**	
BIO 1144 Biology II	*4*	**Satisfied by the successful completion of ADS 1113, ADS 2111, ADS 4213, ADS 4613, ADS 4221, and ADS 4420 or ADS 4440 or ADS 4520 and ONE of: ADS 2102, ADS 2122, ADS 3213, ADS 4212, or ADS 4623.**	
Animal & Dairy Science			
ADS 1114 Animal Science	*4*		
ADS 4115 Animal Nutrition	*5*		
ADS 4123 Animal Breeding	*3*	**Oral Communication Requirement:**	
ADS 4613 Physiology of Reproduction	*3*	**Satisfied by the successful completion of ADS 4613,**	
ADS 4611 Practices in Physiology of Reproduction	*1*		

ADS 4423 Animal and Dairy Science Internship *OR* *ADS 3312 Livestock Management Practices*	*3*	**and ADS 4420 or ADS 4440 and ADS 4520 and ONE of the following: ADS 2102, ADS 2122, ADS 2223, ADS 3812, ADS 4212, ADS 4412, ADS 4623, or ADS 4813.**	
ADS 4221 Animal and Dairy Sciences Senior Seminar	*2*	**Computer Literacy Requirement:** **Satisfied by the successful completion of ADS 1111, ADS 2111, ADS 4221, and ONE of the following: ADS 3312, ADS 4223, ADS 4813, or ADS 4523.**	
PO/GNS/BIO 3103 Genetics I	*1*		
Computer Literacy *Satisfied by ADS 1114, ADS 4123, and either ADS 3312 or ADS 4423*	3		
Concentration Courses *Science/ Veterinary Science*		Concentration Courses **Science/Veterinary Science**	**59**
		Chemistry Sequence	
ADS 3314 Introduction to Meat Science	*4*	***CH 1211 Investigations in Chemistry I &**	**1**
BIO 4413 Immunology	*3*	***CH 1213 Chemistry I &**	**3**
VS 3014 Anatomy and Physiology	*4*	***CH 1221 Investigations in Chemistry II &**	**1**
PH 1113 General Physics I	*3*	***CH 1223 Chemistry II**	**3**
ADS 4623 Physiology of Lactation	*3*		
		Organic Chemistry & Lab	**4**
*2 Production Electives**	*(5-8)*	**Choose one of the following:**	
*1 Evaluation Elective***	*2*	**CH 2503 Elementary Organic Chemistry &**	
*Science Electives- choose two courses****	*(3-4)*	**CH 2501 Elementary Organic Chemistry Lab**	
Free Electives	*(4-12)*	**OR**	
		CH 4513 Organic Chemistry I &	
Writing Requirement		**CH 4511 Organic Chemistry Lab I**	
Satisfied by successful completion of ADS 4613, ADS 4623 and one of the following: ADS 3213 Livestock Growth, Development and Evaluation			
		Biology	
		BIO 3304 General Microbiology	**4**
ADS 3223 Horse Management		***BIO 1134 Biology I**	**4**
ADS 4324 Beef Cattle Production		**BIO 1144 Biology II**	**4**
ADS 4814 Dairy Farm Management			
		Biochemistry	
		BCH 4013 Principles of Biochemistry	**3**
Oral Communication Requirement		**OR**	
CO 1003 Fundamentals of Public Speaking		**BCH 4603 General Biochemistry**	
		CO 1003 Fundamentals of Public Speaking	**3**
**Production electives: ADS 3223 Horse Management, ADS 4113 Swine Science, ADS 4222 Small Ruminant and Diversified Livestock Production, ADS 4324 Beef Cattle Production, ADS 4814 Dairy Farm Management, PO 4333 Broiler Production.*		**OR**	
		CO 1013 Introduction to Communication	
		1 Evaluation Elective[1]	**2-3**
		2 Production Elective[2]	**6-8**
*** Evaluation Electives: ADS 2101 Equine Conformation and Performance Evaluation, ADS 2122 Advanced Equine Evaluation, ADS 3142 Meats Judging I, ADS 3213 Livestock Growth, Development and Evaluation, ADS 3812 Dairy Cattle Appraisal, ADS 4212 Livestock Evaluation, ADS 4232 Advance Livestock Evaluation, FNH 2112 Food Products Evaluation.*		**Science Electives[3]**	**12**
		Free Electives	**6-9**
**** Science Electives: ADS 4333 Equine Exercise Physiology, BCH 4613 General Biochemistry, BIO 2103 Cell Biology, BIO 3104 Ecology, BIO 3113*		**[1] Evaluation Electives: ADS 2102 Equine Conformation and Performance Evaluation, ADS 2122 Advanced Equine Evaluation, ADS 3142 Meats Judging I, ADS 3213 Livestock Growth, Development & Evaluation, ADS 3812 Dairy Cattle Appraisal, ADS 4212 Livestock Evaluation, ADS 4232 Advanced Livestock Evaluation, FNH 2112 Food Products Evaluation.**	
		[2] Production Electives:	

Marine Biology, BIO 3303 Parasitology, BIO 3504 Comparative Anatomy and Physiology, BIO 3524 Biology of Vertebrates, BIO 4113 Evolution, BIO 4404 Environmental Microbiology, BIO 4414 Microbiology of Foods, BIO 4433 Principles of Virology, BIO 4503 Vertebrate Histology, CH 4521 Organic Chemistry Laboratory II and CH 4523 Organic Chemistry II, CVM 4513 Environmental Toxicology, CVM 4523 Basic Neuroscience, PH 1123 General Physics II, PO 4844 Avian Anatomy and Physiology.		**ADS 2223 Companion Animal, ADS 3223 Horse Management & ADS 3221 Practices in Horse Care and Management, ADS 4113 Swine Science & ADS 4111 Swine Production and Management Laboratory, ADS 4223 Goat and Sheep Production & ADS 4211 Goat and Sheep Production Laboratory, ADS 4323 Beef Cattle Science & ADS 4321 Beef Production Laboratory, ADS 4813 Dairy Farm Management & ADS 4811 Dairy Farm Management Laboratory, PO 4333 Broiler Production, PO 3313 Commercial Poultry Production.** **[3] Science Electives: ABE 3413 Bioinstrumentation, ABE 4263 Soil and Water Management, ABE 4423 Bioinstrumentation II, ADS 4623 Physiology of Lactation, ADS 4333 Equine Exercise Physiology, BCH 4414 Protein Methods, BCH 4613 General Biochemistry, BIO 2103 Cell Biology, BIO 3104 Ecology, BIO 3113 Marine Biology, BIO 3303 Parasitology, BIO 3504 Comparative Anatomy, BIO 3524 Biology of Vertebrates, BIO 4113 Evolution, BIO 4404 Environmental Microbiology, BIO 4405 Pathogenic Microbiology, BIO 4413 Immunology, BIO 4414 Microbiology of Foods, BIO 4433 Principles of Virology, BIO 4503 Vertebrate Histology, CH 4521 Organic Chemistry Laboratory II, CH 4523 Organic Chemistry II, CVM 4513 Environmental Toxicology, CVM 4523 Basic Neuroscience, EPP 4113 Principles of Plant Pathology, EPP 4154 General Entomology, FNH 2112 Food Products Evaluation, FNH 4114 Analysis of Food Products, FNH 4143 Dairy Foods Processing, FNH 4164 Quality Assurance of Food Products, FNH 4173 Food Packaging, FNH 4243 Composition and Chemical Reactions of Foods, FNH 4313 Advanced Science of Muscle Foods, FNH 4333 Food Law, FNH/PO 4514 Poultry Processing, FNH 4553 Current Issues in Food Science, FNH 4563 Food Products Evaluation, FNH 4583 Food Preservation Technology, FNH 4593 New Food Product Development, FNH 4313 Advanced Science of Muscle Foods, PH 1123 General Physics II, PH 1133 General Physics III, PH 2223 Physics II, PO 4844 Avian Anatomy and Physiology, PSS 4503 Plant Breeding, PSS 4555 Plant Growth and Development, VS 2033 Diseases of Poultry.**	
Total Hours	**124**	**Total Hours**	**124**
Concentration Courses *Meat Animal Science and Production* *ADS 3213 Livestock Growth, Development and Evaluation* *ADS 3314 Introduction to Meat Science* *PSS 4103 Forage and Pasture Crops* *ADS 4113 Swine Science* *ADS 4213 Livestock Nutrient Requirements and*	26-31	Concentration Courses **Business and Industry** **Inorganic Chemistry Sequence** **Choose one of the following:** **[*]CH 1043 Survey of Chemistry I &** **[*]CH 1053 Survey of Chemistry II &** **[*]CH 1051 Experimental Chemistry** **OR** **[*]CH 1211 Investigations in Chemistry I &**	**59** **7-8**

Formulation of Rations *ADS 4324 Beef Cattle Production* *ADS 4412 Managing Livestock Sales I* *1 Production Elective[1]* *1 Evaluation Elective[2]* *Business Electives[3]* *Approved courses listed below[4]* *Free electives* *Writing Requirement* *Satisfied by successful completion of ADS 3213, ADS 4213, ADS 4613, and one of: ADS 3223, ADS 4324 or ADS 4814* *Oral Communication Requirement* *Satisfied by successful completion of ADS 3213 and two of: ADS 2102, ADS 2122, ADS 4212, ADS 4221 or ADS 4232.* *[1]Production electives: ADS 3223 Horse Management, ADS 4113 Swine Science, ADS 4222 Small Ruminant and Diversified Livestock Production, ADS 4324 Beef Cattle Production, ADS 4814 Dairy Farm Management, PO 4333 Broiler Production.* *[2] Evaluation Electives: ADS 2101 Equine Conformation and Performance Evaluation, ADS 2122 Advanced Equine Evaluation, ADS 3142 Meats Judging I, ADS 3213 Livestock Growth, Development and Evaluation, ADS 3812 Dairy Cattle Appraisal, ADS 4212 Livestock Evaluation, ADS 4232 Advance Livestock Evaluation, FNH 2112 Food Products Evaluation.* *[3]These courses also count towards a Minor in Agribusiness* *[4]Choose from: AEC 2713, AEC 3133, AEC 3213, AEC 3233, AEC 3413, AEC 4123, ACC 2013, EC 2113, EC 2123 OR MGT 3114.*		***CH 1213 Chemistry I &** ***CH 1221 Investigations in Chemistry II &** ***CH 1223 Chemistry II** **Organic Chemistry & Lab** **Choose one of the following:** **CH 2503 Elementary Organic Chemistry &** **CH 2501 Elementary Organic Chemistry Lab** **OR** **CH 4513 Organic Chemistry I &** **CH 4511 Organic Chemistry Lab I** **Biology** ***BIO 1134 Biology I** **OR** ***BIO 1144 Biology II** **2 Evaluation Elective[1]** **2 Production Elective[2]** **4 Business Electives[3]** **General Ag Electives[4]** **Free Electives** **[1] Evaluation Electives:** **ADS 2102 Equine Conformation and Performance Evaluation, ADS 2122 Advanced Equine Evaluation, ADS 3142 Meats Judging I, ADS 3213 Livestock Growth, Development & Evaluation, ADS 3812 Dairy Cattle Appraisal, ADS 4212 Livestock Evaluation, ADS 4232 Advanced Livestock Evaluation, FNH 2112 Food Products Evaluation.** **[2] Production Electives:** **ADS 2223 Companion Animal, ADS 3223 Horse Management and ADS 3221 Practices in Horse Care and Management, ADS 4113 Swine Science & ADS 4111 Swine Production and Management Laboratory,** **ADS 4223 Goat and Sheep Production & ADS 4211 Goat and Sheep Production Laboratory, ADS 4323 Beef Cattle Science & ADS 4321 Beef Production Laboratory, ADS 4813 Dairy Farm Management & ADS 4811 Dairy Farm Management Laboratory, PO 4333 Broiler Production, PO 3313 Commercial Poultry Production.** **[3] Business Electives:** **ACC 2013 Principles of Financial Accounting, AEC 2713 Introduction to Food and Resource Economics, AEC 3113 Introduction to Quantitative Economics, AEC 3133 Introductory Agribusiness Management, AEC 3213 International Trade in Agriculture, AEC 3233 Introduction to Environmental Economics, AEC 3413 Introduction to Food Marketing, AEC 3513 Introduction of Food and Fiber Production, AEC 4123 Financial and Commodity Futures Marketing, AEC 4133 Analysis of Food Markets and Prices, AEC 4343 Advanced Farm Management, AEC 4413 Public Problems of**	**4** **4** **4-5** **6-8** **12** **12** **6-10**

		Agriculture, EC 2113 Principles of Macroeconomics, EC 2123 Principles of Microeconomics, EC 4323 International Economics, MGT 3114 Principles of Management and Production, MKT 3013 Principles of Marketing, MKT 4113 Personal Selling, MKT 4143 Sales Management, MKT 4213 Internet Marketing. [4] General Ag Electives: ABE 1073 Agriculture Mechanics, ABE 1863 Engineering Technology in Agriculture, ABE 1921 Introduction to Engineering Design, ABE 2873 Land Surveying, ABE 3413 Bioinstrumentation, ABE 4163 Machinery Management for Agro-Ecosystems, ABE 4263 Soil and Water Management, ABE 4383 Building Construction, ABE 4423 Bioinstrumentation II, ABE 4483 Introduction to Remote Sensing Technologies, ADS 1132 Introduction to Horsemanship, ADS 2101 Equine Conformation and Performance Evaluation, ADS 2122 Advanced Equine Evaluation, ADS 2212 Equine Behavior and Training, ADS 2223 Companion Animal , ADS 2312 Advanced Horsemanship, ADS 3142 Meats Judging I, ADS 3213 Livestock Growth, Development & Evaluation, ADS 3223 Horse Management, ADS 3233 Equine Assisted Therapy, ADS 3812 Dairy Cattle Appraisal, ADS 4112 Equine Reproduction, ADS 4113 Swine Science, ADS 4212 Livestock Evaluation ADS 4223 Goat and Sheep Production, ADS 4232 Advance Livestock Evaluation, ADS 4324 Beef Cattle Science, ADS 4433 Advanced Beef Cattle Production, ADS 4313 Advanced Science of Muscle Foods, ADS 4412 Managing Livestock Sales I, ADS 4813 Dairy Farm Management, ADS 4823 Advanced Dairy Farm Management, ADS 4623 Physiology of Lactation, ADS/FNH 4243 Composition and Chemical Reactions of Foods, AIS 3803 Leadership Development in Agriculture and Life Sciences, AIS 2413 Introduction to Agriculture Information Science, AIS 4103 Objectives and Procedures of Programs in Agricultural Information Science and Education, AIS 4403 Development of Youth Programs, AIS 4424 Teaching Methods in Agriculture and Human Sciences, EPP 2213 Introduction to Insects, FNH 1103 Introduction to Food Science, FNH 2112 Food Products Evaluation, FNH 4114 Analysis of Food Products, FNH 4143 Dairy Foods Processing, FNH 4164 Quality Assurance of Food Products, FNH 4173 Food Packaging, FNH 4313 Advanced Science of Muscle Foods, FNH 4333 Food Law, FNH/PO 4514 Poultry Processing, FNH 4553 Current Issues in Food Science, FNH 4563 Food Products Evaluation, FNH 4583 Food Preservation Technology, FNH 4593 New Food Product Development, PO 3313 Commercial Poultry Production, PO 4313 Management of Commercial Layers, PO 4323 Avian Reproduction, PO 4333 Broiler Production, PO 4413 Poultry Nutrition, PO	

