



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

*UNIVERSITY COMMITTEE ON  
COURSES AND CURRICULA*

**A MEMORANDUM**

DATE: February 7, 2014  
TO: UCCC Members  
FROM: Kirk Swortzel, Chair  
SUBJECT: February 21, 2014 Meeting

Enclosed are the minutes from the meeting on January 17, 2014 and the agenda and course proposals for the meeting on **Friday, February 21, 2014 at 1:30 p.m.** The February meeting will be held in **Room 324 of the Student Union**. Please contact the UCCC office if you are unable to attend.

Thank you.

Enclosures: January 17, 2014 Meeting Minutes  
Course/Curriculum Proposals

**AGENDA**  
**UNIVERSITY COMMITTEE ON COURSES AND CURRICULA**  
**February 21, 2014**

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

**AGRICULTURE AND LIFE SCIENCES**

Add	LA 4653/6653	Study Abroad: Gardens and Urban Spaces
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**ARTS AND SCIENCES**

Modification	AN 4313/6313	Forensic Anthropology
Add + Maymester	FLS 3413	Intensive Spanish
Add+Distance	IDS 4111	Professional Seminar
Gen. Ed.	MU/AAS 1103	African American Music
Add	PPA 8653	Health Policy and the Health Policy Process
Add	PPA 9203	Constitutional and Political Framework of Public Admin.
Add	PPA 9303	Foundations of Public Administration
Add	PPA 9403	Comparative Public Administration
Add	PPA 9503	Qualitative Research for Public Affairs
Add	PPA 9813	Advanced Quantitative Analysis for Public Affairs
Add	PPA 9993	Research Design and Philosophy of Science
Add	REL 3493	Pauline Theology

**EDUCATION**

Gen. Ed.	MU/AAS 1103	African American Music
Add+Distance	MU 1123	History and Appreciation of American Music
Gen. Ed.	MU 1123	History and Appreciation of American Music
Modification	TKT 4183/6183	Methods of Teaching Career Pathways Experience

**ENGINEERING**

+ Distance	CSE 6753	Foundations in Computation
+Distance	ECE 3413	Introduction to Electronic Circuits
Add	ECE 4433/6433	Introduction to Radar
+Distance	ECE 6433	Introduction to Radar

**FOREST RESOURCES**

Delete	FO 4471	GIS for Natural Resource Management Lab
Modification	FO 4472	GIS for Natural Resource Management
Delete	FO 6471	GIS for Natural Resource Management Lab
Modification	FO 6472	GIS for Natural Resource Management

**VETERINARY MEDICINE**

Add	CVM 5182	Veterinary Disaster Management
Add	CVM 5552	Veterinary Cardiology

**4. Degree proposals by college/school:****ARTS AND SCIENCES**

Modification	BS	Geosciences
Modification	BS	Interdisciplinary Studies
Modification	Ph.D.	Public Policy and Administration: Public Administration
Modification	BS	Technology Teacher Education: Business Technology

**FOREST RESOURCES**

Modification	BS	Forestry: Environmental Conservation; Urban Forestry
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**University Committee on Courses and Curricula  
Mississippi State University  
January 17, 2014**

- Present: Amy Adkerson, Russell Carr, Amy Crumpton, Kevin Hunt, Mitzy Johnson, Lynda Moore, Rob Moore, Kelly Moser, Bob Otondo, Emily Owen, Tommy Parker, Melinda Pilkinton, John Riggins, John Rigsby, Wes Schilling, Kathy Sherman-Morris, Summer Smith, Pam Sullivan, Kirk Swortzel, Jenny Turner, Mark Welch, Bob Wolverton,
- Excused: Dipangkar Dutta, Jim Fowler, Sunny Patel, Vemitra White
- Absent: Kathy Gilliland, Ben Magbanua, Jack Smith, Steve Taylor, James Warnock,
- Proxies: Haley Grantham for Tyer Camp, Brad Vickers for Dana Franz, Richard Harkness for Barry Stewart, Robert Wolverton, Jr. for Pat Matthes
- Guests: Alejandro Banda, Becky Hagenston, Keith Moser, Tommy Phillips, Ann Spurlock, Justin Taylor, Joe Wilmoth

Swortzel called the meeting to order at 1:30 p.m. on Friday, January 17, 2014 in room 324 of the Colvard Student Union. Swortzel updated the meeting on the progress of the Leepfrog software and the Leepfrog conference, the number of potential proposals on the next three agendas, and the opportunity that some UCCC members will have to meet with the visiting delegation from Phi Beta Kappa.

The December 16, 2013 minutes were reviewed. Otondo pointed out that he attended the December meeting, but his name is not listed as present. Sullivan pointed out that on page two of the minutes, the modifications of the Master of Science and Ph.D. in Agriculture should include the concentrations of Horticulture, Weed Science, and Agronomy. Currently, the minutes only list the concentrations of Horticulture and Weed Science. Sherman-Morris moved to approve the minutes with the changes outlined above. Schilling seconded the motion. The motion to approve the minutes as amended was approved unanimously.

Swortzel announced that he sent an e-mail notification of the election of the UCCC Chairperson to UCCC members who have voting privileges. According to the UCCC by-laws, a new UCCC chairperson is elected at the January UCCC meeting. Crumpton nominated Swortzel to serve as chairperson for the 2014-2015 term. Rigsby seconded the motion. With no further nominations, Swortzel was elected chairperson for the 2014-2015 term unanimously.

Carr moved to approve the addition of CVM 8103, and Otondo seconded the motion. Dr. Alejandro Banda appeared in support of the proposal. Committee members pointed out that the proposal mentions that two letters of support are attached, but only one letter is attached. The proposal lists the method of instruction as lecture/lab. Committee members questioned whether there were enough contact hours in the lab for the class to be listed as a lecture/lab. Committee members also pointed out that the course description needs to be reduced to 25 words, and the effective date needs to be

changed. Carr moved to approve the proposal contingent upon the above outlined concerns being addressed. Welch seconded the motion. The motion to pass contingent was approved unanimously.

Carr moved to approve the modification of HS 3000. Crumpton seconded the motion. Tommy Phillips appeared in support of the proposal. Committee members pointed out that the proposed catalog description wording that calls the course a “pre-internship experiential learning opportunity” is confusing and duplicitous. Committee members suggested the wording “pre-internship learning experience” instead. Committee members also pointed out that there needs to be clarification of how the variable credit is assigned, and the learning outcomes listed are not learning out comes. The old course syllabus has learning outcomes while the new course syllabus does not have learning outcomes. Schilling moved to approve the proposal contingent upon the above outlined concerns being addressed. Moser seconded the motion. The motion to pass contingent was approved unanimously.

Carr moved to approve the deletion of PSS 2351 and PS 4444/6444. Schilling seconded the motion. The motion to approve was approved unanimously.

Carr moved to approve the modification of PSS 3023 and PSS 3413. Schilling seconded the motion. For PSS 3023, committee members pointed out: (1) the points assigned for the graduate student requirements for the course do not add up correctly; (2) the grading scale is not clear; (3) student contact needs to be discussed in the proposal since this is an online Campus 1 course; and (4) the effective date needs to be adjusted. A staff member from the Registrar’s Office asked if when the course number for PSS 3023 is changed to PSS 4023 as outlined in the proposal, would the courses be treated as equivalents. Dr. Richard Harkness replied that they would be equivalent. For PSS 3413, on page 2 of the proposal under A.4.b., the course number is listed incorrectly. Carr moved to approve the proposals contingent upon the above outlined concerns being addressed. Crumpton seconded the motion. The motion to pass contingent was approved unanimously.

Carr moved to approve the addition of PSS 4073/6073, PSS 4083/6083, PSS 4093/6093, PSS 6033, and the add plus distance of PSS 6013. Riggins seconded the motion. For PSS 4073/6073, committee members pointed out: (1) the points assigned for the graduate student requirements for the course do not add up correctly; (2) the method of instruction and method of delivery are not clear; and (3) the grading scale is not clear. For PSS 4083/6083, committee members pointed out: (1) the grading scale is not clear; (2) the method of evaluation for the undergraduate and graduate students should be separated and revised; and (3) the method of instruction and method of delivery are not clear. For PSS 4093/6093, (1) the method of evaluation for undergraduate and graduate students should be separated and made clearer; and (2) the method of instruction and method of delivery need to be revised. For PSS 6013, the committee members pointed out: (1) the proposal did not include a table outlining the differences in the Campus 1 and Campus 5 courses; (2) the proposal did not include how a structured discussion board and e-mail feedback will be used in the Campus 5 course to replace traditional classroom discussion; and (3) the method of instruction is not clear. For PSS 6033, committee members suggested the name of the class be “Case Studies in Floral Management” instead of “Problems in Floral Management” as proposed, so there would not be a negative connotation to the class title. Committee members also pointed out that the method of instruction needed to be clarified to reflect that the course is on-line and Campus 1. Schilling moved to approve the proposals contingent upon the above outlined concerns being addressed. Welch seconded the motion. The motion to pass contingent was approved unanimously.

Carr moved to approve: (1) the modification to the Bachelor of Science in Horticulture with a Floral Management Concentration; (2) the addition of the Bachelor of Science in Horticulture with a Fruit and Vegetable Production Concentration; and (3) the modification of the Bachelor of Science in Horticulture with a Floriculture and Ornamentals Concentration. Welch seconded the motion. A staff member from the Registrar's Office pointed out the minimum hours for each concentration are what needed to be included in the proposal instead of the maximum number of hours which are what is currently listed in the proposal. Committee members pointed that the concentrations could not be approved until the PSS courses that were submitted to accompany the concentrations are cleared of their contingencies. A committee member also pointed out that the Fruit and Vegetable concentration needs a letter of support from the Agronomy Department. Carr moved to approve the concentration modifications and the concentration addition contingent upon the above outlined concerns being addressed. Hunt seconded the motion. The motion to pass contingent was approved unanimously.

Schilling moved to approve the modification of the Bachelor of Science minor in Floral Management and the addition of the graduate minor in Floral Management. Committee members pointed out that the undergraduate minor would have to be passed contingent until the PSS course proposals are cleared of their contingencies. A staff member from the Graduate School asked how students besides graduate student would be admitted and how a minor for something that is not a graduate degree would be recorded. Committee members pointed out that the "Summary of Proposed Changes" for the graduate minor in Floral Management should be revised to just include: "We are proposing to create a graduate minor in Floral Management for Mississippi State University graduate students." Carr moved to approve the modification and addition of the minors contingent upon the above outlined concerns being addressed. Crumpton seconded the motion. The motion to pass contingent was approved unanimously.

Crumpton moved to approve the modifications to ARC 2546, ARC 2723, ARC 3546, ARC 3723 and ARC 4546. Moser seconded the motion. A committee member pointed out that in the proposal for ARC 3723, the class is cross listed with BCS 3723. Therefore, a proposal to modify is also needed for BCS 3723. Otondo moved to table the modification to ARC 3723. Carr seconded the motion. The motion to table ARC 3723 passed with two committee members abstaining. The committee then voted on the modifications to ARC 2546, ARC 2723, ARC 3546, and ARC 4546. The motion to approve the modifications of ARC 2546, ARC 2723, ARC 3546, and ARC 4546 passed unanimously.

Carr moved to approve the modifications to EN 0103, EN 1103, EN 4303/6303, and EN 4313/6313. Welch seconded the motion. Dr. Ann Spurlock appeared in support of the proposals. Committee members discussed how decisions are made about what the requirements should be for the English Section of the ACT in order to qualify for particular freshmen English classes EN 0103 and EN 1103. Committee members also discussed if the data attached to the proposals was sufficient to make the changes proposed, how the proposed changes would shift enrollment in classes, how the proposed modifications might impact general education classes, and how the proposed modifications might impact admissions. Carr moved to table EN 0103 and EN 1103. Crumpton seconded the motion. The motion to table passed unanimously. For EN 4303/6303 and EN 4313/6313, committee members discussed the provision in both proposals that graduate students may take the course for credit twice even if they took the course as undergraduates. Committee members discussed that an AOP was drafted addressing this issue, but it was never signed by the provost. Committee members felt the proposed AOP should be reviewed before any decisions are made on the proposals to modify EN 4303/6303 and EN 4313/6313. Schilling moved to table EN 4303/6303 and EN 4313/6313. Carr seconded the motion. The motion to table passed unanimously.

Carr moved to approve the addition of FLF 1800, FLF 2163, FLF 2800, FLF 3800 and FLF 4163. Moser seconded the motion. Dr. Keith Moser appeared in support of the proposals. Dr. Moser explained that the number of credit hours for the study abroad classes will be determined by the number of classes students take while they are abroad. The motion to approve the addition of FLF 1800, FLF 2163, FLF 2800, FLF 3800, and FLF 4163 was approved unanimously.

Schilling moved to adjourn the meeting. Crumpton seconded the motion. The motion was approved unanimously.

The meeting was adjourned at 4:00 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 and Life Sciences

Department: Landscape Architecture

Contact Person: Taze Fulford

Mail Stop 9725

E-mail: tfulford@lalc.msstate.edu

Nature of Change: Add

Date Initiated: Oct. 15, 2013

Effective Date: January 1, 2014

Current Listing in Catalog:

Symbol Number Title

Credit Hours

( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol Number Title

LA 4653/6653 Study Abroad: Gardens and Urban Spaces

Credit Hours

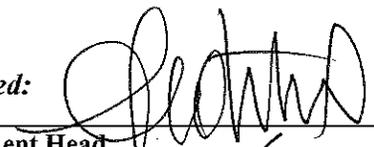
( 3 )

New or Modified Catalog Description:

LA 4653/6653 Study Abroad: Gardens and Urban Spaces. (3) (Prerequisite: Junior or graduate standing or consent of instructor) Special on-site travel study to experience and document notable landscape architecture projects, methods of construction, and professional offices overseas.

Note: Students will be required to apply through the Mississippi State University Office of Study Abroad

Approved:



Department Head

Date:

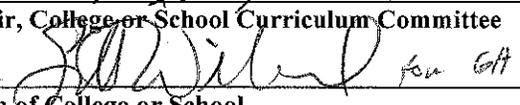
NOV. 1, 2013

Chair, College or School Curriculum Committee



12-12-2013

Dean of College or School



12/12/13

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

## 1. CATALOG DESCRIPTION

### Proposed:

LA 4653/6653 Study Abroad: Gardens and Urban Spaces. (3) (Prerequisite: Junior or graduate standing or consent of instructor) Special on-site travel study to experience and document notable landscape architecture projects, methods of construction, and professional offices overseas.

Note: Students will be required to apply through the Mississippi State University Office of Study Abroad

## 2. DETAILED COURSE OUTLINE

This course will have a total of 90 contact hours.

### I. Introduction (5 contact hours)

1. Introduction of course materials, grading, schedule, etc.
2. Assign students individual case studies. Students will present information to the class.

### II. On-Site Travel Sketchbook/Journal (60 contact hours)

1. The journal/sketchbook project is for students to document visited works of architecture, landscape architecture, design, and art. Students will be required to produce multiple types of drawings to produce for each site visited. Entries will depend upon the type of site visited.
2. Professional office visits will be documented through digital means and the practitioner's methodology and philosophy will be examined and written into a narrative relating the firm's work to the student's aspirations in the field of landscape architecture.

### III. Travel Blog (20 Contact Hours)

- Student will be required to keep a blog record of site and professional office visits. Drawings and images developed by the student will be used to discuss various aspects of design depending on type of site visited.

### IV. Critique of a Built work of Landscape Architecture (5 contact hours)

- Student will be required to produce an in depth review of a site visited during the trip utilizing drawings produced while on site, digital images, and concepts discussed during visits.

### 3. METHOD OF EVALUATION

	Undergraduates	Points
• One Case Study	12.5%	50
• On-site travel sketchbook	50%	200
• Travel Blog	25%	100
• Critique of a Built work of Landscape Architecture	12.5%	50
	Graduates	Points
• Three Case Studies	12.5%	50
• On-site travel sketchbook	50%	200
• Travel Blog	25%	100
• Three Critiques of Built works of Landscape Arch.	12.5%	50

The following grading scale will be used:

A = 90-100%

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

B = 80-89.9%

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

C = 70-79.9%

Average work: All aspects of an assignment are complete, but are average in detail, solution, scope, presentation, completeness of answer, etc.

D = 60-69.9%

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

F = 0-59.9%

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

### 4. JUSTIFICATION & LEARNING OUTCOME

#### Justification for the course

We strongly believe that actually experiencing notable built works of landscape architecture complements the work that students do on campus (i.e., studios, lectures,

readings, research) by experiencing work of professional practitioners first hand, and building their visual vocabulary. The landscape architecture profession encompasses design thinking from rural to urban. Our physical location aids us greatly in dealing with half of that equation, but we are not proximate to nationally and internationally known landscape architecture examples. Students are expected to experience examples of such work prior to beginning work in the profession. We believe that this precedent study trip will be a significant addition to accomplishing that objective, and would also provide them with points of reference as they pursue their degree. Finally, this trip provides students the opportunity to experience other cultures and provides opportunities to discuss how to create sense of place and place theory.

This course will look at both historical and contemporary precedents. The trip destination will vary, but will include both landmark historical precedents and new and noteworthy design work. Examples of trip destinations include: Paris, Amsterdam, Berlin, Madrid, London, Copenhagen, and Istanbul.

#### Course objectives

Students will have improved their understanding of professional firms, of international influences, and site-specific relationships to landscape architectural design along with the importance of special constructed design details. They will have obtained a better understanding of the climactic and cultural influences on landscape architectural projects.

Upon satisfactory completion of this course, students will:

- Have a greater understanding of other cultures and the meaning of place within those cultures.
- Develop both analog and digital skills of inventory and analysis of a site.
- Develop critical analysis skills and develop writing skills to communicate that analysis.
- Be able to inventory and analyze the aforementioned factors, and synthesize their meaning as related to the design problem and possible solutions.
- Have a greater appreciation of the meaning of a site and its context, and how this can be used to inform design and resulting forms.
- Have a greater appreciation of international planning and design efforts and the conceptual ideas used in development of spaces.

## **5. Academic Misconduct**

"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 of the processes of the Honor Code. For additional information, please visit <http://students.msstate.edu/honorcode/>.

**6. Target Audience**

N/A

**7. Letter of Support**

See attached letter of support that covers this course addition.

**8. Instructor of Record**

C. Taze Fulford

**9. Graduate Student Requirements (Split-level Courses)**

Graduate students will be required to produce three pre-trip case studies of built works and three critiques of visited sites in addition to the journal and travel blog.