		4423 Feed Manufacturing, PSS 1313 Plant Science, PSS 3133 Introduction to Weed Science, PSS 3303 Soils, PSS 4103 Forage and Pasture Crops, PSS 4123 Grain Crops.	
		Total Hours	**124**
Concentration Courses *Dairy Science and Production* *PSS 4103 Forage and Pasture Crops* *FNH 4164 Quality Assurance of Food Products* *ADS 3812 Dairy Cattle Appraisal* *ADS 4213 Livestock Nutrient Requirements and Formulation of Rations* *ADS 4412 Managing Livestock Sales I* *ADS 4623 Physiology of Lactation* *ADS 4814 Dairy Farm Management* *2 Production Electives*[1] *1 Evaluation Elective*[2] *Business Electives*[3] *Approved courses listed below*[4] *Free Electives* *Writing Requirement* *Satisfied by successful completion of ADS 4213, ADS 4613, and ADS 4814.* *Oral Communication Requirement* *Satisfied by successful completion of two: ADS 2102, ADS 2122, ADS 3213, ADS 4212, ADS 4221, or ADSA 4232.* [1]*Production electives: ADS 3223 Horse Management, ADS 4113 Swine Science, ADS 4222 Small Ruminant and Diversified Livestock Production, ADS 4324 Beef Cattle Production, ADS 4814 Dairy Farm Management, PO 4333 Broiler Production.* [2] *Evaluation Electives: ADS 2101 Equine Conformation and Performance Evaluation, ADS 2122 Advanced Equine Evaluation, ADS 3142 Meats Judging I, ADS 3213 Livestock Growth, Development and Evaluation, ADS 3812 Dairy Cattle Appraisal, ADS 4212 Livestock Evaluation, ADS 4232 Advance Livestock Evaluation, FNH 2112 Food Products Evaluation.* [3]*These courses also count towards a Minor in Agribusiness* [4]*Choose from: AEC 2713, AEC 3133, AEC 3213, AEC 3233, AEC 3413, AEC 4123, ACC 2013, EC 2113, EC 2123 OR MGT 3114.*		Concentration Courses **Production Management** **Inorganic Chemistry Sequence** **Choose one of the following:** ***CH 1043 Survey of Chemistry I &** ***CH 1053 Survey of Chemistry II &** ***CH 1051 Experimental Chemistry** **OR** ***CH 1211 Investigations in Chemistry I &** ***CH 1213 Chemistry I &** ***CH 1221 Investigations in Chemistry II &** ***CH 1223 Chemistry II** **Organic Chemistry & Lab** **Choose one of the following:** **CH 2503 Elementary Organic Chemistry &** **CH 2501 Elementary Organic Chemistry Lab** **OR** **CH 4513 Organic Chemistry I &** **CH 4511 Organic Chemistry Lab I** **Biology** ***BIO 1134 Biology I** **OR** ***BIO 1144 Biology II** **2 Evaluation Elective**[1] **4 Production Elective**[2] **2 Business Electives**[3] **General Ag Electives**[4] **Free Electives** **[1] Evaluation Electives:** **ADS 2102 Equine Conformation and Performance Evaluation, ADS 2122 Advanced Equine Evaluation, ADS 3142 Meats Judging I, ADS 3213 Livestock Growth, Development & Evaluation, ADS 3812 Dairy Cattle Appraisal, ADS 4212 Livestock Evaluation, ADS 4232 Advanced Livestock Evaluation, FNH 2112 Food Products Evaluation.** **[2] Production Electives:** **ADS 2223 Companion Animal, ADS 3223 Horse Management and ADS 3221 Practices in Horse Care and Management, ADS 4113 Swine Science & ADS 4111 Swine Production and Management Laboratory,** **ADS 4223 Goat and Sheep Production & ADS 4211 Goat and Sheep Production Laboratory, ADS 4323 Beef Cattle Science & ADS 4321 Beef Production Laboratory, ADS 4813 Dairy Farm Management &**	**59** **7-8** **4** **4** **4-5** **12-16** **6** **12** **4-10**

ADS 4811 Dairy Farm Management Laboratory, PO 4333 Broiler Production, PO 3313 Commercial Poultry Production.

[3] Business Electives:
ACC 2013 Principles of Financial Accounting, AEC 2713 Introduction to Food and Resource Economics, AEC 3113 Introduction to Quantitative Economics, AEC 3133 Introductory Agribusiness Management, AEC 3213 International Trade in Agriculture, AEC 3233 Introduction to Environmental Economics, AEC 3413 Introduction to Food Marketing, AEC 3513 Introduction of Food and Fiber Production, AEC 4123 Financial and Commodity Futures Marketing, AEC 4133 Analysis of Food Markets and Prices, AEC 4343 Advanced Farm Management, AEC 4413 Public Problems of Agriculture, EC 2113 Principles of Macroeconomics, EC 2123 Principles of Microeconomics, EC 4323 International Economics, MGT 3114 Principles of Management and Production, MKT 3013 Principles of Marketing, MKT 4113 Personal Selling, MKT 4143 Sales Management, MKT 4213 Internet Marketing.

[4] General Ag Electives:
ABE 1073 Agriculture Mechanics, ABE 1863 Engineering Technology in Agriculture, ABE 1921 Introduction to Engineering Design, ABE 2873 Land Surveying, ABE 3413 Bioinstrumentation, ABE 4163 Machinery Management for Agro-Ecosystems, ABE 4263 Soil and Water Management, ABE 4383 Building Construction, ABE 4423 Bioinstrumentation II, ABE 4483 Introduction to Remote Sensing Technologies, ADS 1132 Introduction to Horsemanship, ADS 2101 Equine Conformation and Performance Evaluation, ADS 2122 Advanced Equine Evaluation, ADS 2212 Equine Behavior and Training, ADS 2223 Companion Animal , ADS 2312 Advanced Horsemanship, ADS 3142 Meats Judging I, ADS 3213 Livestock Growth, Development & Evaluation, ADS 3223 Horse Management, ADS 3233 Equine Assisted Therapy, ADS 3812 Dairy Cattle Appraisal, ADS 4112 Equine Reproduction, ADS 4113 Swine Science, ADS 4212 Livestock Evaluation ADS 4223 Goat and Sheep Production, ADS 4232 Advance Livestock Evaluation, ADS 4324 Beef Cattle Science, ADS 4433 Advanced Beef Cattle Production, ADS 4313 Advanced Science of Muscle Foods, ADS 4412 Managing Livestock Sales I, ADS 4813 Dairy Farm Management, ADS 4823 Advanced Dairy Farm Management, ADS 4623 Physiology of Lactation, ADS/FNH 4243 Composition and Chemical Reactions of Foods, AIS 3803 Leadership Development in Agriculture and Life Sciences, AIS 2413 Introduction to Agriculture Information Science, AIS 4103 Objectives and Procedures of Programs in Agricultural Information Science and Education, AIS 4403

		Development of Youth Programs, AIS 4424 Teaching Methods in Agriculture and Human Sciences, EPP 2213 Introduction to Insects, FNH 1103 Introduction to Food Science, FNH 2112 Food Products Evaluation, FNH 4114 Analysis of Food Products, FNH 4143 Dairy Foods Processing, FNH 4164 Quality Assurance of Food Products, FNH 4173 Food Packaging, FNH 4313 Advanced Science of Muscle Foods, FNH 4333 Food Law, FNH/PO 4514 Poultry Processing, FNH 4553 Current Issues in Food Science, FNH 4563 Food Products Evaluation, FNH 4583 Food Preservation Technology, FNH 4593 New Food Product Development, PO 3313 Commercial Poultry Production, PO 4313 Management of Commercial Layers, PO 4323 Avian Reproduction, PO 4333 Broiler Production, PO 4413 Poultry Nutrition, PO 4423 Feed Manufacturing, PSS 1313 Plant Science, PSS 3133 Introduction to Weed Science, PSS 3303 Soils, PSS 4103 Forage and Pasture Crops, PSS 4123 Grain Crops.	
Concentration Courses *Equine Science and Production* *ADS 2102 Equine Conformation and Performance Evaluation* *ADS 3223 Horse Management* *ADS 3314 Introduction to Meat Science* *OR* *FNH 4164 Quality Assurance of Food Products* *ADS 4213 Livestock Nutrient Requirement and Formulation of Rations* *ADS 4412 Managing Livestock Sales I* *PSS 4103 Forage and Pasture Crops* *ADS 4333 Equine Exercise Physiology* *Horsemanship Elective* *Choose one of the following:* *ADS 1132 Introduction to Horsemanship* *ADS 2212 Equine Behavior and Training* *ADS 2312 Advanced Horsemanship* *ADS 3233 Equine Assisted Therapy* *2 Production Electives[1]* *1 Evaluation Elective[2]* *Business Electives[3]* *Approved courses listed below[4]* *Free Electives* *Writing Requirement* *Satisfied by successful completion of ADS 4213, ADS 4613, and ADS 3223.* *Oral Communication Requirement*	*28-31*	**ADS Minor Requirements** **The addition of this minor program will serve to complement other Bachelor of Science studies at Mississippi State University including but not limited to programs such as:** **•Biological Sciences** **•Food Science, Nutrition and Health Promotion** **•Human Sciences** **•Agricultural Economics** **•Biochemistry** **•Microbiology** **•Poultry Science** **•Agriculture Information Sciences** **•Plant and Soil Sciences** **•Wildlife and Fisheries** **A minor in Animal and Dairy Sciences would provide an opportunity for students to enhance their undergraduate training and build a platform that will set themselves above their peers upon graduation as they seek permanent employment in their respective industry.** **Course Requirements:** **ADS 1113 and ADS 1121 Animal Science** **Production Courses: 6-7 hours** **ADS 3223 Horse Management** **ADS 4113 Swine Science** **ADS 4223 Goat and Sheep Production** **ADS 3314 Introduction to Meat Science** **ADS 4323 Beef Cattle Science** **ADS 4813 Dairy Farm Management** **ADS 2223 Companion Animal** **Evaluation Course: Choose ONE**	

Satisfied by successful completion of: ADS 2102 and one of: ADS 2122, ADS 3213, ADS 4212, ADS 4221, or ADSA 4232. *[1]Production electives: ADS 3223 Horse Management, ADS 4113 Swine Science, ADS 4222 Small Ruminant and Diversified Livestock Production, ADS 4324 Beef Cattle Production, ADS 4814 Dairy Farm Management, PO 4333 Broiler Production.* *[2] Evaluation Electives: ADS 2101 Equine Conformation and Performance Evaluation, ADS 2122 Advanced Equine Evaluation, ADS 3142 Meats Judging I, ADS 3213 Livestock Growth, Development and Evaluation, ADS 3812 Dairy Cattle Appraisal, ADS 4212 Livestock Evaluation, ADS 4232 Advance Livestock Evaluation, FNH 2112 Food Products Evaluation.* *[3]These courses also count towards a Minor in Agribusiness* *[4]Choose from: AEC 2713, AEC 3133, AEC 3213, AEC 3233, AEC 3413, AEC 4123, ACC 2013, EC 2113, EC 2123 OR MGT 3114.*		**ADS 2102 Equine Conformation and Performance Evaluation** **ADS 2122 Advanced Equine Evaluation** **ADS 3142 Meats Judging I** **ADS 3213 Livestock Growth, Development and Evaluation** **ADS 3812 Dairy Cattle Appraisal** **ADS 4212 Livestock Evaluation** **ADS 4232 Advanced Livestock Evaluation** **Choose ONE of the following:** **ADS 4123 Animal Breeding** **ADS 4114 Animal Nutrition** **Choose ONE of the following:** **ADS 4613 Physiology of Reproduction** **ADS 4623 Physiology of Lactation** **Total credits: Minimum of 18 hours**	
Course requirements for Pre-Veterinary students (3 + 1 program) to obtain a B.S. degree in Animal and Dairy Sciences Because 1. the entrance requirements for the College of Veterinary Medicine satisfy a portion of the course requirements for the Animal and Dairy Sciences curriculum 2. a number of students are enrolled in Animal and Dairy Sciences while satisfying their pre-veterinary requirements and 3. an Animal and Dairy Sciences degree will be especially helpful to a practicing veterinarian, the following requirements for those electing to apply for a Bachelor of Science degree in Animal and Dairy Sciences after successfully completing the first year of Veterinary Medicine are listed. General Education Requirements 27 *Dept Core (excluding Seminar) 50-51* *Science/Veterinary Medicine Concentration (excl. Free Electives) 27-30* *To qualify for the Bachelor of Science degree in ADS, a student in the 3+1 program must complete the 3 years of above listed undergraduate course work (105-108 hours) and also successfully*		Course requirements for Pre-Veterinary students (3 + 1 program) to obtain a B.S. degree in Animal and Dairy Sciences Because 1. the entrance requirements for the College of Veterinary Medicine satisfy a portion of the course requirements for the Animal and Dairy Sciences curriculum 2. a number of students are enrolled in Animal and Dairy Sciences while satisfying their pre-veterinary requirements and 3. an Animal and Dairy Sciences degree will be especially helpful to a practicing veterinarian, the following requirements for those electing to apply for a Bachelor of Science degree in Animal and Dairy Sciences after successfully completing the first year of Veterinary Medicine are listed. General Education Requirements 27 **Dept Core 38** **Science/Vet. Science (excl. Free Electives) 50-53** **To qualify for the Bachelor of Science degree in ADS, a student in the 3+1 program must successfully complete the 3 years of above listed undergraduate course work (115-118 hours) and the first year of the Veterinary Medicine curriculum.**	

complete the first year of the Veterinary Medicine curriculum. *A minor is available in Animal and Dairy Sciences by completing a minimum of 17 hours of specified ADS courses. Requirements include an introductory course, an evaluation course, a physiology course, 5 to 7 hours of production courses and either a breeding course or a nutrition course. See an ADS advisor for a complete list of approved courses.*			

3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

The proposed curriculum modifications will allow students in the Department of Animal and Dairy Sciences to receive a education with more depth and breadth, specifically in the areas of Science/Pre-vet, Business and Industry, and Production Management, as it relates directly to the animal agriculture industries. Students will be challenged to think critically and learn skills that will aid in their ability to contribute to the animal science industries. Many (proposed) courses in the curriculum challenge students to become proficient in soft skills such as effective communication (written and oral), team building/collaboration, and critical thinking skills. The proposed changes will not only more readily prepare students for a career in the animal agriculture industries, but it will also prepare them for graduate and/or professional studies.

The purpose for the proposed changes is to allow more flexibility for students to tailor their academic program that most prepares them for long-term goals. This increased flexibility will also allow students to take courses outside the Department, which contributes to the breadth of his or her education. Comprehension of discipline material will be assessed through the administration of a comprehensive exam which covers information from "major courses" the Department deems important for student success.

Upon successful completion of a Bachelor of Science degree in Animal and Dairy Sciences, student should 1) have a comprehensive understanding of the animal and dairy sciences industries 2) have a more global perspective of the various sectors of production animal agriculture, and 3) have technical and discipline specific skills needed to successfully contribute to the animal and dairy science industries.

4. SUPPORT
Letters Attached

5. PROPOSED 4-LETTER ABBREVIATION
SCI (Science/Veterinary Science)
BSIN (Business and Industry)
PMGT (Production Management)

6. EFFECTIVE DATE
08/2014

APPROVAL FORM FOR

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Mail Stop 9638 (Freeman Hall-Room 102), Phone: 325-1922.

College: Ag & Life Sciences **Department:** Human Sciences

Contact Person: Charles Freeman **Mail Stop:** 9745 **E-mail:** cfreeman@humansci.msstate.edu

Nature of Change: Modify **Date Initiated:** 1/29/14 **Effective Date:** 8/18/14

Degree to be offered at: Campus 1

Current Degree Program Name:

Major: Human Sciences **Concentration:** Apparel, Textiles, and Merchandising

New Degree Program Name:

Major: Human Sciences **Concentration:** Fashion Design and Merchandising

Summary of Proposed Changes:

Change the name of the concentration to more accurately reflect updated courses and curriculum changes. Name change is similar in format and verbiage to other state supported institutions.

Approved:	*Date:*
Michael E. Newman Department Head	4-1-14
Chair, College or School Curriculum Committee	4-1-14
Dean of College/or School	4/1/14
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

☐ IHL Action Required

☐ SACS Letter Sent

1. CURRENT TITLE AND DESCRIPTION

Current:

The Human Sciences degree provides educational, research, and outreach programs related to the interaction of people with their environment. More importantly, the multidisciplinary areas within Human Sciences focus more on the basic human needs, such as food, shelter, clothing, human interaction and relationships, commerce and family life. In light of the current trends and anticipated changes, the mission of the Human Sciences degree is to prepare students and to conduct research and outreach activities to impact the social, health, and economic concerns facing individuals, families, and communities.

The following concentrations are offered in the School of Human Sciences: *Apparel, Textiles, and Merchandising (ATM)*; and Human Development and Family Studies (HDFS).

A minor in Human Sciences is available. Required are HS 2293, HS 2593, HS 3303, HS 3673, HS 4853. In addition, six credits are to be selected from HS 1533, HS 2203, HS 2283, HS 2603, HS 2613, HS 2813, HS 4193, HS 4313, HS 4333, HS 4403, and HS 4513.

Apparel, Textiles, and Merchandising (ATM) Concentration

This program is designed to provide students with an understanding of fashion and textile industries, consumer behavior, product development, business principles, and technology applications. Students concentrate in one of two areas: *Merchandising or Apparel Production and Design. Merchandising* combines an overview of the fashion industry, consumer behavior, product development, planning, buying business operations and entrepreneurship. *Apparel Production and Design* emphasizes the total design and production process from inception to finished product and its ultimate sale to the consumer. Specialized labs and industry software provide students with extensive hands-on experience in the latest design, product development, and fashion retailing technology applications.

2. PROPOSED TITLE AND DESCRIPTION

The Human Sciences degree provides educational, research, and outreach programs related to the interaction of people with their environment. More importantly, the multidisciplinary areas within Human Sciences focus more on the basic human needs, such as food, shelter, clothing, human interaction and relationships, commerce and family life. In light of the current trends and anticipated changes, the mission of the Human Sciences degree is to prepare students and to conduct research and outreach activities to impact the social, health, and economic concerns facing individuals, families, and communities.

The following concentrations are offered in the School of Human Sciences: **Fashion Design and Merchandising (FDM)** and Human Development and Family Studies (HDFS).

A minor in Human Sciences is available. Required are HS 2293, HS 2593, HS 3303, HS 3673, HS 4853. In addition, six credits are to be selected from HS1533, HS 2203, HS 2283, HS 2603, HS 2613, HS 2813, HS 4193, HS 4313, HS 4333, HS 4403, and HS 4513.

Fashion Design and Merchandising (FDM)

This program is designed to provide students with an understanding of fashion and textile industries, consumer behavior, product development, business principles, and technology applications. Students concentrate in one of two areas: **Fashion Merchandising or Fashion Design. Fashion Merchandising** combines an overview of the fashion industry, consumer behavior, product development, planning, buying, business operations and entrepreneurship. **Fashion Design** emphasizes the total design and production process from inception to finished product and its ultimate sale to the consumer. Specialized labs and industry software provide

students with extensive hands-on experience in the latest design, product development, and fashion retailing technology applications. A grade of "C" or better is required for all major courses (Human Sciences courses).

3. Degree Modification Curriculum 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: Bachelor of Science Major: Human Sciences Concentration: *Apparel, Textiles, and Merchandising (ATM)*	Degree: Bachelor of Science Major: Human Sciences Concentration: **Fashion Design and Merchandising (FDM)**
The Human Sciences degree provides educational, research, and outreach programs related to the interaction of people with their environment. More importantly, the multidisciplinary areas within Human Sciences focus more on the basic human needs, such as food, shelter, clothing, human interaction and relationships, commerce and family life. In light of the current trends and anticipated changes, the mission of the Human Sciences degree is to prepare students and to conduct research and outreach activities to impact the social, health, and economic concerns facing individuals, families, and communities. The following concentrations are offered in the School of Human Sciences: *Apparel, Textiles, and Merchandising (ATM)*; and Human Development and Family Studies (HDFS). A minor in Human Sciences is available. Required are HS 2293, HS 2593, HS 3303, HS 3673, HS 4853. In addition, six credits are to be selected from HS 1533, HS 2203, HS 2283, HS 2603, HS 2613, HS 2813, HS 4193, HS 4313, HS 4333, HS 4403, and HS 4513.	The Human Sciences degree provides educational, research, and outreach programs related to the interaction of people with their environment. More importantly, the multidisciplinary areas within Human Sciences focus more on the basic human needs, such as food, shelter, clothing, human interaction and relationships, commerce and family life. In light of the current trends and anticipated changes, the mission of the Human Sciences degree is to prepare students and to conduct research and outreach activities to impact the social, health, and economic concerns facing individuals, families, and communities. The following concentrations are offered in the School of Human Sciences: **Fashion Design and Merchandising**; and Human Development and Family Studies (HDFS). A minor in Human Sciences is available. Required are HS 2293, HS 2593, HS 3303, HS 3673, HS 4853. In addition, six credits are to be selected from HS 1533, HS 2203, HS 2283, HS 2603, HS 2613, HS 2813, HS 4193, HS 4313, HS 4333, HS 4403, and HS 4513.
Apparel, Textiles, and Merchandising (ATM) Concentration This program is designed to provide students with an understanding of fashion and textile industries, consumer behavior, product development, business principles, and technology applications. Students select an option in one of two areas: *Merchandising or Apparel Production and Design. Merchandising* combines an overview of the fashion industry, consumer behavior, product development, planning, buying business operations	**Fashion Design and Merchandising Concentration** This program is designed to provide students with an understanding of fashion and textile industries, consumer behavior, product development, business principles, and technology applications. Students concentrate in one of two areas: **Fashion Merchandising or Fashion Design. Fashion Merchandising** combines an overview of the fashion industry, consumer behavior, product development, planning, buying, business

and entrepreneurship. *Apparel Production and Design* emphasizes the total design and production process from inception to finished product and its ultimate sale to the consumer. Specialized labs and industry software provide students with extensive hands-on experience in the latest design, product development, and fashion retailing technology applications. A grade of "C" or better is required for all major courses (Human Sciences courses).		operations and entrepreneurship. **Fashion Design** emphasizes the total design and production process from inception to finished product and its ultimate sale to the consumer. Specialized labs and industry software provide students with extensive hands-on experience in the latest design, product development, and fashion retailing technology applications. A grade of "C" or better is required for all major courses (Human Sciences courses).	
CURRENT CURRICULUM OUTLINE	Required Hours	**PROPOSED CURRICULUM OUTLINE**	Required Hours
English (Ex: EN 1103 English Comp I): EN 1103 English Comp I EN 1113 English Comp II	6	English (Ex: EN 1103 English Comp I): EN 1103 English Comp I EN 1113 English Comp II	6
Fine Arts (General Education): Any Gen Ed course	3	Fine Arts (General Education): Any Gen Ed course	3
Natural Sciences (2 labs required from Gen Ed): Any Gen Ed course (2 lab requirement)	6-8	Natural Sciences (2 labs required from Gen Ed): Any Gen Ed course (2 lab requirement)	6-8
Extra Science (if appropriate) CH 1043 Survey of Chemistry I	3	Extra Science (if appropriate) CH 1043 Survey of Chemistry I	3
Math (General Education): MA 1313 BQA 2113 Business Statistics OR ST 2113 Intro to Stats	6-9	Math (General Education): MA 1313 BQA 2113 Business Statistics OR ST 2113 Intro to Stats	6-9
Humanities (General Education): 3 hours Foreign Lang 3 hours Gen Ed course	6	Humanities (General Education): 3 hours Foreign Lang 3 hours Gen Ed course	6
Social/Behavioral Sciences (Gen Ed): PSY 1013 General Psychology EC 2113 Principles of Macroeconomics	6	Social/Behavioral Sciences (Gen Ed): PSY 1013 General Psychology EC 2113 Principles of Macroeconomics	6
	9		9
Concentration Courses EC 2113 Principles of Microeconomics HS 1533 Apparel Design I HS 1523 Visual Design in Dress HS 1701 Survey of Human Sciences HS 2553 Fashion Merchandising HS 3593 Merchandising & Promotion Strategies HS 2593 Product Development II HS 3553 Fashion Retailing HS 2524 Textiles for Apparel (4)	79	Concentration Courses EC 2113 Principles of Microeconomics HS 1533 Apparel Design I HS 1523 Visual Design in Dress HS 1701 Survey of Human Sciences HS 2553 Fashion Merchandising HS 3593 Merchandising & Promotion Strategies HS 2593 Product Development II HS 3553 Fashion Retailing HS 2524 Textiles for Apparel (4) HS 3573 Historic Costume	79

HS 3573 Historic Costume HS 3563 Visual Merchandising HS 4513 Social-Psych Aspects of Clothing HS 4701 Internship Placement Seminar (1) HS 4702 Human Sciences Senior Seminar HS 4711 Apparel, Textiles, and Merchandising Portfolio (1) HS 1711 Professional Protocol (1) HS 4763 Apparel, Textiles & Merch. Internship (6)* Oral Communication Requirement HS 4424 Teaching Methods in Ag and HS (4) Writing Requirement See Advisor for approved courses Computer Literacy HS 2123 Product Development I *Two 3 credit hour internships are required. Apparel Production and Design Area HS 4343 Apparel Design II HS 4733 Computer-Aided Design for Human Sciences Restricted Electives – Choose 26 credit hours from below list: ACC 2013 Principles of Financial Accounting ACC 2023 Principles of Managerial Accounting ART 1123 Design I ART 1213 Drawing I BL 2413 The Legal Environment of Business HS 2293 Individual and Family Nutrition HS 3303 Consumer Economics HS 4533 Merch. Planning and Buying HS 4583 Entrepreneurship for Human Sciences HS 4593 Creative Design Techniques HS 4710 Study Tour HS 4853 The Family: An Ecological		HS 3563 Visual Merchandising HS 4513 Social-Psych Aspects of Clothing HS 4701 Internship Placement Seminar (1) HS 4702 Human Sciences Senior Seminar HS 4711 Apparel, Textiles, and Merchandising Portfolio (1) HS 1711 Professional Protocol (1) HS 4763 Apparel, Textiles & Merch. Internship (6)* Oral Communication Requirement HS 4424 Teaching Methods in Ag and HS (4) Writing Requirement See Advisor for approved courses Computer Literacy HS 2123 Product Development I *Two 3 credit hour internships are required. Apparel Production and Design Area HS 4343 Apparel Design II HS 4733 Computer-Aided Design for Human Sciences Restricted Electives – Choose 26 credit hours from below list: ACC 2013 Principles of Financial Accounting ACC 2023 Principles of Managerial Accounting ART 1123 Design I ART 1213 Drawing I BL 2413 The Legal Environment of Business HS 2293 Individual and Family Nutrition HS 3303 Consumer Economics HS 4533 Merch. Planning and Buying HS 4583 Entrepreneurship for Human Sciences HS 4593 Creative Design Techniques HS 4710 Study Tour HS 4853 The Family: An Ecological Perspective	

Perspective MGT 3114 Principles of Management and Prod MKT 3013 Principles of Marketing Merchandising Area HS 4533 Merch. Planning and Buying Restricted Electives – Choose 29 credit hours from below list: ACC 2013 Principles of Financial Accounting ACC 2023 Principles of Managerial Accounting BL 2413 The Legal Environment of Business FIN 3123 Financial Mgt. HS 2293 Individual and Family Nutrition HS 3303 Consumer Economics HS 4583 Entrepreneurship for Human Sciences HS 4593 Creative Design Techniques HS 4710 Study Tour HS 4733 Computer-Aided Design for Human Sciences HS 4853 The Family: An Ecological Perspective IB 3913 Prin of International Business MGT 3114 Principles of Management and Prod MGT 3513 Intro to Human Resource MKT 3013 Principles of Marketing MKT 3213 Retailing MKT 3933 International Marketing MKT 4113 Personal Selling MKT 4123 Advertising MKT 4143 Sales Management MKT 4213 Internet Marketing MKT 4413 Consumer Behavior MKT 4533 Marketing Research MKT 4613 Services Marketing PHI 3013 Business Ethics		MGT 3114 Principles of Management and Prod MKT 3013 Principles of Marketing Merchandising Area HS 4533 Merch. Planning and Buying Restricted Electives – Choose 29 credit hours from below list: ACC 2013 Principles of Financial Accounting ACC 2023 Principles of Managerial Accounting BL 2413 The Legal Environment of Business FIN 3123 Financial Mgt. HS 2293 Individual and Family Nutrition HS 3303 Consumer Economics HS 4583 Entrepreneurship for Human Sciences HS 4593 Creative Design Techniques HS 4710 Study Tour HS 4733 Computer-Aided Design for Human Sciences HS 4853 The Family: An Ecological Perspective IB 3913 Prin of International Business MGT 3114 Principles of Management and Prod MGT 3513 Intro to Human Resource MKT 3013 Principles of Marketing MKT 3213 Retailing MKT 3933 International Marketing MKT 4113 Personal Selling MKT 4123 Advertising MKT 4143 Sales Management MKT 4213 Internet Marketing MKT 4413 Consumer Behavior MKT 4533 Marketing Research MKT 4613 Services Marketing PHI 3013 Business Ethics	
Total Hours	124	Total Hours	124

4. **JUSTIFICATION**

The requested modification to the concentration name of the current Apparel, Textiles, and Merchandising curriculum will provide a more accurate representation of the focus of the concentration and the types of careers available to graduating students. By changing the

concentration to Fashion Design and Merchandising, the concentration designation reflects the modifications made to numerous courses and curriculum effective in Fall 2013. The proposed change in no way affects the content of the curriculum or the placement of the concentration within the School of Human Sciences. This change follows similar programs in state-supported institutions, such as Iowa State (Apparel Design and Merchandising), Kent State University (Fashion Design and Merchandising), and Missouri State University (Fashion Merchandising and Design). In addition to modifying the concentration name based on course and curriculum updates, the new designation increases visibility of the program across the state and stands out as the only fashion design and fashion merchandising program offered at any state institution in Mississippi.