**10. Planned Frequency**

Summer

**11. Explanation of Any Duplication**

None

**12. Method of Instruction Code**

A

**Method of Delivery:** F

**13. Proposed CIP Number**

04.0601

**14. Proposed 24-Character Abbreviation of the Course Title**

LA Study Abroad

**15. Proposed Semester Effective**

Summer, 2014

**16. Other Appropriate Information**

None

**17. Proposal Contact Person**

C. Taze Fulford, Associate Professor  
325-0507



MISSISSIPPI STATE  
UNIVERSITY

Department of Landscape Architecture  
College of Agriculture and Life Sciences  
Mississippi State University

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## Campus Correspondence

November 1, 2013

To: Dr. Kirk Swortzel, Chair  
University Committee on Courses and Curricula

Dr. Michael Cox, Chair  
CALC Committee on courses and Curricula

Dr. George Hopper, Dean  
College of Agriculture and Life Sciences

To Whom It May Concern

From: Sadik C. Artunç, FASLA  
Professor and Head  
Department of Landscape Architecture

Re: Letter of Support for LA 4653/6653 – Study Abroad: Gardens and Urban Spaces

On behalf of the faculty, it is my pleasure to state that the Department of Landscape Architecture is in full support of the proposed new course LA 4653/6653 - Study Abroad: Gardens and Urban Spaces.

This new course is being proposed to further enhance one of the goals shared by the Strategic Plans of the Department, the College and the University by increasing global awareness of our students. We believe that this course will strongly benefit our students and prepare them better as the leaders of the future who are familiar with the Global opportunities and challenges.

Please feel free to contact me if you have any further questions.

Sincerely,

Sadik C. Artunç, FASLA  
Professor and Head

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SADIK C. ARTUNÇ, FASLA

Professor & Head

Department of Landscape Architecture

College of Agriculture and Life Sciences

Mississippi State University, MS 39762

Mail Stop 9725

Phone (662) 325-7894 \* Fax (662) 325-7893 \* E-mail: sa305@msstate.edu

**Mississippi State University  
College of Agriculture and Life Sciences  
Department of Landscape Architecture**

**LA 4653/6653 – Study Abroad: Gardens and Urban Spaces**

**Title:** Study Abroad: Gardens and Urban Spaces  
**Number:** LA 4653/6653  
**Credit Hours:** 3  
**Format:** Face to Face  
**Prerequisites:** Note: Students will be required to apply through the Mississippi State University Office of Study Abroad

**Catalog Statement**

LA 4653/6653 Study Abroad: Gardens and Urban Spaces. (3) (Prerequisite: Junior or graduate standing or consent of instructor) Special on-site travel study to experience and document notable landscape architecture projects, methods of construction, and professional offices overseas.

Note: Students will be required to apply through the Mississippi State University Office of Study Abroad

**Course Goal**

Students will have improved their understanding of professional firms, of international influences, and site-specific relationships to landscape architectural design along with the importance of special constructed design details. They will have obtained a better understanding of the climactic and cultural influences on landscape architectural projects.

**Course Objectives**

On satisfactory completion of the course, students will be able to:

- Have a greater understanding of other cultures and the meaning of place within those cultures.
- Develop both analog and digital skills of inventory and analysis of a site.
- Develop critical analysis skills and develop writing skills to communicate that analysis.
- Be able to inventory and analyze the aforementioned factors, and synthesize their meaning as related to the design problem and possible solutions.
- Have a greater appreciation of the meaning of a site and its context, and how this can be used to inform design and resulting forms.
- Have a greater appreciation of international planning and design efforts and the conceptual ideas used in development of spaces.

**Course Outline**

This course will meet three times during the semester for a total of three hours. During the five to ten day field trip, students will meet 6-8 hours per day.

Week 1:  
Introduction to the course  
Overview of trip  
Case Study assignment  
Site Investigation

Week 2:  
 Case Study assignment due  
 Site Investigation  
 Sketchbook  
 Travel Blog

Week 3:  
 Site Investigation  
 Sketchbook  
 Tavel Blog

Week 4:  
 Site Investigation  
 Travel Sketchbook due  
 Travel Blog due  
 Critique of Built Work due

**Course Evaluation**

		Undergraduates	Points
•	One Case Study	10%	50
•	On-site travel sketchbook	50%	200
•	Travel Blog	25%	100
•	Critique of a Built work of Landscape Arch.	15%	50
		Graduates	Points
•	Three Case Studies	10%	150
•	On-site travel sketchbook	50%	200
•	Travel Blog	25%	100
•	Three Critiques of Built works of Land. Arch.	15%	150

**The following grading scale will be used:**

- A = 90 - 100%
- B = 80 - 89.9%
- C = 70 - 79.9%
- D = 60 - 69.9%
- F = 0 - 59.9%

**The following grading scale will be used:**

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

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

C = 70-79.9%

Average work: All aspects of an assignment are complete, but are average in detail, solution, scope, presentation, completeness of answer, etc.

D = 60-69.9%

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

F = 0-59.9%

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

### **Course Policies**

Attendance at classes is required. The student should be aware that attendance is crucial to progress and learning in a professional course.

Honor Code All work submitted in this course must be that of the student enrolled. "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 of the processes of the Honor Code. For additional information, please visit <http://students.msstate.edu/honorcode/>.

Students must prepare for the lectures and exercises by completing the assigned readings prior to class. Studio time is provided to work on exercises and projects. The exercises and projects are related to the reading and lecture material, and most will be intensive and short in duration.

### **Required Text(s)**

Readings to be assigned.

### **Materials, Supplies, and Computer:**

The Department of Landscape Architecture requires every student to have a laptop computer. The department's computer policy and performance standards are available via the web at <http://www.lalc.msstate.edu/prosp/computer/>.

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:** Anthropology and Middle Eastern  
**Contact Person:** Nicholas P Herrmann              **Mail Stop:** 9541      **E-mail:** nph29@msstate.edu  
**Nature of Change:** Modify                              **Date Initiated:** 9/9/2013      **Effective Date:** 8/15/2014

**Current Listing in Catalog:**

Symbol	Number	Title	Credit Hours
AN	4313/6313	Forensic Anthropology	( 3 )

**Current Catalog Description:**

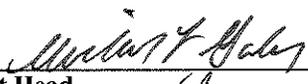
Two hours lecture and three hours laboratory. Identification of each human bone and its fragments. Study of sex differences, age changes in bone and dentition, dermatoglyphics, blood group systems, and paleopathology.

**New or Modified Listing for Catalog:**

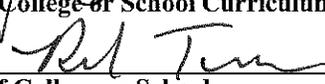
Symbol	Number	Title	Credit Hours
AN	4313/6313	Human Osteology	( 3 )

**New or Modified Catalog Description:**

Two hours lecture and three hours laboratory. Identification of each human bone both complete and fragmentary. Study of skeletal and dental development, sex differences, age changes, hard tissue histology, and paleopathology.

**Approved:**   
 \_\_\_\_\_  
**Department Head**

  
 \_\_\_\_\_  
**Chair, College or School Curriculum Committee**

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

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

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

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

**Date:** 1/28/14  
 \_\_\_\_\_

1/29/14  
 \_\_\_\_\_

1-29-14  
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**MISSISSIPPI STATE**  
UNIVERSITY™

*Department of Anthropology and Middle Eastern Cultures*

January 28, 2014

College of Arts and Sciences Curriculum Committee  
Mississippi State University

Dear Members of the College of Arts and Science Curriculum Committee,

Based on the committee's recommendations, I have restructured the proposal to conform to the UCCC's guidelines for a course modification. In addition, I have added a breakdown of contact hours by major topic and subtopic within the modification proposal.

The requested modification relates to a name change from Forensic Anthropology to Human Osteology. As such, the content of the course has not substantially changed from the current offering and the name change reflects a more appropriate title for course in the opinion of the current Biological Anthropology faculty.

If you have any questions concerning these modifications, please contact me.

Sincerely,

Nicholas P. Herrmann, Ph.D.  
Associate Professor of Anthropology  
Department of Anthropology and Middle Eastern Cultures  
Mississippi State University



**Mississippi State**  
UNIVERSITY

**Department of Anthropology and Middle Eastern Cultures**

October 18, 2013

To Whom It May Concern:

This letter is written on behalf of the Department of Anthropology and Middle Eastern Cultures (AMEC). It is attestation that the AMEC Curriculum Committee and AMEC faculty have reviewed the proposals listed below and are have agreed to support these modifications:

- 1) Modification of AN 4313/6.313: Forensic Anthropology**
  - a. Name change to Human Osteology**

Sincerely,

A handwritten signature in cursive script, appearing to read "Michael L. Galaty".

10/18/13

Michael L. Galaty  
Department Head, Anthropology and Middle Eastern Cultures

A handwritten signature in cursive script, appearing to read "David M. Hoffman".

10/18/13

David M. Hoffman  
Chair of Curriculum Committee, Anthropology and Middle Eastern Cultures

**Proposal for the modification of AN 4313/6313 from a course entitled  
“Forensic Anthropology” to “Human Osteology.”**

**1. CATALOG DESCRIPTION**

OLD: AN 4313/6313. Forensic Anthropology. (3). Two hours lecture and three hours laboratory. Identification of each human bone and its fragments. Study of sex differences, age changes in bone and dentition, dermatoglyphics, blood group systems, and paleopathology.

NEW: AN 4313/6313. Human Osteology. (3). Two hours lecture and three hours laboratory. Identification of each human bone both complete and fragmentary. Study of skeletal and dental development, sex differences, age changes, hard tissue histology, and paleopathology.