5. RELATION TO EXISTING CURRICULA

The proposed name modification is not anticipated to affect any outside programs at MSU but does update the program to better reflect designations at similar state-supported institutions. In addition to those listed above, the University of Cincinnati, Oregon State University, Baylor University, Texas Woman's University, and West Virginia University utilize a similar designation for their respective programs. Currently, MSU offers the only concentration in the state with a specialization in fashion design and/or merchandising. Therefore increasing the visibility of the program name will assist in promoting not only this specific program but also MSU as a whole. The designation of *fashion* provides differentiation from programs in the College of Architecture, Art, and Design and the College of Business.

6. PROPOSED FOUR LETTER ABBREVIATION

FDM.

7. EFFECTIVE DATE

Fall 2014

8. C.I.P.

No Change.

MISSISSIPPI STATE UNIVERSITY

School of Human Sciences

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

March 4, 2014

Dr. Michael Cox
Chair, CALS Curriculum Committee
Box 9555
Mississippi State, MS 39762

Dr. Michael Cox:

The School of Human Sciences Curriculum Committee has reviewed the proposal for the modification of the Apparel, Textiles, and Merchandising concentration, and we fully support the proposal. We believe this modification will help our ATM faculty increase the visibility and recognition of the concentration. In addition, the change will positively affect new students searching for the concentration.

Sincerely,

Joe D. Wilmoth, Chair

Laura Downey, Member

Charles Freeman, Member

Julie Parker, Member

Tommy Phillips, Member

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

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: Agriculture & Life Sciences **Department:** School of Human Sciences

Contact Person: Kirk Swortzel **Mail Stop:** 9745 **E-mail:** kswortzel@ais.msstate.edu

Nature of Change: Modification **Date:** February 2014

Program will be offered at: Starkville (Campus 1)

Current Degree Program Name: Master of Science **Effective Date:** Fall 2014

Major: Agricultural and Extension Educ **Concentration:** Teaching and Leadership

New Degree Program Name: Select One

Major: **Concentration:**

Summary of Proposed Changes:

Change minimum degree requirements from 30 to 31 hours (leadership); to 34 hours (teaching).
Require AIS 8801 for all students in all concentrations (new for Teaching Concentration)
Require either AIS 8000 or 8100 (6 hrs) for all students in all concentrations
Require AIS 6703 for teaching concentration students
Require AIS 8603 and 8613 in place of 8606 for teaching concentration students
Reduce electives from 14 to 9 hours in leadership concentration, eliminate electives in teaching concentration

Michael E. Newman Department Head	2-26-14
Chair, College or School Curriculum Committee	3-31-14
Dean of College or School	For GH 4/1/14
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

☐ SACS Letter Sent

1. Catalog Description

Current Catalog Description

M.S. Program of Study/Completion Requirements

A minimum of 30 hours of coursework in a planned program of study must be completed for the M.S. degree. A minimum of *one-half the total* credit hours on the program of study must be at the 8000 level. *Students wishing to complete a thesis must take at least 6 credit hours of research/thesis (6 of these credit hours substitute for coursework hours) and an approved statistics course.*

The required courses for the leadership concentration are: AIS 8803 or AIS 8703, AIS 8403, AIS 8503, AIS 8413, AIS 8801, and AIS 8263 or AIS 8203. The remaining courses in the leadership concentration may be a combination of approved electives or those to comprise a minor. A faculty member from the minor area should also be a member of the student's graduate committee.

Depending on the courses taken at the undergraduate level, a student in the teaching emphasis may be required to take 3-6 additional hours of prerequisite coursework. Specific course requirements for the teaching concentration are EPY 6033 or AIS 8693, EDX 8173, AIS 8503, AIS 8403, AIS 6113, AIS 6403, and AIS 8606. *Faculty in Agricultural Information Science and Education must approve substitutions for any of the above courses. A student must have earned at least a 3.00 GPA on coursework taken on the program to be eligible to student teach.* An Application for Admission to Student Teaching form must be submitted to the Director of Clinical/Field Based Instruction one semester prior to student teaching. The student must submit the minimum Praxis II - Principles of Learning and Teaching: Grades 7-12 (PLT) score as required by the Mississippi State University College of Education to meet graduation requirements and to the Mississippi Department of Education to obtain licensure. To be eligible for graduation, students must also have a 3.00 GPA after *admission to the program.*

To secure a Mississippi educator's license, the student must request that ETS send a copy of his or her score on the Principles of Learning and Teaching (PLT) to Mississippi State University (Code R1480) or to MSU Meridian (Code R3336). It is imperative that the student retains the originals of test scores in a safe place.

In accordance with statutory provisions, the Mississippi Department of Education, Jackson, Mississippi, has adopted the rules and regulations on issuing and renewing teaching licenses, which are set forth in *Guidelines for Mississippi Educator Licensure,* July 1999. The licensure program is applicable to all teacher licenses. Satisfactory completion of any teaching curriculum offered by the College of Education will enable the graduate to apply for teaching licensure in Mississippi, but this institution can neither waive any licensure requirements nor authorize substitutions for mandatory courses. Mississippi State University has submitted and received approval for its programs. Consequently, a student who plans to transfer from another university or college to the College of Education should consult with the Director of Clinical/Field-Based instruction or an advisor in the College of Education to ascertain the general education, professional educational, and specialized education courses which must be completed to obtain a teaching license in the field or fields of his or her choice. Since teacher licenses are issued by the Mississippi Department of Education only, and not by the teacher education institutions, applications for licensure and original test scores must be filed with the Mississippi Department of Education by the applicant. Information concerning teacher licensure can be obtained from the Office of Clinical/Field-Based Instruction.

A student who chooses to complete a thesis must pass a final thesis defense and submit the thesis to complete degree requirements. A written or oral final comprehensive examination is required for a student who does not complete a thesis.

Proposed Catalog Description

M.S. Program of Study/Completion Requirements

A minimum of **31** hours of coursework in a planned program of study must be completed for the M.S. degree. A minimum of **12** credit hours of course work on the program of study must be at the 8000 level. **All students must either complete a thesis (AIS 8000) or a creative component (AIS 8100) for a minimum of 6 credit hours to meet degree requirements. Students completing a thesis will also be expected to complete AIS 8803 and an approved statistics course beyond the minimum degree requirements.**

The required courses for the leadership concentration are: AIS 8403, AIS 8503, AIS 8801, AIS 8203 or AIS 8263, AIS 8413, AIS 8703 or AIS 8803, and **either AIS 8000 or AIS 8100 (minimum of 6 credit hours)**. The remaining courses in the leadership concentration may be a combination of approved electives or those **courses** to comprise a minor. A faculty member from the minor area should also be a member of the student's graduate committee.

Students in the AEE Teaching Concentration are required to complete a minimum of 34 hours of coursework. The required courses for the teaching concentration are AIS 8403, AIS 8503, **AIS 8801**, AIS 6113, EPY 6033 or AIS 8693, AIS 6403, A**IS 6703,** EDX 8173, **AIS 8603, AIS 8613, and either AIS 8000 or AIS 8100 (minimum of 6 credit hours). Depending on the student's undergraduate major, the student may be required to complete undergraduate coursework to meet deficiencies required for teacher licensure. Furthermore,** a student must have earned at least a 3.00 GPA on coursework taken in the program to be eligible to **enroll in AIS 8603 and AIS 8613 (teaching internship).** An Application for Admission to Student Teaching form must be submitted to the Director of Clinical/Field Based Instruction one semester prior to student teaching. The student must submit the minimum Praxis II - Principles of Learning and Teaching: Grades 7-12 (PLT) score as required by the Mississippi State University College of Education to meet graduation requirements and to the Mississippi Department of Education to obtain licensure. To be eligible for graduation, students must have a 3.00 GPA after **completion of all coursework and internships.**

To secure a Mississippi educator's license, the student must request that ETS send a copy of his or her score on the Principles of Learning and Teaching (PLT) to Mississippi State University (Code R1480) or to MSU Meridian (Code R3336). It is imperative that the student retains the originals of test scores in a safe place.

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licenses are issued by the Mississippi Department of Education only, and not by the teacher education institutions, applications for licensure and original test scores must be filed with the Mississippi Department of Education by the applicant. Information concerning teacher licensure can be obtained from the Office of Clinical/Field-Based Instruction **and Outreach**.

A student who chooses to complete a thesis must pass a final thesis defense and submit the thesis to complete degree requirements. **A student who chooses to complete a creative component must pass the final defense of the creative component and complete an oral comprehensive examination over all course work completed.**

2. Curriculum Outline

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: Agricultural and Extension Education Concentrations:	Degree: Master of Science Major: Agricultural and Extension Education Concentrations: Teaching and Leadership
A minimum of 30 hours of coursework in a planned program of study must be completed for the M.S. degree. A minimum of *one-half the total* credit hours on the program of study must be at the 8000 level. *Students wishing to complete a thesis must take at least 6 credit hours of research/thesis (6 of these credit hours substitute for coursework hours) and an approved statistics course.* The required courses for the leadership concentration are: AIS 8803 or AIS 8703, AIS 8403, AIS 8503, AIS 8413, AIS 8801, and AIS 8263 or AIS 8203. The remaining courses in the leadership concentration may be a combination of approved electives or those to comprise a minor. A faculty member from the minor area should also be a member of the student's graduate committee. *Depending on the courses taken at the undergraduate level, a student in the teaching emphasis may be required to take 3-6 additional hours of prerequisite coursework. Specific course requirements for* the teaching concentration are EPY 6033 or AIS 8693, EDX 8173, AIS 8503, AIS 8403, AIS 6113, AIS 6403, and AIS 8606. *Faculty in Agricultural Information Science and Education must approve substitutions for any of the above courses. A student must have*	A minimum of **31** hours of coursework in a planned program of study must be completed for the M.S. degree. A minimum of **12** credit hours of course work on the program of study must be at the 8000 level. **All students must either complete a thesis (AIS 8000) or a creative component (AIS 8100) for a minimum of 6 credit hours to meet degree requirements. Students completing a thesis will also be expected to complete AIS 8803 and an approved statistics course beyond the minimum degree requirements.** The required courses for the leadership concentration are: AIS 8803 or AIS 8703, AIS 8403, AIS 8503, AIS 8413, AIS 8801, AIS 8263 or AIS 8203, and **either AIS 8000 or AIS 8100 (minimum of 6 credit hours)**. The remaining courses in the leadership concentration may be a combination of approved electives or those **courses** to comprise a minor. A faculty member from the minor area should also be a member of the student's graduate committee. **Students in the AEE Teaching Concentration are required to complete a minimum of 34 hours of coursework. The required courses for** the teaching concentration are EPY 6033 or AIS 8693, EDX 8173, AIS 8503, AIS 8403, AIS 6113, AIS 6403, **AIS 6703, AIS 8801, AIS 8603, AIS 8613, and either AIS 8000 or AIS 8100 (minimum**

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CURRENT CURRICULUM OUTLINE	Required Hours	**PROPOSED CURRICULUM OUTLINE**	Required Hours
College Required Courses		College Required Courses	
Major Required Courses		Major Required Courses	
AIS 8403 – Directing Learning Experiences	3	AIS 8403 – Directing Learning Experiences	3
AIS 8503 – Program Planning	3	AIS 8503 – Program Planning	3
		AIS 8801 – Graduate Seminar	1
Concentration 1. Teaching		Concentration 1. Teaching	
AIS 6113 – Methods of Teaching Agriscience	3	AIS 6113 – Methods of Teaching Agriscience	3
EPY 6033 – Learning Theories or *AIS 8693 – Philosophical Foundation of Agriculture and Human Sciences*	3	EPY 6033 – Learning Theories or **AIS 8693 – Philosophical Foundation of Agriculture and Extension Education**	3
AIS 6403 – Development of Youth Programs	3	AIS 6403 – Development of Youth Programs	3
EDX 8173 – Special Education in the Regular Classroom	3	**AIS 6703 – Planning Experiential Learning Programs in Agriculture**	3
AIS 8606 – Student Teaching in AIS	6	EDX 8173 – Special Education in the Regular Classroom	3
6 hours of electives	6	**AIS 8603 – Teaching Internship in AEE I**	3

		AIS 8613 – Teaching Internship in AEE II	3
		AIS 8000 – Thesis (6 hours) or AIS 8100 – Creative Component in AEE (6 hours)	6
		Total Hours in Teaching Concentration	**27**
Concentration 2. Leadership		Concentration 2. Leadership	
AIS 8203 – Advanced Communication or AIS 8263 – Public Relations	3	AIS 8203 – Advanced Communication or AIS 8263 – Public Relations	3
AIS 8413 – Methodology of Planned Change	3	AIS 8413 – Methodology of Planned Change	3
AIS 8703 – Evaluation of Programs in AIS or AIS 8803 – Research Methods in AIS	3	AIS 8703 – Evaluation of Programs in AIS or AIS 8803 – Research Methods in AIS	3
AIS 8801 – Graduate Seminar	1	**AIS 8000 – Thesis (6 hours) or AIS 8100 – Creative Component in AEE (6 hours)**	6
14 hours electives	14	**9 hours electives**	9
		Total Hours Leadership Concentration	**24**
Total Hours	30	Total Hours	**31 (L) 34 (T)**

3. Justification and Student Learning Outcomes

Originally, only the leadership concentration students were required to enroll in AIS 8801 – Professional Seminar. The graduate faculty felt that the teaching concentration students should also be required to enroll in AIS 8801 as well to learn about the program and degree requirements.