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

The primary change is a name change from ‘Forensic Anthropology’ to ‘Human Osteology’. The curriculum of the course will focus on various aspects of human osteology, bone anatomy, and skeletal biology as applied in biological anthropology, forensic anthropology, and related fields of study interested in the human skeletal system (kinesiology, biological sciences, forensic sciences, and biomedical engineering).

**3. JUSTIFICATION AND LEARNING OUTCOME**

This class is a laboratory-based human osteology course. The class entails learning the entire human skeleton including the various anatomical features, landmarks and soft tissue associations, which will allow for the identification and analysis of small bone fragments. The modification is primarily to change the title of the course, rather than to change its content, and reflects the applied nature and focus of the course. Human osteology is a key component of the study of human anatomy, physiology, biology, and kinesiology. Therefore, detailed knowledge of the skeleton, of the growth and development of the skeleton and age-related changes in bones and teeth, histology of bones and teeth, and an introduction to pathologies that commonly affect the skeleton is necessary not only for undergraduate anthropology majors and graduate students in anthropology, but also any student interested in pursuing a career or further studies in such professional fields as forensics, medicine, nursing, dentistry, physical therapy, and other health-related fields. Students in the fine arts may also be interested in taking the course because of its focus on human anatomy. The course is structured to include copious hands-on learning, collaborative group learning, and applied skills within a framework of theoretical and technical knowledge about the skeleton. Therefore, students will leave the course with a foundation of knowledge and experience in identification of the features of the skeleton, but also valuable applied skills in generating knowledge from and about the skeleton and the living individual that it represented, such as age, ancestry, sex, and health status. Students gain

intensive experience with these applied skills through the learning exercise centered on the skeletal report.

In addition, the hours for the course are being maintained to reflect the need to the instructional laboratory as well as lecture hours (three for lab and two for lecture per week). The goal of the class is to enable the student to appreciate the relationship of human osteology to the applied skeletal biology fields of bioarchaeology and forensic anthropology.

#### 4. ADDITIONAL INFORMATION

##### a. DETAILED COURSE DESCRIPTION AND OUTLINE

Please see attached syllabi. We have included the old AN4313/6313 course modification from Human Identification to Forensic Anthropology and the revised syllabus for AN4313/6313, which includes the modified course structure and revised laboratory contact time. Table 1 provides a breakdown of the contact hours associated with the attached syllabus. This breakdown combines two hours of lecture per week and three hours of lab instruction per week for a total of 75 contact hours for the semester combined with a three-hour final exam for a total of 78 total contact hours. Overall the course content has not changed from the original Forensic Anthropology that has been taught for the past seven years.

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

The additional requirements for the graduate students are based on the written skeletal report and mastering fragmentary osteology. Less weight is given to the bone quizzes for the incoming graduate students because they have typically been exposed to whole bone osteology in prior undergraduate classes. They are however, expected to lead the class in bone quiz grades when dealing with fragmentary remains.

For their skeletal report, graduate students are expected to prepare a more thorough skeletal analysis. The report must include a detailed description of the biological profile (similar to the undergraduate requirement), but graduate students are also expected to expand on their discussion of taphonomy, trauma, pathology, and skeletal variants (such as skeletal and dental morphological traits). The resulting graduate student report is required to be 15-20 pages in length while the undergraduate papers are expected to be 10 pages.

**Table 1. Breakdown of contact hours for Human Osteology.**

<b>Major Topic</b>	<b>Subtopic</b>	<b>Contact hours (Major)</b>	<b>Contact hours (Subtopic)</b>
Introduction to Human Skeletal Biology		10	
	- Anatomical Positioning		3
	- Bone and Tooth Biology and Histology		3
	- Role of the Skeletal Biologist		2
Fragmentary Bone Anatomy	- Goals of Skeletal Analysis		2
		39	
	- Skull (28 elements)		12
	- Dentition (Permanent [32 teeth] and deciduous [20 teeth])		4
	- Axial Skeleton (hyoid, vertebrae [33 elements] and ribs [12 paired elements])		5
	- Appendicular Skeleton (63 paired elements)		12
	- Bone Quizzes (Weekly practical exams to assess osteological knowledge - 11 quizzes)		6
Estimation of the Biological Profile and Identification		18	
	- Sex estimation		4
	- Age Estimation		4
	- Pathology and Trauma		4
Research Areas of Human Osteology	- Stature, Ancestry, Osteometrics, and Dental Metrics		6
		8	
	- Bone Taphonomy		4
	- Commingling and Cremations		4
Final Exam		3	
<b>Total Contact Hours</b>	<b>Class time and final exam</b>	<b>78</b>	

## 6. METHOD OF EVALUATION

Evaluations vary based on the type of student (Graduate or Undergraduate) but the grading scale is the same for both students with a total of 500 points possible.

Grades will be based on a scale of:

<b>Total Points</b>	<b>Percentage</b>	<b>Grade</b>
500.0-450	100-90%	A
449.9-400	89.9-80%	B
399.9-350	79.9-70%	C
349.9-300	69.9-60	D
Less than 300	Below 60%	F

The requirements for the students vary in that the undergraduate students' skeletal report is given less weight in comparison to the graduate students' skeletal reports. The latter are expected to be considerably more descriptive and interpretive than those submitted by the undergraduates. For the skeletal report, graduate and undergraduate students are assigned a human skeleton to analyze. The students are expected to prepare a report detailing the biological profile of the skeleton, which includes a detailed inventory and description of the skeleton as well as an assessment of sex, age, stature, and ancestry.

<b>Course Requirements</b>	<b>Undergraduates (UG)</b>	<b>Graduates (G)</b>
Bone Quizzes (UG: 250[250 × the quiz percentage]; G: 200 [200 × the quiz percentage])	50%	40%
Projects (75 points)	15%	15%
Final Exam (125 point)	25%	25%
<u>Skeletal Report (UG: 50; G: 100)</u>	<u>10%</u>	<u>20%</u>
Total	100%	100%

Because of the nature of this course, attendance is strongly encouraged. Students who do not consistently attend class and visit the osteology laboratory to prepare for weekly bone quizzes will find it difficult to be successful in the class.

#### 7. ACADEMIC MISCONDUCT

In order to negate academic misconduct, all of the bone quizzes, projects, and practical exams are unique. Materials for these are derived from the Department of Anthropology and Middle Eastern Cultures' osteological study collection and no two quizzes or projects are the same. In addition, students are assigned different skeletons from prior years for their osteological report. These skeletons are derived from the archaeological samples available at the Cobb Institute or as part of the Biological Anthropology Faculty's research projects.

#### 8. TARGET AUDIENCE

Human osteology is a key component of the study of human anatomy, physiology, biology, and kinesiology. Therefore, detailed knowledge of the skeleton, of the growth and development of the skeleton and age-related changes in bones and teeth, histology of bones and teeth, and an introduction to pathologies that commonly affect the skeleton is necessary not only for

undergraduate anthropology majors and graduate students in anthropology, but also any student interested in pursuing a career or further studies in such professional fields as forensics, medicine, nursing, dentistry, physical therapy, and other health-related fields. Students in the fine arts may also be interested in taking the course because of its focus on human anatomy.

9. SUPPORT

A faculty member from the Department of Anthropology and Middle Eastern Cultures will teach this course. The faculty member from the Department of Anthropology and Middle Eastern Cultures will serve as the instructor of record, but an advanced Anthropology and Middle Eastern Cultures graduate student will periodically monitor the lab. The graduate student will address questions concerning the course and laboratory materials but they will not lecture during lab sections.

10. INSTRUCTOR OF RECORD

Nicholas P. Herrmann

11. PLANNED FREQUENCY

The course will be offered every fall or spring semester to accommodate incoming graduate and upper level students who require an upper level Anthropology course.

12. EXPLANATION OF ANY DUPLICATION

This course is specific to the discipline of Anthropology and does not duplicate any current university offerings.

13. METHOD OF INSTRUCTION CODE: B (lecture/lab)

a. Method of Delivery: F (face to face)

14. PROPOSED C.I.P. NUMBER: 45.0202

15. PROPOSED 24-CHARACTER ABBREVIATION

Human Osteo

16. PROPOSED SEMESTER EFFECTIVE

Fall 2014.

17. OTHER APPROPRIATE INFORMATION

N/A

18. PROPOSAL CONTACT PERSON

Nicholas Herrmann, 325-1781

# COURSES

MISSISSIPPI STATE UNIVERSITY

# ORIGINAL

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

College or School: Arts and Sciences

Department: Sociology, Anthropology, Social Work

Contact Person: S. Homes Hogue

Phone: 5-7519 E-mail: hogue@anthro.msstate.edu

Nature of Change: Modify Date Initiated: 1/20/05

Effective Date: 8/15/05

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
AN	4313/6313.	Human Identification.	( 3 )

Current Catalog Description:

Two hours lecture and three hours laboratory. Identification of each human bone and its fragments. Sex differences, age, changes in bone and dentition, dermatoglyphics, blood group systems, and paleopathology will be studied.

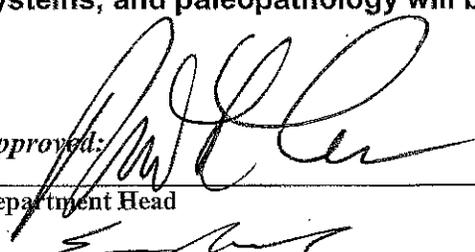
New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
AN	4313/6313.	Forensic Anthropology.	( 3 )

New or Modified Catalog Description:

Two hours lecture and three hours laboratory. Identification of each human bone and its fragments. Sex differences, age, changes in bone and dentition, dermatoglyphics, blood group systems, and paleopathology will be studied.