The addition of AIS 8100 – Creative Component Project in AEE will now have all graduate students in our program engaged in a practical writing project. It is hoped that this project will allow graduate students to develop a project that not only has them apply what they have learned in their coursework, but that also this project will help them professionally in their careers. This will also help the School improve its scholarly activity within the university and the profession.

The addition of AIS 6703 – Experiential Learning Programs in Agriculture will help fill a void in teaching concentration students who seek to become high school agriculture

teachers. This course will also serve as an elective for those students in the leadership concentration who desire to expand their knowledge about experiential learning.

The teaching internship (AIS 8603 and 8613) was originally a six-hour internship. That internship is now being replaced by two three-hour internship to provide a similar structure to those who complete the undergraduate teaching internship.

After completion of this program, students will be able to:

1. demonstrate knowledge of pedagogy related to formal and non-formal education.
2. demonstrate knowledge of evaluation/research methodologies.
3. plan educational programs based on stakeholder needs
4. demonstrate effective teaching practices in formal and non-formal settings

4. Support

A letter of support from the School of Human Sciences Curriculum Committee is included with this proposal.

5. Proposed 4-Letter Abbreviation

AEE

6. Effective Date

Fall 2014

MISSISSIPPI STATE UNIVERSITY

School of Human Sciences

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

March 4, 2014

Dr. Michael Cox
Chair, CALS Curriculum Committee
Box 9555
Mississippi State, MS 39762

Dr. Michael Cox:

The School of Human Sciences Curriculum Committee has reviewed the proposal for the modification of the Master's degree program in Agriculture and Extension Education, and we fully support the proposal. We believe this degree modification provides greater experiences for our students and better prepares them for careers post-graduation.

Sincerely,

Joe D. Wilmoth, Chair

Laura Downey, Member

Charles Freeman, Member

Julie Parker, Member

Tommy Phillips, Member

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

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: Arts and Sciences **Department: Sociology**

Contact Person: David May **Mail Stop: 9562** **E-mail: dmay@soc.msstate.edu**

Nature of Change:
Change Catalog Course Requirements **Date Initiated: 10/1/2013** **Effective Date: 8/2014**

Degree to be offered at: Starkville

Current Degree Program Name: B.A. in Criminology

Major: Criminology **Concentration: NA**

New Degree Program Name:

Major: **Concentration:**

Summary of Proposed Changes:

Add three courses to offer as elective courses for Criminology majors (CRM 3123, CRM 3313, and CRM 4343). One course will be offered under each elective area for the CRM degree, thus expanding the available courses for students to take to complete the major.

Approved:	*Date:*
Department Head	11/03/13
Chair, College or School Curriculum Committee	4-10-14
Dean of College or School	4-10-14
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

☐ IHL Action Required

☐ SACS Letter Sent

MISSISSIPPI STATE
UNIVERSITY

October 30, 2013

Dear Chair, University Committee on Courses and Curriculum,

Please accept this letter of support for the Sociology department's proposal to change the catalog language for the description of the Criminology program. This change is needed because of the cross-listing of Deviant Behavior and the addition of two new Criminology elective courses- CRM/SO 4343/6343- Media, Crime, and Justice and CRM/SO- 3123-Policing and Society. We believe that these courses strengthen the elective offerings for the Criminology program and help address the student interest in these topics. Because all three changes received unanimous support from the departmental faculty, this catalog change is now needed. Please contact David May, Chair of the Department of Sociology Undergraduate Curriculum Committee, if you have further questions.

Sincerely yours,

Department of Sociology Undergraduate Curriculum Committee

Shannon Lane
David May (chair)
Ashley Perry
Lindsey Peterson
Melinda Pilkinton

DEGREE MODIFICATION OUTLINE FORM

CURRENT Degree Description	PROPOSED Degree Description
Degree: Bachelor of Arts Major: Criminology Concentration: NA	Degree: Bachelor of Arts Major: Criminology Concentration: NA
Criminology, as a field, explores the nature and causes of crime. Criminology also examines the impact crime has on society and how in turn society responds to the social problem of crime. The Bachelor's degree in Criminology will emphasize the study of types, patterns and trends in criminal behavior; the social etiology of crime; and the social response to crime and its effect on society. The program will also train students to analyze crime data, test explanations of crime and victimization, and critically evaluate crime theory and policy. The Criminology program is appropriate for students wishing to pursue career paths in all justice related fields including: law enforcement; probation and parole; community based prevention and control programs; court based programs; and corrections. Because our program provides for a broad knowledge of the nature and trends of crime and an understanding of crime control policy along with methodological and critical thinking skills, our students will be prepared to assume positions of leadership across a range of career paths in crime and justice related professions, as well as be prepared for post-graduate studies in Sociology, Criminology, and Law and Legal Studies.	Criminology, as a field, explores the nature and causes of crime. Criminology also examines the impact crime has on society and how in turn society responds to the social problem of crime. The Bachelor's degree in Criminology will emphasize the study of types, patterns and trends in criminal behavior; the social etiology of crime; and the social response to crime and its effect on society. The program will also train students to analyze crime data, test explanations of crime and victimization, and critically evaluate crime theory and policy. The Criminology program is appropriate for students wishing to pursue career paths in all justice related fields including: law enforcement; probation and parole; community based prevention and control programs; court based programs; and corrections. Because our program provides for a broad knowledge of the nature and trends of crime and an understanding of crime control policy along with methodological and critical thinking skills, our students will be prepared to assume positions of leadership across a range of career paths in crime and justice related professions, as well as be prepared for post-graduate studies in Sociology, Criminology, and Law and Legal Studies.

Criminology Major Requirements

All new freshmen desiring to major in Criminology will be admitted into the Criminology major in the College of Arts and Sciences at Mississippi State University. For all other students wishing to major in Criminology, to be eligible for admission to the Criminology program, students must have a cumulative GPA of 2.0 or above on all college work attempted prior to entering the major. The criteria for remaining in the program include:
1. Students must earn a minimum of a "C" in all Criminology and Sociology courses. Students earning a grade lower than C in a Criminology or Sociology course must retake that course.
2. Students must maintain an overall GPA of 2.0 or above. Students who fall below the overall GPA of 2.0 must bring it up to 2.0 the next semester or drop the Criminology major.

Criminology Major Requirements
The BA in Criminology is a 36 credit hour major and is housed in the Sociology Department. All students will complete 18 hours in required course work: CRM 1003; CRM 2003; CRM 3603; SO 3213; SO 4803; and CRM 4803. Students will then be required to take a minimum of six hours in each of three sub-areas of the program. The sub-areas are: Criminal Behavior and Motivation; Social Dimensions of Crime; And Crime Control Policy and Practice.

Senior Internships will also be available as an elective. Internships will be available at various crime and justice related agencies. To do an internship a student must have completed 24 hours of coursework within the criminology major and have earned a minimum of a 2.5 GPA in said coursework. Students will meet with the Criminology Program Coordinator to discuss the selection of an appropriate internship site. Students will be expected to

Criminology Major Requirements

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1. Students must earn a minimum of a "C" in all Criminology and Sociology courses. Students earning a grade lower than C in a Criminology or Sociology course must retake that course.
2. Students must maintain an overall GPA of 2.0 or above. Students who fall below the overall GPA of 2.0 must bring it up to 2.0 the next semester or drop the Criminology major.

Criminology Major Requirements
The BA in Criminology is a 36 credit hour major and is housed in the Sociology Department. All students will complete 18 hours in required course work: CRM 1003; CRM 2003; CRM 3603; SO 3213; SO 4803; and CRM 4803. Students will then be required to take a minimum of six hours in each of three sub-areas of the program. The sub-areas are: Criminal Behavior and Motivation; Social Dimensions of Crime; And Crime Control Policy and Practice.

Senior Internships will also be available as an elective. Internships will be available at various crime and justice related agencies. To do an internship a student must have completed 24 hours of coursework within the criminology major and have earned a minimum of a 2.5 GPA in said coursework. Students will meet with the Criminology Program Coordinator to discuss the selection of an appropriate internship site. Students will be expected to

have a minimum of 150 contact hours with the sponsoring internship agency, as well as meet specific course assignments. Students would register for CRM 3310 Senior Internship as six credit hour course. A senior thesis option is available for students who have completed a minimum of 24 hours of coursework within criminology and have at least a 3.0 GPA in said coursework. Students who qualify and have an interest in the senior thesis option will work individually with a faculty member to produce a research paper on approved topic in criminology. The thesis option is elective and designed for students wishing to pursue graduate school in criminology or a related field. Students would register for CRM 4000 Directed Individual Study: Senor Thesis as six credit hour course.	have a minimum of 150 contact hours with the sponsoring internship agency, as well as meet specific course assignments. Students would register for CRM 3310 Senior Internship as six credit hour course. A senior thesis option is available for students who have completed a minimum of 24 hours of coursework within criminology and have at least a 3.0 GPA in said coursework. Students who qualify and have an interest in the senior thesis option will work individually with a faculty member to produce a research paper on approved topic in criminology. The thesis option is elective and designed for students wishing to pursue graduate school in criminology or a related field. Students would register for CRM 4000 Directed Individual Study: Senor Thesis as six credit hour course.

CURRENT CURRICULUM OUTLINE	Required Hours	**PROPOSED CURRICULUM OUTLINE**	Required Hours
English (Ex: EN 1103 English Comp I):	6	English (Ex: EN 1103 English Comp I):	6
Foreign Language (9 hours)	9	Foreign Language (9 hours)	9
Humanities (18 hours) 3 hours Literature 3 hours History 3 hours Philosophy 9 hours Humanities Electives- Must be From 2 different areas	18	Humanities (18 hours) 3 hours Literature 3 hours History 3 hours Philosophy 9 hours Humanities Electives- Must be From 2 different areas	18
Mathematics MA 1313 College Algebra 3 hours Elective Mathematics higher than MA 1313	6	Mathematics MA 1313 College Algebra 3 hours Elective Mathematics higher than MA 1313	6
Fine Arts	3	Fine Arts	3
Natural Sciences 3-4 hours Physical sciences w/lab (CH, GG, PH) 3-4 hours Biological sciences w/lab (BIO, EPP, PO) 3-4 hours Natural Science elective	9-12	Natural Sciences 3-4 hours Physical sciences w/lab (CH, GG, PH) 3-4 hours Biological sciences w/lab (BIO, EPP, PO) 3-4 hours Natural Science elective	9-12
Social Sciences (18 hours): SO 1003 Intro to Sociology PS 1113 American Government PSY 1013 General Psychology 9 hours see A & S core	18	Social Sciences (18 hours): SO 1003 Intro to Sociology PS 1113 American Government PSY 1013 General Psychology 9 hours see A & S core	18

Major Core Courses CRM 1003 Crime and Justice in America CRM 2003 Crime, Justice, and Inequality CRM 3603 Criminological Theories SO 3213 Intro Social Research SO 4803 Social Research Practice CRM 4803 Senior Seminar in Criminology	18	Major Core Courses CRM 1003 Crime and Justice in America CRM 2003 Crime, Justice, and Inequality CRM 3603 Criminological Theories SO 3213 Intro Social Research SO 4803 Social Research Practice CRM 4803 Senior Seminar in Criminology	18
Major Electives Criminal Behavior and Motivation Area (choose 6 hours) CRM 3503 Violence in the U.S. CRM 4233 Juvenile Delinquency CRM 4243 Drugs, Crime, & Control CRM 4253 White Collar Crime and Elite Deviance Social Dimensions of Crime Area (choose 6 hours) CRM 3343 Gender, Crime, and Justice CRM 3353 Race, Crime, and Justice CRM 3363 Globalization and Crime CRM 4323 Victimology Crime Control Policy and Practice Area (choose 6 hours) CRM 3103 Contemporary Issues in Criminal Justice CRM 3113 Community Crime Prevention and Control CRM 4513 Correctional Systems CRM 4523 Law and Society	18	Major Electives Criminal Behavior and Motivation Area (choose 6 hours) **CRM 3313 Deviant Behavior** CRM 3503 Violence in the U.S. CRM 4233 Juvenile Delinquency CRM 4243 Drugs, Crime, & Control CRM 4253 White Collar Crime and Elite Deviance Social Dimensions of Crime Area (choose 6 hours) CRM 3343 Gender, Crime, and Justice CRM 3353 Race, Crime, and Justice CRM 3363 Globalization and Crime CRM 4323 Victimology **CRM 4343 Media, Crime, and Justice** Crime Control Policy and Practice Area (choose 6 hours) CRM 3103 Contemporary Issues in Criminal Justice CRM 3113 Community Crime Prevention and Control **CRM 3123 Policing and Society** CRM 4513 Correctional Systems CRM 4523 Law and Society	18
Oral Communication Requirement CO 1003 Fundamentals of Public Speaking OR CO 1013 Introduction to Communications	3	Oral Communication Requirement CO 1003 Fundamentals of Public Speaking OR CO 1013 Introduction to Communications	3
Writing Requirement satisfied by completion of CRM 3603 Criminological Theory		Writing Requirement satisfied by completion of CRM 3603 Criminological Theory	
Computer Literacy satisfied by completion of SO 3213 Intro to Social Research		Computer Literacy satisfied by completion of SO 3213 Intro to Social Research	
General Electives	15	General Electives	15
Total Hours	**123**	**Total Hours**	**123**

JUSTIFICATION OF THE CHANGE OF DEGREE:

Proposed Major Change Requirements

We have three additional courses that we would like to offer as elective courses for Criminology majors (CRM 3123, CRM 3313, and CRM 4343). One course will be offered under each elective area for the CRM degree, thus expanding the available courses for students to take to complete the major.