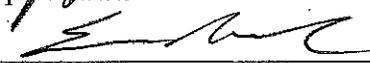
Approved:



Department Head

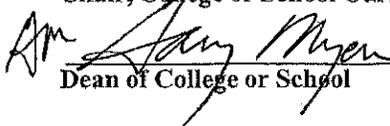
Date:

1/28/05



Chair, College or School Curriculum Committee

3/8/05



Dean of College or School

3/8/05

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

~~OLD MODIFICATION~~  
**ITEMIZED LIST AND DESCRIPTIONS OF CHANGES**

Title changed from Human Identification to Forensic Anthropology

**JUSTIFICATION**

The name change to Forensic Anthropology more accurately reflects the content of the course as it has been taught over the last fourteen years. Lectures include a history of forensic anthropology, the role of the expert witness, handling human skeletal remains, forensic crime scene investigations and archaeological field recovery, the use of entomology, plants, and animals in forensic anthropology, and disaster investigation. Laboratory sessions provide students with the skills necessary in identifying human skeletal remains as well as determining age, sex, stature, pathologies, and ancestry associated with these remains.

Forensic anthropology is considered a discipline within applied anthropology. Since graduate students in the applied anthropology Master's program often enroll in this course, transcripts will reflect their participation in an applied course.

**COURSE TITLE**

This modification is for the title only. No changes in the catalog description are necessary.

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24 character abbreviation: FORENSIC ANTHROPOLOGY

**COURSE DESCRIPTION**

No changes in catalog description or course content is necessary. See attached syllabus.

**GRADUATE STUDENT REQUIREMENTS**

Graduate students are required to submit longer written assignments than undergraduates.

**EFFECTIVE DATE**

Fall 2005

**EFFECTS ON OTHER COURSES**

No other programs or courses are effected by this title change.

**HUMAN OSTEOLOGY**

Fall XXXX AN 4313-01 (Undergraduate) / AN 6313-01 (Graduate)

Tuesday-Thursday 3:30-5:20 pm plus open lab time

**Instructor: Nicholas P. Herrmann**nph29@msstate.edu

Office: 106 Cobb Institute, Phone: 662-325-1781

Office Hours: Tuesday/Thursday 1-2pm, Wednesday 10am-11pm and by appointment

**Required Texts:**

- White TD and Folkens PA. *The Human Bone Manual*. Elsevier Academic Press, 2005.
- Additional readings added to *MyCourses*. These will be announced in class and posted on the website.

**Course Description and Objectives**

This course involves the detailed examination of the human skeleton with an *emphasis on identifying fragmentary individual bones*, understanding their osseous structures, and applying such knowledge in the field of biological anthropology, pre-professional degrees, and forensic anthropology. The goal of the class is to enable the student to appreciate the relationship of human osteology to the fields of skeletal biology and other related subjects. To accomplish the class goals the student will learn bone biology, skeletal identification, and basic laboratory methods.

Week	Course Lecture and Lab Schedule	Topic Readings	Quiz
1	Introduction / Intro Quiz / Goals of Skeletal Analysis / Anatomical Positioning	W&F 1, 6; Thompson Floyd 2001	
2	Bones of the Skull I - Vault (Frontal, Parietals, Occipital, Temporals, Sphenoid) / Anatomical Positioning (cont) / Bone Biology	W&F 4, 7.1-7.10, 7.19; Thompson Floyd 2001 (cont); Langdon 2005	
3	Bones of the Skull II – Face and base (Maxillae, Nasals, Zygomatics, Mandible) / Role of the Skeletal Biologist (Bioarchaeology and Forensic Anthropology [SWGANTH])	W&F 2, 7.11, 7.17-18, 7.20; Ubelaker 2008; SWGANTH ( <a href="http://www.swganth.org">http://www.swganth.org</a> ); Boyd and Boyd 2011	Yes
4	Bones of the Skull III- Interior (Ethmoid, Lacrimals, Palatines, Vomer, Inf. Nasal Conchae, Auditory Ossicles) / Biological Profile	W&F 6, 7.9, 7.12-16; Komar and Buikstra 2007:115-133	Yes
5	Cranium wrap-up and Dentition	W&F 8, 17.7, 19.1-6; Prince Zinni and Crowley 2013; Craniometric Landmarks; Spradley 2008	Yes
6	Craniometrics / Estimation of Sex and Ancestry / <b>FORDISC Project 1 (Craniometrics)</b>	W&F 18.6; Fordisc 3.0; Jantz and Ousley 2013/ Mays 2002	Yes
7	Hyoid and Vertebral column / Skeletal Taphonomy	W&F 9, 17; Nawrocki 2008	Yes
8	Thorax and Shoulder Girdle / Trauma and Pathology	W&F 10, 11, 17; ***	Yes †
9	Arm, Hand and Fingers / Dental Analysis	W&F 12, 13, 5; Prince Zinni and Crowley 2013	Yes
10	Pelvic Girdle / Pelvic Age and Sex Estimation <b>Project 2 (Age estimation)</b>	W&F 14, 19.3.6-8, 19.4.2; Mays 2002	Yes
11	Leg / Osteoware	W&F 16, 18.5; Wilczak and Dudar 2011	Yes
12	Ankle, Foot and Toes / Post-cranial osteometrics / Stature <b>Project 3 (Postcranial metrics and Stature Estimation)</b>	W&F 18.6; SWGANTH; Wiley 2008	Yes
13	Ankle, Foot and Toes (cont) / Issues of Commingling	Byrd and Adams 2008; SWGANTH	Yes
14	Bone Clean-up / Cremations	Symes, et al. 2008	
15	Review / <b>Skeletal Report Due</b> – Discussion in class		
16	<b>FINAL EXAM 8-11pm</b>	<b>Comprehensive Essay and Practical Exam</b>	

\*\*\* Reading to be added. † Midterm grades based on 5 of first 6 quizzes and Project 1.

**Lab Schedule:** Labs will be held in Etheredge 224. Tentatively, monitored lab times will be Monday 5:30-7:30pm, Tuesday 5:30-7:30pm, Thursday 8-9:30am, and Friday 8:30-10am. Lab sessions may change depending on demand and student schedules. Ms. Felicia Pena and other Graduate Teaching Assistants will serve as the Laboratory Assistants for the class. The GTA or I will manage the supervised lab session. Other anthropology classes are using the laboratory so please share space.

### BONE QUIZZES

Quizzes will focus on bone, side, and feature identifications. In addition, general terms/concepts covered in class may be asked. Quizzes will be timed and will occur on the dates specified in the calendar. There will be 11 quizzes. You will be allowed to drop the two lowest grades. Term lists with osseous landmarks and specific concepts will be handed out for each section.

### GRADES -

Course Requirements	Undergraduates	Graduates	Grades will be calculated by summing the point total.
Bone Quizzes (UG: 250; G: 200 [200 × the quiz percentage])	50%	40%	A = 500-450
Projects (75 points)	15%	15%	B = 449-400
Final Exam (125 point)	20%	25%	C = 399-350
Skeletal Report (UG: 50; G: 100)	10%	20%	D = 349-300
Total	100%	100%	F = Less than 300

### SKELETAL REPORT

Each student will be assigned at least one individual to complete an analysis and description. Students are expected to complete the biological profile, describe any observed pathology, and contextualize the burial assigned based on available archaeological data. Undergraduate and graduate students are required to complete a skeletal report. This report will focus on one burial and the data will be entered into *Osteoware*. The difference between undergraduate and graduate student reports relates to the modules of *Osteoware* that students are required to complete. For their report, graduate student are expected to detail, describe, and research the various pathological and common skeletal variants observed in the assigned skeleton.

### COURSE POLICIES

**University 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.honorcode.msstate.edu/>

**Academic Misconduct:** Academic misconduct will be dealt with according to the guidelines and procedures in the Academic Misconduct Policy found at <http://www.honorcode.msstate.edu/>

**Attendance:** Attendance will be maintained through bone quizzes. Given you are quizzed weekly and projects are based on in-class instruction, it is in your best interest to attend class. In addition, one additional hour of lab time is required per week beyond the regular class period. There is a sign-in sheet in the lab, please log your time. Supervised lab time will be scheduled in consultation with the students and TAs. Open lab will be dependent on the availability of the teaching assistant and the instructor.

**Plagiarism:** Using another person's words, thoughts or ideas without acknowledging that person is plagiarism – so don't do it. Cases will be dealt with according to MSU policy.

**No Makeup Quizzes/Final Exam:** No makeup quizzes or exams are given for this class. You are allowed to drop two quizzes during the semester. Quizzes will be given at the beginning of class. Once the door closes and the quiz begins, no one may enter the room. Be on time for the quizzes! Extra credit will be given on each quiz in the form of *Bonus Bones for the Brave*.

**Projects:** Due dates will be provided on the projects – typically a week will be given to complete the project. Projects will not be accepted late unless you have documentation of a medical emergency preventing you from turning the project in to the instructor OR you have prior permission from the instructor to submit the project late. Please refer to MSU Academic Operating Policy 12.09 with issue concerning acceptable absences.

**Students with Disabilities:** Please contact the Dr. Herrmann as soon as possible so arrangements can be made to meet MSU's educational responsibilities. Please refer to <http://www.msstate.edu/dept/sss/> for more information.

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: CMLL

Contact Person: Brian Davisson

Mail Stop: 9517 E-mail: bd641@msstate.edu

Nature of Change: Add

Date Initiated: 12/5/13 Effective Date: 5/1/14

Current Listing in Catalog:

Symbol Number Title

Credit Hours  
( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol Number Title

FLS 3413 Intensive Spanish

Credit Hours  
( 3 )

New or Modified Catalog Description:

An intensive study of Spanish language and culture, designed to prepare students to live or study abroad.

Approved:

*Jack Jordan*  
Department Head

Date:

*12/9/13*

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

*1/29/14*

*[Signature]*  
Dean of College or School

*1-29-14*

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council



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Classical & Modern Languages and Literatures  
P.O. Box FL • Mississippi State, MS 39762-5720  
Phone: (662) 325-3480 • Fax: (662) 325-8209

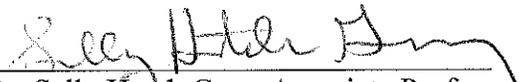
January 9, 2014

To: The Arts and Sciences Committee on Courses and Curricula

From: Sally Hatch Gray, Associate Professor of German  
Co-Chair, Classical and Modern Languages & Literature Curriculum Committee

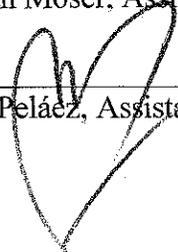
As Co-Chair of the Curriculum Committee in the Department of Classical and Modern Languages & Literature, I am writing in support of the addition of intensive Spanish (FLS 3413) to the Spanish concentration curriculum. It will provide students the opportunity to immerse themselves in the target language and culture before their travels abroad. The Maymester offers not just the perfect timing, but a perfect structure for this course, enabling students to concentrate on their intensive language preparation. This preparation will enhance their study abroad experience. The Classical and Modern Languages & Literature curriculum committee has voted unanimously in favor of this proposal.

Thank you for your consideration of this course addition.

  
\_\_\_\_\_  
Dr. Sally Hatch Gray, Associate Professor of German

  
\_\_\_\_\_  
Dr. Mark Clark, Associate Professor of Classics

  
\_\_\_\_\_  
Dr. Keith Moser, Assistant Professor of French

  
\_\_\_\_\_  
Dr. Sol Peláez, Assistant Professor of Spanish

PROPOSAL FOR COURSE ADDITION

FLS 3413: INTENSIVE SPANISH

1. CATALOG DESCRIPTION

FLS 3413. Intensive Spanish. (3) (Prerequisite: FLS 1123 or equivalent). Three hours lecture. An intensive study of Spanish language and culture, designed to prepare students to live or study abroad.

2. DETAILED COURSE OUTLINE (Maymester outline)

Class	General content	Presentations/ culture	Grammar and vocabulary	Reading	Hours
1	Course introduction; life in Spain; living abroad	History and Geography of Spain	Review of Spanish pronunciation and sounds	<i>Platero y yo</i> , ch. 1 (in class)	(3)
2	Daily routine	History and Geography of Spain	Problem words: <i>poder, venir, llegar, ir</i>	<i>Platero y yo</i> , ch. 2	(3)
3	Family	Geography of Spain (quiz)	Uses and expressions with <i>hacer</i>	<i>Platero y yo</i> , ch. 3-4	(3)
4	Travel (general)	Spanish cities	Review <i>vosotros</i>	<i>Platero y yo</i> , ch. 5-6	(3)
5	Travel (purchasing a ticket)	Spanish cities (Presentations)	Review <i>vosotros</i>	<i>Platero y yo</i> , ch. 7-8	(3)
6	Recreation	Famous Spaniards	<i>Vosotros</i> (quiz)	<i>Platero y yo</i> , ch. 9-10	(3)
7	Recreation	Famous Spaniards (Presentations)	Past tense: preterite vs. imperfect	<i>Platero y yo</i> , ch. 11-12	(3)
8	Culture and history	Fiestas	Past tense: preterite vs. imperfect	<i>Platero y yo</i> , ch. 13-14	(3)
9	Culture and history	Culture and traditions (presentations)	Problem words: <i>saber, conocer</i>	<i>Platero y yo</i> , ch. 15-16	(3)
10	Life at home	Spanish Art	Object pronouns	<i>Platero y yo</i> , ch. 17-18	(3)
11	Giving directions	Spanish Art (Presentations)	Prepositions: <i>por</i> vs. <i>para</i>	<i>Platero y yo</i> , ch. 19-20	(3)
12	Shopping	Film: <i>Volver</i>	Problem words: <i>salvar, ahorrar, rescatar</i> ; review	<i>Platero y yo</i> , ch. 21-22	(3)

			of numbers		
13	Cooking	Food	Spanish pronunciation (quiz)	<i>Platero y yo</i> , ch. 23-24	(3)
14	Cooking	Food (Presentations)	Impersonal expressions	<i>Platero y yo</i> , ch. 25-26	(3)
15	In a restaurant	Prepare and present food for class	Problem words: <i>salir, irse, dejar</i>	<i>Platero y yo</i> (quiz)	(3)
				Total	45 hours

### 3. METHOD OF EVALUATION

Grading: Pass/Fail

Breakdown of assignments:

Participation:	10%		
Quizzes (4):	30%		
Homework:	20%	=	100%
Presentations (5):	40%		

A grade of "Pass" will be equivalent to a grade of at least 70% on the breakdown of assignments listed above. Students receiving a grade of "Pass" will be required to utilize the target language with frequency in the classroom, and complete all of the required presentations, quizzes, and homework assignments. Students missing more than one presentation or quiz, or a majority of the homework assignments, or who do not use the target language in class, will not be eligible to receive a grade of "Pass" in the course.

The course is intended to encourage students to speak with frequency in the target language, and to focus more on communicative skills rather than grammatical precision. The use of Pass/Fail grading in the course is designed to reduce language anxiety, and to encourage students to speak the target language with frequency, even if with grammatical or vocabulary errors.

#### **Participation:**

Participation is based on active participation in class on the course material, and in Spanish. Students are expected to use Spanish at all times in the classroom, and the use of English or other languages in class will result in a reduction of the participation grade. Regular course attendance is required of all students, and as it is taught during the condensed Maymester term, any unexcused absences will affect the student's participation grade.

#### **Quizzes:**

Periodic quizzes will be assigned to test students' knowledge of specific topics covered in the course. The dates of quizzes will be announced on the syllabus.

**Homework:**

Daily homework assignments will be given to students, focused on grammar and vocabulary topics that are pertinent to all students in the class. These assignments will coincide with the general course content, and students will be required to turn in these assignments at the beginning of each class meeting.

**Readings:**

Reading assignments will be given from the novella *Platero y yo*, by Juan Ramón Jiménez. Students will be required to obtain either a physical or digital copy of the text (copies are available for free online), and should complete all assigned reading before the class meeting. The readings will complement the grammar and vocabulary practice in class.

**Presentations:**

Students will give four presentations throughout the course on topics related to Spanish culture and history. All presentations should include some form of visual component, such as use of PowerPoint or handouts, to help other students follow the content of the presentation. Presentations should be roughly 10 minutes in length, and delivered in Spanish. Sample topics are included below, and additional topics will be provided to accommodate course enrollment.

Spanish cities: Barcelona / Córdoba / Granada / Madrid / San Sebastián /  
Santiago de Compostela / Sevilla / Toledo

Culture and traditions: St. James's Way / La corrida de toros / Catalán  
traditions (castells, correfocs) / Valencian traditions  
(Moros y cristianos, la tomatina) / Don Quijote /  
Flamenco / Tapas

Spanish Artists: Salvador Dalí / Manuel de Falla / Francisco Goya / El Greco /  
Pablo Picasso / Joaquín Rodrigo / Diego Velásquez

Famous Spaniards: Pedro Almodóvar / Javier Bardem / Penélope Cruz /  
Pau Gasol / Juan Carlos I / Rafael Nadal / Alejandro  
Sanz

For the final day of class, students will also prepare a traditional Spanish dish, which they will bring to class. They will discuss the preparation of this dish on the previous class day, using the impersonal expressions that are practiced that day in class. Ideas for dishes will be given to students ahead of time to facilitate planning and preparation of the dish. Students may work with a classmate to prepare the dish, and present its preparation together.

#### 4. JUSTIFICATION AND LEARNING OUTCOMES

This course is designed to improve students' speaking, listening, reading, and writing abilities in the Spanish language, and to provide them with a working cultural and historical knowledge of Spain. It is designed to prepare students for participation in a study abroad program, such as the Alcalá program run every summer through MSU, but it is recommended for any student planning on participating in a study abroad program within the following calendar year in a Spanish-speaking country.

The course is ideally suited to be taught during the Maymester term, as it provides students with a longer period of exposure to the language every day (3 hours per class meeting). In this respect, it comes closer to mimicking the experience of life in a Spanish-speaking country, where students would be surrounded by the target language at all times. It is thus more immersive than the Spanish courses taught during the fall or spring terms.

The course will have an important place in the curriculum of CMLL as it is the only course we will offer that will directly prepare students for living in Spain. The cultural and historical topics that it offers are unique in the CMLL curriculum, and the vocabulary and grammar topics, while generally covered in Spanish I-IV courses, are concentrated in this course to facilitate their use in communicative settings within a Spanish-speaking country. For many students, this course will provide their first immersive experience in the Spanish language, and will give them practical knowledge and techniques to use when communicating in a Spanish-speaking environment.