APPROVAL FORM FOR

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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

College: College of Business **Department:** PGA Golf Management - MKT

Contact Person: Jeff Adkerson **Mail Stop:** 9583 **E-mail:** jwa4@msstate.edu

Nature of Change: Modification **Date Initiated:** 3/17/2014 **Effective Date:** Fall 2014

Current Degree Program Name: Bachelor of Business Administration

Major: Marketing **Concentration:** PGA Golf Management

New Degree Program Name: Bachelor of Business Administration

Major: Marketing **Concentration:** PGA Golf Management

Summary of Proposed Changes:

(1) Addition of the proposed MKT 2223, which will provide sufficient time to adequately deliver new, hands-on PGA of America golf instruction content. The hours for the MKT 2223 course are made available from the deletion of LA 3603, which was discontinued due to lack of funding.

(2) Addition of two proposed PSS courses (i.e., PSS 2113 and PSS 2111) focused on Turf Management content and applicable materials that match our student expectations in the industry. The previous course (PSS 4414) was much more advanced than needed for PGA Golf Management students, but alternative courses did not exist. Per PGA Accreditation requirements, our students are required to complete a Turf Management course accompanied by a lab component for the course.

Approved:	*Date:*
Department Head	4/7/14
Chair, College or School Curriculum Committee	4/7/2014
Dean of College or School	4/8/14
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

☐ IHL Action Required

☐ SACS Letter Sent

MISSISSIPPI STATE UNIVERSITY

Department of Marketing,
Quantitative Analysis & Business Law
College of Business

April 7, 2014

To: Committee on Courses and Curriculum

From: Robert Moore, MQABL Departmental CCC Chair

Re: Support of Modifications to MKT 2221-PGM Level 1 Seminar, Addition of MKT2223-Introduction to Golf Swing Instruction and the PGM Degree Modification.

Members of the Marketing Faculty in the College of Business support the changes proposed by the PGM program. The proposed changes bring the PGM curriculum in alignment with the requirements set forth by the U. S. Professional Golf Association.

Frank G. Adams, Ph.D., Assistant Professor of Marketing

Joel Collier, Ph.D., Associate Professor of Marketing

Melissa Moore, Ph.D., Professor of Marketing

Robert S. Moore, Ph.D. Professor of Marketing

Nicole Ponder, Ph.D., Professor of Marketing

Nicole Ponder

Kevin Shanahan, Ph.D., Associate Professor of Marketing

324 McCool Hall • P.O. Box 9582 • Mississippi State, MS 39762 • (662) 325-3163 • (662) 325-7012

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

March 31, 2014

Mississippi State University
University Committee on Courses and Curriculum

Dear Committee Members:

Recent changes in the curriculum for the Golf and Sports Turf Management (GSTM) concentration within the Agronomy (AGRN) major will necessitate a change in the courses taken by students in the Professional Golf Management (PGM) major. We are adding an Intro to Turf Course (PSS 2113) and making the lab that was a part of the Turfgrass Management course a standalone one credit lab, Turfgrass Management Lab (PSS 2111). This combination of courses will replace the Turfgrass Management Course (PSS 4414) that was a required course in your program. For students that have PSS 4414 in their program of study, the PSS 2113, 2111 combination would be the substitute courses. In addition, we will be offering PSS 4413 Advanced Turfgrass Management that would offer a more in depth study of turfgrass management. PSS 4423 Golf Course Operations offers a hands on analysis of the operations performed in golf course management and would also be an excellent course for your students, who wanted to take additional course in turfgrass management.

The PSS 2113, 2111 combination will allow for more scheduling flexibility for the students as the lab and class are no longer coupled, however PSS 2113 is a pre or co-requisite course for PSS 2111. It is hoped that the new coursed will better align with the learning outcomes set forth by the PGA of America. The proposed courses allow instructors more time to provide deliverables directly related to the required knowledge base both GSTM and PGM students need through their careers.

Should the committee have questions I will be glad to address those concerns at the committee's convenience.

Barry Stewart,
Association Professor Plant and Soil Sciences

Barry Stewart

Digitally signed by Barry Stewart
DN: cn=Barry Stewart, o=Mississippi State University, ou=Department of Plant and Soil Sciences, email=brs40@msstate.edu, c=US
Date: 2014.03.31 10:59:07 -05'00'

DEGREE MODIFICATION OUTLINE FORM

1. CATALOG DESCRIPTION
No change. The catalog description is provided in the table in Item 2 below.

2. CURRICULUM OUTLINE
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: Bachelor of Business Administration Major: Marketing Concentration: PGA Golf Management	Degree: Bachelor of Business Administration Major: Marketing Concentration: PGA Golf Management
Marketing consists of three significant interlocking activities: 1. understanding consumers along with their wants and unfilled needs; 2. developing improved products and services that meet the identified needs of consumers; and 3. communicating the benefits of the improved products and services through advertising, public relations, promotion and effective salesmanship. Courses offered within this unit prepare students to provide marketing leadership and assume a variety of career paths, including field sales, brand management, marketing communications, store management, procurement, logistics, and small business.	Marketing consists of three significant interlocking activities: 1. understanding consumers along with their wants and unfilled needs; 2. developing improved products and services that meet the identified needs of consumers; and 3. communicating the benefits of the improved products and services through advertising, public relations, promotion and effective salesmanship. Courses offered within this unit prepare students to provide marketing leadership and assume a variety of career paths, including field sales, brand management, marketing communications, store management, procurement, logistics, and small business.
The program leads to a bachelor's degree in business administration with a major in marketing. In addition to the requirements for a degree in marketing, students must complete courses in turf management, food management, landscape architecture, human resource management; and all PGA Golf Management requirements. Students must also complete a minimum of 16 months of co-op under the guidance of the MSU Cooperative Education Program. These work experiences are under the tutelage of Class A PGA Professionals throughout the country. Students are required to be continuously enrolled at MSU as full-time students or in the MSU Cooperative Education Program according to their co-op schedule. Those who complete the program thus earn a prestigious degree, and upon eligible employment, membership in the PGA of America.	The program leads to a bachelor's degree in business administration with a major in marketing. In addition to the requirements for a degree in marketing, students must complete courses in turf management, food management, landscape architecture, human resource management; and all PGA Golf Management requirements. Students must also complete a minimum of 16 months of co-op under the guidance of the MSU Cooperative Education Program. These work experiences are under the tutelage of Class A PGA Professionals throughout the country. Students are required to be continuously enrolled at MSU as full-time students or in the MSU Cooperative Education Program according to their co-op schedule. Those who complete the program thus earn a prestigious degree, and upon eligible employment, membership in the PGA of America.

CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
English (Ex: EN 1103 English Comp I):		English (Ex: EN 1103 English Comp I):	
EN 1103	3	EN 1103	3
EN 1113	3	EN 1113	3
Fine Arts (General Education):		Fine Arts (General Education):	
Any Gen Ed Course	3	Any Gen Ed Course	3
Natural Sciences		Natural Sciences	
(2 labs required from Gen Ed):		(2 labs required from Gen Ed):	
BIO 1023 Planes and Humans w/ Lab	3	BIO 1023 Planes and Humans w/ Lab	3
Any Gen Ed Course	3	Any Gen Ed Course	3
Extra Science (if appropriate)		Extra Science (if appropriate)	
Any Gen Ed Course (if appropriate)		Any Gen Ed Course (if appropriate)	
Math (General Education):		Math (General Education):	
MA 1313	3	MA 1313	3
MA 1613	3	MA 1613	3
Humanities (General Education):		Humanities (General Education):	
Any Gen Ed Course	6	Any Gen Ed Course	6
Social/Behavioral Sciences (Gen Ed):		Social/Behavioral Sciences (Gen Ed):	
PS 1113	3	PS 1113	3
Any Gen Ed Course	3	Any Gen Ed Course	3
Major Core Courses		Major Core Courses	
ACC 2013 Prin Financial Acct	3	ACC 2013 Prin Financial Acct	3
ACC 2023 Prin Managerial Acct	3	ACC 2023 Prin Managerial Acct	3
BIS 3233 Management Information Systems	3	BIS 3233 Management Information Systems	3
BL 2413 Legal Envt Bus	3	BL 2413 Legal Envt Bus	3
BQA 3123 Bus Stat Methods II	3	BQA 3123 Bus Stat Methods II	3
EC 2113 Prin of Macroecon	3	EC 2113 Prin of Macroecon	3
EC 2123 Pin of Microecon	3	EC 2123 Pin of Microecon	3
FIN 3113 Financial Systems	3	FIN 3113 Financial Systems	3
MGT 3213 Org Communications	3	MGT 3213 Org Communications	3
MKT 3013 Principles of Mkt	3	MKT 3013 Principles of Mkt	3
BUS 4853 Business Policy	3	BUS 4853 Business Policy	3
FIN 3123 Financial Management	3	FIN 3123 Financial Management	3
MGT 3114 Prin of Mgt & Prod	4	MGT 3114 Prin of Mgt & Prod	4
CO 1013 or CO 1003 Intro to Communication	3	CO 1013 or CO 1003 Intro to Communication	3
BIS 1012 Intro to Bus Info Sys	2	BIS 1012 Intro to Bus Info Sys	2
BQA 2113 Bus Stat Methods I	3	BQA 2113 Bus Stat Methods I	3
International Elective – Any International Course	3	International Elective – Any International Course	3
MKT Electives – Any MKT Elective	9	MKT Electives – Any MKT Elective	9
Concentration Courses		Concentration Courses	
MKT 2211 PGM Level 1 Seminar	1	MKT 2211 PGM Level 1 Seminar	1
MKT 2221 Golf Professional Dev I	1	MKT 2221 Golf Professional Dev I	1
MKT 2231 Golf Professional Dev II	1	MKT 2231 Golf Professional Dev II	1
MKT 2241 Golf Professional Dev III	1	MKT 2241 Golf Professional Dev III	1

MKT 2311 Golf Professional Dev IV	1	MKT 2311 Golf Professional Dev IV	1
MKT 2251 Golf Professional Dev V	1	MKT 2251 Golf Professional Dev V	1
MKT 4233 Golf Operations Management	3	MKT 4233 Golf Operations Management	3
LA 3603 Design Golf Enviro	*3*	**MKT 2223 Intro to Golf Instruction**	**3**
MGT 3513 Intro Human Res MGT	3	MGT 3513 Intro Human Res MGT	3
MKT 3213 Retailing	3	MKT 3213 Retailing	3
MKT 4413 Consumer Behavior	3	MKT 4413 Consumer Behavior	3
MKT 4533 Marketing Research	3	MKT 4533 Marketing Research	3
PSS 4414 Turf Management	*4*	**PSS 2113 Intro to Turfgrass Science**	**3**
	3	**PSS 2111 Turgrass Mgmt Lab**	**1**
		FNH 3283 Food Service System	3
FNH 3283 Food Service System			
Total Hours	124	Total Hours	124

3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

The proposed changes will bring the PGA PGM program into alignment with requirements set forth by the Professional Golf Association (PGA) of America. Specifically, the degree modification will incorporate new and modified courses (i.e., MKT 2223, Introduction to Golf Swing Instruction and MKT 2221, Golf Professional Development I) that will provide sufficient time to deliver new, hands-on PGA of America golf instruction content. Student learning outcomes relevant to this degree modification are outlined in the MKT 2223 and MKT 2221 course proposals.

The proposed degree modification also incorporates two new Plant and Soil Science classes (PSS 2113, Introduction to Turfgrass Science and PSS 2111, Turfgrass Management Lab) that are more consistent with the needs and expectations of PGA PGM students.

Programmatic Review Assessment

Questions 2 and 3: Employer/Graduate assessment and feedback of student's preparedness for employment. Based on conversations with employers and graduates, the proposed changes are more consistent with industry demands and expectations regarding golf swing instruction and turfgrass management.

Question 4. Advisory Board or External review assessment and feedback of the degree program. The proposed changes will bring the PGA PGM program into alignment with golf instruction requirements set forth by the PGA of America.

Required Questions

1. Will this program change meet local, state, regional, and national educational and cultural needs?

   This modification addresses input from PGA of America about the updates to golf instruction. We do not anticipate an effect on cultural needs.

2. Will this program change result in duplication in the System?

   This modification will not result in duplication in the IHL System.

3. Will this program change/advance student diversity within the discipline?

   We do not anticipate that this change would affect diversity in our program.

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

   One of the purposes for this change is to improve employability and placement of our students.

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

   Yes, improved skills and student outcomes will improve their chances for placement and promotion.

4. SUPPORT
Letters of support are included from the Department of Marketing, Quantitative Analysis, and Business Law and Barry Stewart, Associate Professor of Plant and Soil Sciences and member of the PSS Courses & Curriculum Committee.

5. PROPOSED 4-LETTER ABBREVIATION
No Change

6. EFFECTIVE DATE
Fall 2014

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:** Leadership and Foundations

Contact Person: Stephanie King **Mail Stop:** 9698 **E-mail:** SKing@colled.msstate.edu

Nature of Change: Modification **Date:** 2/7/14

Program will be offered at: Distance Learning (Campus 5)

Current Degree Program Name: Master of Art **Effective Date:** Upon approval

Major: Community College Education **Concentration:** N/A

New Degree Program Name: Select One

Major: N/A **Concentration:**

Summary of Proposed Changes:

The current program of 33 hours is being reduced to 30 hours by the removal of an internship course.

Department Head	1/31/14
Chair, College or School Curriculum Committee	3-18-14
Dean of College or School	3/18/14
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

☐ **SACS Letter Sent**

GRADUATE DEGREE MODIFICATION

CURRENT Degree Description	PROPOSED Degree Description
Degree: Master of Arts in Teaching Major: Community College Education Concentrations: None	No change
The Master of Arts in Teaching in Community College Education is an interdisciplinary, distance learning degree program designed to prepare professionals for teaching in a community college setting. The degree prepares educators for service in rural community colleges and requires a minimum of 18 hours in the student's teaching field. The professional education sequence of *15 hours includes an internship experience*. The education courses introduce students to the philosophy and culture of the community college and prepare them to teach non-traditional and first-generation students. Sensitivity to diversity and adult learning theory is also included in the curriculum. The program is offered through the Center for Distance Education.	The Master of Arts in Teaching in Community College Education is an interdisciplinary, distance learning degree program designed to prepare professionals for teaching in a community college setting. The degree prepares educators for service in rural community colleges and requires a minimum of 18 hours in the student's teaching field. The professional education sequence of **12 hours includes courses in foundations and pedagogy**. The education courses introduce students to the philosophy and culture of the community college and prepare them to teach non-traditional and first-generation students. Sensitivity to diversity and adult learning theory is also included in the curriculum. The program is offered through the Center for Distance Education.
Concentration N/A	No change

CURRENT CURRICULUM OUTLINE	Required Hours	**PROPOSED CURRICULUM OUTLINE**	Required Hours
College Required Courses N/A		College Required Courses N/A	
Major Required Courses CCL 8113 History and Philosophy of the Community College CCL 8313 Community College Instructional Assessment CCL 8173 Community College Teaching and Learning EDF 8363 Functions and Methods of Research in Education *CCL 8243 Internship in Community College Teaching* Content Courses – 18 hours in teaching field; all courses should have the same prefix	*33*	Major Required Courses CCL 8113 History and Philosophy of the Community College CCL 8313 Community College Instructional Assessment CCL 8173 Community College Teaching and Learning EDF 8363 Functions and Methods of Research in Education Content Courses – 18 hours in teaching field; all courses should have the same prefix	**30**
Concentration 1. Courses N/A		Concentration 1. Courses N/A	

Concentration 2. Courses N/A		Concentration 2. Courses N/A	
Total Hours	*33*	Total Hours	**30**

3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

The proposed modification includes removing the course Internship in Community College Teaching. Students are not required to have an internship experience in order to be eligible to teach in the community college. The course was originally planned to be a student teaching-type experience, but community college personnel were not comfortable hosting our students in this capacity. In addition, community college faculty were not willing to work with our students without some type of compensation. Recently, the course has become an observation experience for students, but community colleges are hesitant to have students in their colleges for 135 hours per student. Since the program currently includes 33 credit hours, we can drop this course from the program and still provide students with the required 30 hours of graduate coursework. We have begun to incorporate assignments in which students interact with community college personnel and students in the other courses in the program so that students still have opportunities to learn about teaching in the community college in that environment. The change does not modify the learning outcomes of the program.

The target audience does not change. The program is designed for students who are not able to come to campus to attend classes due to occupational and/or family demands as well as their locations. Generally, only program students enroll in the courses. The change allows students to complete the program completely online if they choose a content area (e.g., history) that offers at least 18 hours of graduate courses online.

This program change continues to meet local, state, regional, and national educational and cultural needs since no internship experience is required for employment in community college teaching. This program change will not result in duplication in the System. This program change should not affect student diversity within the discipline. This program change should not result in an increase in the potential placement of graduates in MS, the Southeast, and the U.S. This program change should not result in an increase in the potential salaries of graduates in MS, the Southeast, and the U.S.

4. SUPPORT

A letter of support from the department faculty is included with the course proposal. There should be a reduction in necessary support from personnel since the course will not be offered; there should be no changes in material requirements.

5. PROPOSED 4-LETTER ABBREVIATION

No change (MATC)

6. EFFECTIVE DATE

Upon approval

List of Courses and Their Catalog Descriptions

CCL 8113 History and Philosophy of the Community College (3). Three hours lecture. Objectives of the community college, philosophical/historical bases, changing roles, issues in higher education/workforce development/economic industry.

CCL 8313 Community College Instructional Assessment (3). Three hours lecture. In-depth analysis of community college setting, students, course planning, and assessment of instruction, including techniques associated with effective teaching and assessment in the community college arena.

CCL 8173 Community College Teaching and Learning (3). Three hours lecture. Comprehensive preparation for teaching at the community college: teaching strategies centered on outcomes and experiential learning, assessment of learning, and job related responsibilities

CCL 8243 Internship in Community College Teaching (3). Three hours internship. Provides experience in community college teaching and is conducted onsite at a local community college under the supervision of a faculty mentor.

EDF 8363 Functions and Methods of Research in Education (3). Three hours lecture. The function of research in the development and conduct of the educational program; research methods and techniques in education and the contributions of research to public education; rules and principles governing evidence and conclusions.

Content courses (18 hours of the same prefix) vary based on student teaching area.

MISSISSIPPI STATE UNIVERSITY

Department of Leadership and Foundations

TO: Box Council and UCCC Committee Members

FROM: Linda T. Coats, Chairman
Department of Leadership and Foundations Curriculum Committee

RE: Approved Proposals

DATE: February 3, 2014

The Department of Leadership and Foundations Curriculum Committee met and approved the following proposals:

Master of Science in Workforce Education Leadership Degree Modification and Course Addition;

Master of Arts in Teaching Community College Education Degree Modification
Addition of EDF/EDA/CCL 9613 for Department doctoral students.

Departmental faculty members' agreement is so indicated by their signatures on the support letters included with the proposals.

P.O. Box 6037 • Mississippi State, Mississippi 39762 • Phone (662) 325-0969
Fax (662) 325-0975

MISSISSIPPI STATE UNIVERSITY

Department of Leadership and Foundations

TO: Box Council and UCCC Committee Members

FROM: Stephanie B. King, Community College Leadership Faculty Member

RE: Support of Community College Education Program Modification

DATE: January 27, 2014

This letter of support is offered by the Department of Leadership and Foundations faculty for the proposed modification of the Master of Arts in Teaching in Community College Education Program by deleting Internship. As indicated by the signatures below, a majority of the department faculty have approved the proposal as written for submission to the Box Council and the UCCC.

Department Faculty

Dr. Jinzhong Xu	2/4/14 Date
Dr. Jack Blendinger	2/4/14 Date
Dr. Linda Coats	1/31/14 Date
Dr. Frankie Williams	2-4-14 Date
Dr. Debra Prince	1-13-14 Date
Dr. Kay Brocato	1/30/14 Date
Dr. Dan Stumpf	01-31-14 Date
Dr. Ed Davis	1-31-14 Date
Dr. Stephanie King	1/29/14 Date

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FAX: (662) 325-0975

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:** Curriculum, Instruction, and Spec. Education

Contact Person: Ryan Walker **Mail Stop:** 9705 **E-mail:** rw1056@msstate.edu

Nature of Change: Modification **Date:** 1/23/14

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: Master of Science

Major: Secondary Education **Concentration:**

Summary of Proposed Changes:

1. Reduce the degree program from 36 credit hours to 33 credit hours.
2. Add EDS 8683 Dispositions and Reflective Practice as a required core course.
4. Require an 8000 level Readings in Education elective (RDG).
5. Reduce additional required education electives from 3-12 credit hours to 3-6 credit hours.
6. Reduce required content electives from 9-18 credit hours to 6-9 credit hours.

Department Head	4/8/14
Chair, College or School Curriculum Committee	4-9-14
Dean of College or School	4/10/14
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

☐ SACS Letter Sent

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 or School: Select One **Department:** CISE

Contact Person: Ryan Walker **Phone:** 3253681 **E-mail:** rw1056@msstate.edu

Nature of Change: Distance Approval **Date Initiated:** 1/23/14 **Effective Date:** Upon Appro

Current Degree Program Name: Master of Science

Major: Secondary Education **Concentration:**

Summary of Proposed Changes:

Offer degree program through Distance Education.

Approved: _____ Department Head	*Date:* 2-7-14
_____ Chair, College or School Curriculum Committee	_____
_____ Dean of College or School	_____
_____ Chair, University Committee on Courses and Curricula	_____
_____ Chair, Graduate Council (if applicable)	_____
_____ Chair, Deans Council	_____

Degree Program Modification
Master of Science-Secondary Education

1. Catalog Description

Current Description: The Master of Science in Secondary Education requires 36 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.

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

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: Secondary Education Concentrations:		Degree: Master of Science Major: Secondary Education Concentrations:	
The Master of Science in Secondary Education requires 36 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 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 EDF 8363 Research in Education (E) EDS 8243 Advanced Planning and Managing Learning EDS 8613 Middle and Secondary School Curriculum EDS 8653 Issues of Accountability EDS 8663 Improving Instruction Concentration Area Electives	 3 3 3 3 3	Major Required Courses EDF 8363 Research in Education (E) **EDS 8683 Dispositions and Reflective Practice in Teaching** EDS 8243 Advanced Planning and Managing Learning EDS 8613 Middle and Secondary School Curriculum EDS 8653 Issues of Accountability EDS 8663 Improving Instruction **RDG 8000 (Choose one)**	 3 3 3 3 3 3 3
Education Elective(s)	*(3-12 hr)*	**Education Elective**	**3 - 6**
Content Area Courses	*(9-18 hr)*	**Content Area Courses**	**6-9**
Total Hours	36	Total Hours	33

3. JUSTIFICATION AND STUDENT LEARNING OUTCOME

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 our students maintain the education job while completing this degree, so our program is designed to complement their professional work while studying advanced theory in education. The target audience is teachers who live and work outside the city of Starkville and who are interested in improving their teaching practice. To better meet the needs of our diverse population of students, the Secondary Graduate faculty has proposed several degree modifications, including reducing the degree program to 33 hours, revising core requirements, and offering this program through Distance Education. Providing students the option to take courses either on campus or online increases opportunity to participate in graduate studies of education.

1. Reduce total hours in the program: 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 members believe that providing maximum flexibility in the program will allow students to design a Plan of Study that most meets their career goals. Additionally, the reduction in hours to 33 credit hours aligns our program with programs at peer and peer plus institutions, thus increasing our competitiveness for students within the region.
2. Add EDS 8683: This course, Dispositions and Reflective Practice will be added as a core requirement. Reflective Practice is an essential component of the Council for the Accreditation of Education Programs (CAEP) and is a crucial component of the conceptual framework for graduate study in the College of Education.
3. Require an 8000 level Readings in Education elective (RDG): Content Reading is an important component of the secondary classroom. With the new Common Core State Standards, content reading is the responsibility of all teachers regardless of content area. Therefore, Students will be required to take one reading elective. Faculty believe that a reading course will improve the professional practice of teachers by giving them opportunities to further their understanding of content area reading. We currently offer several reading courses for secondary teachers. This course will allow our students to have advanced study on best practices for reading in their content at the secondary level. The reduction of 3 hours in content courses and elective courses reduces the program to 30 hours.
4. Reduce Education Electives: The reduction in total hours aligns our program with programs at peer and peer plus institutions. This has required us to reduce the required education elective from 3-12 credit hours to 3-6 credit hours. However, we have added 3 credit hours of required education coursework to the core. Teachers have diverse career goals and thus reasons for pursuing a masters' degree. Faculty believe students in our MS program need multiple opportunities to reflect on practice while tailoring a program that best meets their career goals. Exit surveys have suggested that additional elective hours in education coursework are not necessary to accomplish the goals of the program.
5. Reduce Content Electives: As previously stated, because we have reduced the total required hours for the masters degree We also needed to reduce the content area elective from 9-18 credit hours to 6-9 credit hours. Enhancing teacher content knowledge is very important, but research also shows that teachers must have strong pedagogical content knowledge. In the proposed core students will apply their advanced content knowledge in empirically based best practices. Students who wish to engage in additional content area study, for example, in order to become eligible to teach at the community college level, can still elect to do so but will no longer be required to do so for the degree.
6. Offer Degree through Distance Education: The target audience is teachers who live and work outside the city of Starkville and who are interested in improving their teaching practice. Providing students the option to take courses either on campus or online increases opportunity to participate in graduate studies of education. Modifying our curriculum in this way has the potential to make Mississippi State University a center of excellence in continuing teacher education. By utilizing the resources and courses we already have in place, we can restructure our program to better meet the needs of our local and regional schools. Subject material, student participation and interaction will be delivered and monitored through the approved distance coursework. Currently, our department offers a Master's of Arts in Teaching - Secondary (MAT-S) as an online degree. Program modifications to the Masters of Science degree will not cause a duplication of programs within our college. This is due to the fact that these programs target distinctly different audiences. A Masters of science degree is intended for in service teachers and administrators who already hold licensure and want to develop their understanding of curriculum and instruction within the school system. The MAT-S program is an initial licensure program designed to provide introductory knowledge for teachers entering the classroom for the First time.

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 learning outcomes for the degree program:

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: See Attached Letter of support

5. PROPOSED 4-LETTER ABBREVIATION: No change

6. EFFECTIVE DATE: Fall 2014

7. CONTACT PERSON: Ryan Walker, 325-3681

To: Box Council and UCCC Committee Members

From: Secondary Education Faculty

RE: Support of proposal to modify EDS Masters of Science Degree

Date: January 24, 2014

This letter of support is offered by secondary education faculty in the Department of Curriculum, Instruction, and Special Education, for the proposal to modify EDS Masters of Science Degree by:

1. Reduce the degree program from 33 credit hours to 30 credit hours.
2. Add EDS 8683 Dispositions and Reflective Practice as a required core course.
3. Require an 8000 level Readings in Education elective (RDG).
4. Reduce additional required education electives from 3-12 credit hours to 3-6 credit hours.
5. Reduce required content electives from 9-18 credit hours to 6-9 credit hours.
6. Offer degree program through Distance Education

Secondary Education faculty include Drs. Susie Burroughs, Dana Franz, Peggy M Hopper, Kelly Moser, Lindon Ratliff, and Ryan Walker. As indicated by the signatures below, a majority of the faculty members have approved the proposal.

Secondary Education Faculty	Date
Ryan Walker	4/9/14
Susie Burroughs	4/9/14
Peggy D. Hopper	4-9-14
Kelly Moser	4-9-14

MISSISSIPPI STATE UNIVERSITY

Office of the Provost and Executive Vice President

January 21, 2014

NOTIFICATION OF BOARD APPROVAL

TO: Dr. Ryan Walker
Assistant Professor
Department of Curriculum, Instruction, and Special Education

FROM: Dr. Jerome A. Gilbert
Provost and Executive Vice President

This is your official notification that permission to offer the following academic program via distance learning was granted at the November 2013 meeting of the Mississippi Board of Trustees of Institutions of Higher Learning.

Master of Science in Secondary Education degree

mlt

enclosure

c: Dr. Peter Ryan, Associate Provost
Dr. Richard Blackbourn, Dean
Dr. Devon Brenner, Department Head
Dr. John Dickerson, Registrar
Ms. Amy Adkerson, Associate Registrar
Dr. Steve Taylor, Executive Director, Center for Distance Education
Dr. Phil Bonfanti, Executive Director of Enrollment
Dr. Tim Chamblee, Director, Office of Institutional Research & Effectiveness
Dr. Kirk Swortzel, Chair, University Committee on Courses and Curricula
Ms. Nancy Fultz, Academic Programs Support Manager

P.O. Box BQ • 608 Allen Hall • Mississippi State, MS 39762-5566 • Phone (662) 325-3742 • Fax (662) 325-4039

MINUTES OF THE BOARD OF TRUSTEES OF
STATE INSTITUTIONS OF HIGHER LEARNING
November 21, 2013

INFORMATION AGENDA

Presented by Commissioner Hank M. Bounds

ACADEMIC AFFAIRS

1. **System** – The institutions below are offering the existing academic programs online to expand student access by providing an alternative program delivery method to traditional classrooms instruction.
    a. **ASU** is offering the Bachelor of Science in Computer Science.
    b. **ASU** is offering the Master of Science in Computer and Information Science.
    c. **ASU** is offering the Bachelor of Science in Mathematics.
    d. **ASU** is offering the Bachelor of Science in Secondary Education.
    e. **DSU** is offering the Master of Arts in Teaching – Elementary and Secondary Tracks.
    f. **MSU** is offering the Master of Science in Secondary Education.
    g. **MSU** is offering the Master of Science in Mechanical Engineering.
    h. **MSU** is offering the Doctor of Philosophy in Engineering with a concentration in Mechanical Engineering.
    i. **MVSU** is offering the Master of Business Administration in Business Administration.
    j. **USM** is offering the Master of Science in Human Performance.
    k. **USM** is offering the Master of Science in Economic Development.
2. **System** – A copy of the annual report on institutional accreditation for the period July 1, 2012 through June 30, 2013 as required by Board Policy 508 (2) Accreditation Procedures is included in the bound *November 21, 2013 Board Working File.*
3. **System** - Below is the annual report of the winners of the Halbrook Awards for academic achievement among athletes for 2012-2013.