The learning outcomes for the course include the following:

1. Students will strengthen their general communicative abilities in the Spanish language, and in particular their ability to speak and understand communicative Spanish.
2. Students will have the ability to complete certain tasks related to living in a Spanish-speaking country, such as purchasing a train or bus ticket, giving directions, purchasing items at a store, ordering food, and explaining the preparation of food.
3. Students will learn about the history and culture of Spain in general, providing them with a basic cultural knowledge that will facilitate their interaction with native-Spanish persons. Students will furthermore have a deeper knowledge of specific topics related to Spanish culture through the presentations given in the course.
4. Students will consistently work through sentence-level discourse in their interactions with one another, and practice speaking in the diverse tenses, consistent with ACTFL intermediate-level speech.

5. Students will improve their ability to present topics clearly and in detail to an audience, and will work toward narrating paragraph-level discourse, consistent with ACTFL advanced-level speech, through the course presentations.

6. Students will practice their ability to read and interpret texts intended for native-Spanish speakers, to prepare them for interaction with written texts in a Spanish-speaking country.

7. Students will improve their knowledge of Spanish grammar, and improve their Spanish vocabulary relevant to daily life in a Spanish-speaking country.

8. Students will diminish their level of language anxiety in the Spanish language through the immersive nature of the course.

## 5. ACADEMIC MISCONDUCT

Students are expected to follow the university code of conduct in all course-related activities. Students found in violation of the university code of conduct will be subject to discipline as determined by the Student Honor Code Council.

## 6. TARGET AUDIENCE

The course is targeted for students planning to participate in a study abroad in Spain or another Spanish-speaking country, but would be appropriate for all undergraduate students seeking to improve their communicative abilities in the Spanish language, and their knowledge of Spanish culture and history.

## 7. SUPPORT

Attached are letters of support from Dr. Mark Clark, chair of the curriculum committee of the Department of Classical and Modern Languages and Literatures, with the support of the other members of the department curriculum committee: Drs. Sally Gray, Keith Moser, and Sol Pelaez; and from Dr. Jon Rezek, the head of International Business, which oversees Alcalá study abroad program. The course has also been approved by Dr. Jack Jordan, department head of CMLL, and Dr. Rob Harland, the Spanish section head in CMLL.

## 8. INSTRUCTOR OF RECORD

The instructor of record will be Brian Davisson, Assistant Professor of Spanish.

## 9. GRADUATE STUDENT REQUIREMENTS

N/A

10. PLANNED FREQUENCY

The course will be offered once per year during the Maymester term.

11. EXPLANATION OF ANY DUPLICATION

This course provides an intensive, immersive approach to Spanish instruction that provides a cultural introduction to living and studying in Spain, in order to prepare students for participation in a study abroad program. There is no duplication with any other courses offered at MSU.

12. METHOD OF INSTRUCTION CODES

Method of Instruction: C

13. METHOD OF DELIVERY

Method of Delivery: F

14. PROPOSED C.I.P. NUMBER

16.0905

15. PROPOSED 24-CHARACTER ABBREVIATION

Intensive Spanish

16. PROPOSED SEMESTER EFFECTIVE

Maymester 2014

17. OTHER APPROPRIATE INFORMATION

Most course content will be provided to students in the form of handouts. The only required text for the course is *Platero y yo*, which can be legally downloaded as an ebook. (Due to its publication date in 1914, its copyright has expired.) Students may purchase a physical copy of the text if they prefer.

18. PROPOSED CONTACT PERSON

Dr. Brian Davisson, (bd641@msstate.edu)

**APPROVAL FORM FOR  
MAYMESTER COURSES  
MISSISSIPPI STATE UNIVERSITY**

**NOTE: This form is a cover sheet that must accompany a proposal for inclusion of a course in the Maymester. Please fill out appropriate form, A or B and attach. 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:** CMLL

**Contact Person:**

**Phone:**

**E-mail:**

Brian Davisson

bd641@msstate.edu

**Date Initiated:**

**Effective Date:**

12/5/13

5/1/14

**Experimental Course (Example: FLF 4990 18th Century French Poetry)**

**Current Listing in Catalog:**

**Symbol      Number      Title**

**Credit Hours**

**FLS      3413      Intensive Spanish**

**(3      )**

**Current Catalog Description:**

An intensive study of Spanish language and culture, designed to prepare students to live or study abroad.

**Approved:**

**Date:**

*Paul Gopson*  
\_\_\_\_\_  
Department Head

*1/9/14*  
\_\_\_\_\_

\_\_\_\_\_  
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

## **Maymester Course Proposal Form A: Existing Course**

**Explain below how you can effectively deliver this course in an abbreviated (three week) format. Please keep this explanation to no more than one page. Attach your course syllabus.**

The course is designed as a maymester course, providing 45 hours of classroom instruction over an abbreviated term in order to surround students with language and culture in a more intensive way than they experience during a regular semester. The abbreviated maymester term allows for a more intensive experience for the students, as the 3 hours of class meetings per day will give them greater exposure to the language, and require a larger effort on each student's part to adapt to the language requirements of the course.

The course is intended to prepare students for participation in study abroad programs for the following summer or fall terms in particular, thus providing them with an experience that will show them what they might anticipate as they live and study in a Spanish-speaking country. It is structured around practical topics that will give students a working vocabulary and knowledge of grammatical structures that will be commonly used in settings related to daily life, travel, food, recreation, life at home, and general culture and history that will be beneficial to individuals in Spain. While designed for students participating in study abroad programs, it will be open to any student who has completed a minimum of Spanish II (or equivalent). For many students, it will provide their first experience in an environment that is both intensive and immersed in the Spanish language. In this regard, it will be helpful for all students studying Spanish, even if they will not be participating in a study abroad program in the near future.

Attached to this proposal is a syllabus that shows the breakdown of the lessons, as it will be used during the maymester term.

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:

Contact Person: Rick Travis

Mail Stop 9706

E-mail: rtravis@deanas.msstate.edu

Nature of Change: Addition

Date Initiated: 1-26-14

Effective Date: 5-1-14

Current Listing in Catalog:

Symbol      Number      Title

Credit Hours

(      )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol      Number      Title

Credit Hours

IDS    4111      Professional Seminar

1 )

New or Modified Catalog Description:

(Restricted to BSIS majors or consent of the Instructor). One hour lecture. Introduction to professional opportunities and skills for students earning a BSIS degree.

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

1/27/14

1-27-14

Course Addition – Interdisciplinary Studies Professional Seminar (IDS 4111)

1. CATALOG DESCRIPTION

IDS 4111 Professional Seminar (1) (Restricted to BSIS majors or consent of the Instructor). One hour lecture. Introduction to professional opportunities and skills for students earning a BSIS degree.

2. DETAILED COURSE OUTLINE

<u>Topic</u>	<u>Hours</u>
I. Career/Graduate School Identification Strategies	
- Personal skills assessment	1
- Career interest inventory	1
- How to search and where to search for jobs or graduate schools	1
II. Resume, Cover Letter and Application Prep	
- Resume types and their construction	1
- Role of cover letters in positioning you for success	1
- Preparing resumes and cover Letters	1
III. Interviewing	
- Dressing for interviews	1
- Etiquette for career success (social media, dinner etc)	1
- Mock interviews	2
IV. Career Exploration	
- Using contemporary career assessment tools to identify desirable career options	2
- Investigating possible career/grad school options	2
V. Final Project	1
	<hr/>
	(Total 15 hrs)

3. METHOD OF EVALUATION

**Methods of Evaluation:**

**770 Total Points Distributed as Such:**

**Career Center Connections Account (20):** You will be asked to complete your profile in Connections, the Career Center’s online job posting and on-campus recruiting software.

**‘Career’Autobiography (75):** It’s important for your instructor to know what mind frame you’re in as you enter this course. This will help us work with you to establish a personalized decision-making strategy. This paper should cover topics such as (but not limited to) previous/current career goals,

educational background in high school/college, family career 'history', and any people who have greatly influenced your thoughts and decisions relating to major/career exploration.

**Resume (75):** You will develop a resume to evaluate your current experiences, make goals to develop new skill sets and experiences, and become familiar with the resume writing process.

**Career Days Assignment (75):** Over 120 employers from a variety of fields will be present at the Humphrey Coliseum for two days. Discover internship and career opportunities. You will be required to attend at least one day of Career Days and write a reflection based on what you learned during your attendance.

**Cover Letter (75)** You will develop a cover letter for a job you have an interest in. You can substitute a statement of purpose if you are interested in graduate or professional school.

**Interviewing Skills Assignment (50)** Complete assignment of writing your answers to a listing of the most popular interview questions.

**Mock Interview (100)** You will participate in individual mock interviews geared toward employment or graduate/professional school. The interviews will be recorded so that students can review their performance.

**Career Exploration (200):** You will gather information on two occupations /advanced education you are currently exploring. The purpose of this activity is to help determine, based on the information you discover, whether you could see yourself being successful in those jobs or programs of study. From those two, pick one to use for an informational interview. This assignment will allow you to obtain knowledge and advice from a professional in the field.

You will interview people (**OTHER THAN FAMILY MEMBERS**) who are involved in careers you find interesting. The purpose of this activity is gather information on their background, education, employment history, etc., ***but more importantly, their personal journey that leads to where they are today.*** You can use their knowledge/experiences to reflect on where you are in your own career decision-making process. This assignment will also help you learn the value of networking as you look at others' experiences.