David C. Halbrook Awards for Academic Achievement Among Athletes[a]			
Public University Division – Men		**University of Southern Mississippi**	
Public University Division – Women		**Mississippi State University**	
Independent College Division Overall		**William Carey University**	
Community and Junior College Division Overall		**Mississippi Gulf Coast Community College**	
John C. and Ernestine McCall Halbrook Improvement Award[b]		**Itawamba Community College**	
David M. Halbrook Certificate Award for Academic Achievement Among Athletes[c]			
	Institution	**Male Recipient**	**Female Recipient**
Public Division	Alcorn State University	Marti Shelby	Renelle Richmond
	Delta State University	Tyler Aldridge	Kendall Sizemore
	Jackson State University	Antoine D. Guice	Christine Edwards
	Mississippi State University	Samuel T. Frost	Chloe E. Phillips
	Mississippi Valley State University	Daniel Kibet	Joyce Chumo
	University of Mississippi	Adrian Forberg Skogeng	Cornelia Tisher
	University of Southern Mississippi	Brandon Francesconi	Stephanie Ledgerwood
Independent Division	Belhaven University	Daniel Duarte	Ashley Ventura
	Blue Mountain College	Adam Hall	Anna Brooke Page

APPROVAL FORM FOR

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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College: Education **Department:** CISE

Contact Person: Bethany McKissick **Mail Stop:** 9705 **E-mail:** bmckissick@colled.msstate

Nature of Change: Modification **Date:** 3-6-14

Program will be offered at: Select One

Current Degree Program Name: Bachelor of Science **Effective Date:**

Major: Special Education **Concentration:**

New Degree Program Name: Select One

Major: **Concentration:**

Summary of Proposed Changes:

Delete EPY 4053 from the program; Add EDX 4103/6103 to the program.

Department Head	2/7/14
Chair, College or School Curriculum Committee	3-18-14
Dean of College or School	3/18/14
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

☐ SACS Letter Sent

DEGREE PROGRAM MODIFICATION

1. CATALOG DESCRIPTION: No change in catalog description.

2. CURRICULUM OUTLINE

CURRENT Degree Description	PROPOSED Degree Description
ENGLISH COMPOSITION	**ENGLISH COMPOSITION**
EN 1103 or equivalent (C or better)	EN 1103 or equivalent (C or better)
EN 1113 or equivalent (C or better)	EN 1113 or equivalent (C or better)
MATHEMATICS & NATURAL SCIENCES	**MATHEMATICS & NATURAL SCIENCES**
MA 1313 College Algebra or Higher (C or better)	MA 1313 College Algebra or Higher (C or better)
Math above MA 1313	Math above MA 1313
Science with lab	Science with lab
Science with lab	Science with lab
Math or Science Elective	Math or Science Elective
HUMANITIES	**HUMANITIES**
Any core humanities	Any core humanities
Any core humanities	Any core humanities
FINE ARTS	**FINE ARTS**
Any core fine arts	Any core fine arts
SOCIAL AND BEHAVIORAL SCIENCES	**SOCIAL AND BEHAVIORAL SCIENCES**
PSY 1013 or other	PSY 1013 or other
Any core social science	Any core social science
Electives	**Electives**
21-14 hours of electives	21-14 hours of electives
PROFESSIONAL CORE	**PROFESSIONAL CORE**
EDX 3203 - Intro. to Learning Disabilities	EDX 3203 - Intro. to Learning Disabilities
EDX 3213 – Psych. & Ed. of Except. Child	EDX 3213 – Psych. & Ed. of Except. Child
EDX 3223 – Intro. To Em/Beh. Disorders	EDX 3223 – Intro. To Em/Beh. Disorders
EDX 3233 – Contingency Mgmt. w/ Except	EDX 3233 – Contingency Mgmt. w/ Except
EPY 2513 – Human Growth & Develop.	EPY 2513 – Human Growth & Develop.
EPY 4053 – *Psych and Ed of the Mental Retarded*	**EDX 4103- Intro. to Intell/Dev. Disab**
EDF 3333 – Social Foundation of Ed.	EDF 3333 – Social Foundation of Ed.
RDG 3113 – Early Literacy I	RDG 3113 – Early Literacy I
RDG 3123 – Early Literacy II	RDG 3123 – Early Literacy II
EDX 4113 – Methods Early/Disabled	EDX 4113 – Methods Early/Disabled
EDX 4413 – Working w/Parents	EDX 4413 – Working w/Parents
EDX 4353 – Asst. Tech. in Special Ed.	EDX 4353 – Asst. Tech. in Special Ed.
EDX 4123 – Methods Elem. Age Disabled	EDX 4123 – Methods Elem. Age Disabled
EDX 4133 – Methods Sec. Age Disabled	EDX 4133 – Methods Sec. Age Disabled
EPY 3253 – Evaluating Learning	EPY 3253 – Evaluating Learning
EDF 4243 – Planning & Managing Lrng.	EDF 4243 – Planning & Managing Lrng.
EDX 4886 – Teaching Internship in Sp Ed.	EDX 4886 – Teaching Internship in Sp Ed.
EDX 4896 – Teaching Internship in Sp Ed.	EDX 4896 – Teaching Internship in Sp Ed.
EDX 4873 – Professional Seminar in Sp Ed.	EDX 4873 – Professional Seminar in Sp Ed.

3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

Currently none of the undergraduate courses offered through the Special Education program address the contents of educating students with intellectual and developmental disabilities (e.g., Autism, Traumatic Brain Injury, Cerebral Palsy, Williams Syndrome, Spina Bifida, Fragile X Syndrome, Angelmann Disorder) prior to advanced methodology courses. This is necessary to create a foundation for learning prior to these courses. Furthermore, the addition of this course will address gaps in the current course work addressing the specific life challenges ranging from Kindergarten to adulthood that are unique to this population such as general curriculum access and post-secondary adult living skills.

The student learning outcomes for the degree program are to prepare teachers to teach children and youth with intellectual disabilities, learning disabilities, and other areas of exceptionality. The curriculum in special education is designed to meet the requirements for the endorsements in the areas of specialization. Courses in the degree program provide students with methods for teaching early childhood, elementary, and secondary students with special needs.

4. SUPPORT

Please see letter of support

5. PROPOSED 4-LETTER ABBREVIATION: No change

6. EFFFECTIVE DATE: Fall 2014

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:** Leadership and Foundations

Contact Person: Stephanie King **Mail Stop:** 9698 **E-mail:** SKing@colled.msstate.edu

Nature of Change: Modification **Date:** 2/7/14

Program will be offered at: Distance Learning (Campus 5)

Current Degree Program Name: Master of Science **Effective Date:** Upon approval

Major: Workforce Education Leadership **Concentration:** N/A

New Degree Program Name: Select One

Major: N/A **Concentration:**

Summary of Proposed Changes:

The current program is being modified by the removal of an internship course and the addition of a seminar course.

Department Head	1/31/14
Chair, College or School Curriculum Committee	4-9-14
Dean of College or School	4-9-14
Chair, University Committee on Courses and Curricula	
Chair, Graduate Council (if applicable)	
Chair, Deans Council	

☐ **SACS Letter Sent**

GRADUATE DEGREE MODIFICATION

CURRENT Degree Description	PROPOSED Degree Description
Degree: Master of Science Major: Workforce Education Leadership Concentrations: None	No change
The Master of Science in Workforce Education Leadership is a distance learning program designed to prepare professionals for employment in workforce education in postsecondary educational institutions and social services entities, advancing the knowledge base of workforce preparation, workforce development education, and professional development. The program is offered through the Center for Distance Education.	No change
Concentration N/A	No change

CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
College Required Courses N/A		College Required Courses N/A	
Major Required Courses CCL 8113 History and Philosophy of the Community College CCL 8343 Community Development and Resources CCL 8133 Leadership Theory and Practice in the Community College CCL 8153 Human Resources Administration CCL 8143 Program Planning and Development AIS 8523 Teaching Out-of-School Groups EDF 8363 Functions and Methods of Research in Education *CCL 8223 Internship in Workforce Education Leadership* Any two TKT courses at the 6000 level or above	30	Major Required Courses CCL 8113 History and Philosophy of the Community College CCL 8343 Community Development and Resources CCL 8133 Leadership Theory and Practice in the Community College CCL 8153 Human Resources Administration CCL 8143 Program Planning and Development AIS 8523 Teaching Out-of-School Groups EDF 8363 Functions and Methods of Research in Education **CCL 8193 Seminar in Community College Leadership** Any two TKT courses at the 6000 level or above	30
Concentration 1. Courses N/A		Concentration 1. Courses N/A	
Concentration 2. Courses N/A		Concentration 2. Courses N/A	

Total Hours	30	Total Hours	30

3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

The proposed modification includes removing the course Internship in Workforce Education Leadership and replacing it with the course Seminar in Community College Leadership. Students are not required to have an internship experience in order to be eligible to work in the community college. The course was originally planned to be a true internship experience, but community college personnel were not comfortable hosting our students in this capacity. In addition, community college faculty were not willing to work with our students without some type of compensation. Recently, the course has become an observation experience for students, but community colleges are hesitant to have students in their colleges for 135 hours per student. We have begun to incorporate assignments in which students interact with community college personnel and other professionals in the field in the other courses in the program. The change does not modify the learning outcomes of the program.

The target audience does not change. The program is designed for students who are not able to come to campus to attend classes due to occupational and/or family demands as well as their locations. Generally, only program students enroll in the courses in this program. The change allows students to complete the program completely online.

This program change continues to meet local, state, regional, and national educational and cultural needs since no internship experience is required for employment in community colleges. This program change will not result in duplication in the System. This program change should not affect student diversity within the discipline. This program change should not result in an increase in the potential placement of graduates in MS, the Southeast, and the U.S. This program change should not result in an increase in the potential salaries of graduates in MS, the Southeast, and the U.S.

4. SUPPORT

A letter of support from the department faculty is included with the course proposal. There should be no change in necessary support from personnel since one course will be removed and another added; there should be no changes in material requirements.

5. PROPOSED 4-LETTER ABBREVIATION

No change (WELD)

6. EFFECTIVE DATE

Upon approval

List of Courses and Their Catalog Descriptions

EDF 8363 Functions and Methods of Research in Education (3). Three hours lecture. The function of research in the development and conduct of the educational program; research methods and techniques in education and the contributions of research to public education; rules and principles governing evidence and conclusions.

AIS 8523 Teaching Out-of-School Groups (3). Three hours lecture. Organizing, planning, and instructing out-of-school groups in agricultural and extension education; identifying and assessing needs of clientele; and evaluating effectiveness.

CCL 8113 History and Philosophy of the Community College (3). Three hours lecture. Objectives of the community college, philosophical/historical bases, changing roles, issues in higher education/workforce development/economic industry

CCL 8193 Seminar in Community College Leadership (3). Three hours seminar. A study of current issues in community college leadership. Designed for students in a community college leadership program.

CCL 8223 Internship in Workforce Education Leadership (3). Three hours internship. Provides experience in workforce education leadership and is conducted at a local community college under supervision of an administrator serving as the student's mentor.

CCL 8343 Community Development and Resources (3). Three hours lecture. In-depth analysis of community environment in which community colleges serve, including strategic planning, asset mapping, project development, resources and grant writing, and project evaluation.

CCL 8133 Leadership Theory and Practice in the Community College (3). Three hours lecture. In-depth analysis of leadership theory and practice in the community college environment, including an overview of leadership, approaches, theories, and ethics.

CCL 8153 Human Resources Administration (3). Three hours lecture. Examines the role of the human resources administrator on workforce education leadership; key administrative functions, workforce development, benefits and compensation, and employee relations are analyzed.

CCL 8143 Program Planning and Development (3). Three hours lecture. In-depth analysis of workforce education including the mission, the knowledge base, planning and developing programs, and delivering programs.

Any two graduate-level TKT courses

MISSISSIPPI STATE UNIVERSITY

Department of Leadership and Foundations

TO: Box Council and UCCC Committee Members

FROM: Linda T. Coats, Chairman
Department of Leadership and Foundations Curriculum Committee

RE: Approved Proposals

DATE: February 3, 2014

The Department of Leadership and Foundations Curriculum Committee met and approved the following proposals:

Master of Science in Workforce Education Leadership Degree Modification and Course Addition;

Master of Arts in Teaching Community College Education Degree Modification Addition of EDF/EDA/CCL 9613 for Department doctoral students.

Departmental faculty members' agreement is so indicated by their signatures on the support letters included with the proposals.

P.O. Box 6037 • Mississippi State, Mississippi 39762 • Phone (662) 325-0969
Fax (662) 325-0975

MISSISSIPPI STATE UNIVERSITY

Department of Leadership and Foundations

TO: Box Council and UCCC Committee Members

FROM: Stephanie B. King, Community College Leadership Faculty Member

RE: Support of Workforce Education Leadership Program Modification and Course Addition

DATE: January 27, 2014

This letter of support is offered by the Department of Leadership and Foundations faculty for the proposed modification of the Master of Science in Workforce Education Leadership Program by deleting Internship and adding Seminar. As indicated by the signatures below, a majority of the department faculty have approved the proposal as written for submission to the Box Council and the UCCC.

Department Faculty

Dr. Jinzhong Xu	2/4/14 Date
Dr. Jack Blendinger	2/4/14 Date
Dr. Linda Coats	1/31/14 Date
Dr. Frankie Williams	2/4/14 Date
Dr. Debra Prince	1-31-14 Date
Dr. Kay Brocato	1/30/14 Date
Dr. Dan Stumpf	01-31-14 Date
Dr. Ed Davis	1-31-14 Date
Dr. Stephanie King	1/29/14 Date

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