**Portfolio (100):** Your 3-ring binder will serve as your portfolio. All class materials should be neatly organized in that portfolio using our specifications so that you may refer back to them throughout the semester. During our individual meetings, you will submit your complete portfolio for grading.

**Grading Scale:**

- A: 693-770 points
- B: 616-692 points
- C: 539-615 points
- D: 462-538 points
- F: less than 462 points

#### 4. JUSTIFICATION & LEARNING OUTCOME

The BSIS program has become one of the larger degree granting programs at MSU and the students in the program have very diverse backgrounds associated with the diversity of their programs of study. This course will serve the role of equipping BSIS students with a common set of essential skills as they prepare for future employment or continued education opportunities.

Specific learning outcomes that students will achieve are;

- an increased ability to know where and how to search effectively for professional employment and/or post-baccalaureate education opportunities;
- an increased ability to communicate orally in a professional setting;
- a greater ability to write in a manner suitable for a professional setting; and
- a deeper understanding of their own personal strengths and interests.

#### 5. ACADEMIC MISCONDUCT

The syllabus will include this statement on Academic Misconduct:

“Students who cheat on any quiz, exam, or assignment, or who plagiarize in a written assignment will be considered to have violated the university rules on academic dishonesty. In such a case, the instructor will automatically fail the student for the entire course and submit letters to the program director, department head and dean of the graduate school requesting the student's dismissal from the program and university (in accordance with the university policy). Students are expected to know how to avoid plagiarizing in their written assignments. If a student is unsure of what constitutes plagiarism or of how to avoid it, please see the instructor immediately for appropriate readings and any necessary skills remediation. Be sure to appropriately cite sources that you quote or otherwise use in the construction of your responses. See the MSU Honor Code at <http://students.msstate.edu/honorcode/>”

#### 6. TARGET AUDIENCE

The course is designed for students pursuing the Bachelor's of Science in Interdisciplinary Studies.

#### 7. SUPPORT

See the attached letter of support from the BSIS committee.

#### 8. INSTRUCTOR OF RECORD (GRADUATE COURSE)

This course will not be offered to graduate students.

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

Not applicable.

#### 10. PLANNED FREQUENCY

This course will be offered each semester.

11. EXPLANATION OF ANY DUPLICATION

Some of the subject material covered in this course is also covered in COE 1323 Career Planning but the student target audiences are very different. Whereas COE 1323 is only available to students with freshman or sophomore standing and is designed to help them identify academic majors and career opportunities, IDS 4111 will typically only enroll seniors who are approaching the final stages of their college education and for whom the course will serve as a final opportunity to equip them with necessary skills.

12. METHOD OF INSTRUCTION CODE

C

13. METHOD OF DELIVERY

F

14. PROPOSED C.I.P. NUMBER

24.0102

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

Professional Seminar

16. PROPOSED SEMESTER EFFECTIVE

Fall 2014

17. OTHER APPROPRIATE INFORMATION

This course will also serve as a primary vehicle for the assessment of the BSIS program. One of the weaknesses of the program, as pointed out by the Office of Institutional Effectiveness, is the ability to assess the progress and performance of the students pursuing the BSIS major. Some of the writing and other assignments in this course will also serve as useful tools for outcomes assessment of the students in the program.

18. PROPOSAL CONTACT PERSON

Rick Travis, Ph.D. 325-2646 or rtravis@deanas.msstate.edu

# MISSISSIPPI STATE UNIVERSITY

College of Arts & Sciences

*Tradition with Vision*

## LETTER OF SUPPORT

### Modification to the B.S. degree in Interdisciplinary Studies at Mississippi State University

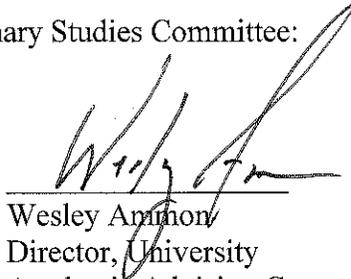
The interdisciplinary studies committee supports the request for degree modification as follows:

1. Add the one hour Professional Seminar course (IDS 4111).
2. Reduce the total of number of free elective hours to 29.
3. Allow students to complete their program of study using General Studies courses rather than requiring 12 additional hours of coursework specifically from the University Core.
4. Allow students to count only one grade of "D" in **each** of their emphasis areas.
5. Add the curriculum to the University bulletin.

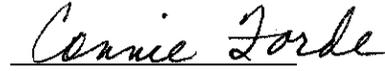
Members of the Interdisciplinary Studies Committee:



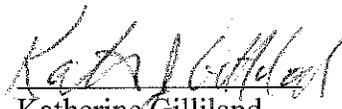
Rick Travis, Chair  
Associate Dean  
College of Arts & Sciences



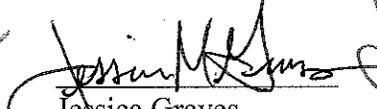
Wesley Ammon  
Director, University  
Academic Advising Center



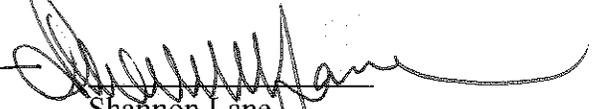
Connie Forde  
Professor and Head  
Inst. Syst. & Workforce Dev.



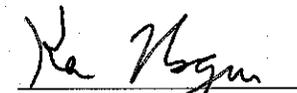
Katherine Gilliland  
Associate Professor  
Dept. of Kinesiology



Jessica Graves  
Undergraduate Coord.  
Animal & Dairy Sciences



Shannon Lane  
Undergraduate Coord.  
Department of Sociology



Kevin Rogers  
Associate Dean  
College of Business

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:

Contact Person: Rick Travis

Phone: 5-2646 E-mail: rtravis@deanas.msstate.edu

Nature of Change: Distance Approval

Date Initiated: 1-26-14 Effective Date: 5-1-14

Current Listing in Catalog:

Symbol Number Title

Credit Hours  
( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol Number Title

IDS 4111 Professional Seminar

Credit Hours  
( 1 )

New or Modified Catalog Description:

(Restricted to BSIS majors or consent of the Instructor). One hour lecture. Introduction to professional opportunities and skills for students earning a BSIS degree.

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

1/27/14  
1-27-14

Course Approval for Distance Education – Interdisciplinary Studies Professional Seminar (IDS 4111)

1. CATALOG DESCRIPTION

2.

IDS 4111 Professional Seminar (1) (Restricted to BSIS majors or consent of the Instructor). One hour lecture. Introduction to professional opportunities and skills for students earning a BSIS degree.

2. JUSTIFICATION FOR CDE OFFERING

The BSIS program has become one of the larger degree granting programs at MSU and is indeed the largest degree-granting program offered through Distance Education. The students in the program have very diverse backgrounds associated with the diversity of their programs of study. This course will serve the role of equipping BSIS students with a common set of essential skills as they prepare for future employment or continued education opportunities.

3. LEARNING OUTCOMES

Specific learning outcomes that students will achieve are;

- an increased ability to know where and how to search effectively for professional employment and/or post-baccalaureate education opportunities;
- an increased ability to communicate orally in a professional setting;
- a greater ability to write in a manner suitable for a professional setting; and
- a deeper understanding of their own personal strengths and interests.

4. DETAILED COURSE OUTLINE of CAMPUS 1

<u>Topic</u>	<u>Hours</u>
I. Career/Graduate School Identification Strategies	
- Personal skills assessment	1
- Career interest inventory	1
- How to search and where to search for jobs or graduate schools	1
II. Resume, Cover Letter and Application Prep	
- Resume types and their construction	1
- Role of cover letters in positioning you for success	1
- Preparing resumes and cover Letters	1
III. Interviewing	
- Dressing for interviews	1
- Etiquette for career success (social media, dinner etc)	1
- Mock interviews	2
IV. Career Exploration	
- Using contemporary career assessment tools to identify desirable career options	2
- Investigating possible career/grad school options	2
V. Final Project	1

(Total 15 hrs)

5. DETAILED COURSE OUTLINE of CAMPUS 5

Content Area	Campus 1	Campus 5
I. Career/Graduate School Identification Strategies - Personal skills assessment - Career interest inventory - How to search and where to search for jobs or graduate schools	(3 hours) lectures, feedback discussion	(3 hours) PowerPoint lecture, videos, email feedback
II. Resume, Cover Letter and Application Prep - Resume types and their construction- Role of cover letters in positioning you for success - Preparing resumes and cover Letters	(3 hours) lectures, feedback discussion	(3 hours) PowerPoint lecture, videos, email feedback
III. Interviewing - Dressing for interviews - Etiquette for career success (social media, dinner etc) - Mock interviews	(4 hours) lectures, feedback discussion	(4 hours) PowerPoint lecture, videos, email feedback, discussion board
IV. Career Exploration - Using contemporary career assessment tools to identify desirable career options - Investigating possible career/grad school options	(4 hours) lectures, feedback discussion	(4 hours) PowerPoint lecture, videos, email feedback, discussion board
V. Final Project	(1 hour) discussion	(1 hour) video, email feedback
<b>TOTALS</b>	<b>15 CONTACT HOURS</b>	<b>15 CONTACT HOURS</b>

6. METHOD OF EVALUATION

**770 Total Points Distributed as Such:**

**Career Center Connections Account (20):** You will be asked to complete your profile in Connections, the Career Center's online job posting and on-campus recruiting software.

**'Career'Autobiography (75):** It's important for your instructor to know what mind frame you're in as you enter this course. This will help us work with you to establish a personalized decision-making strategy. This paper should cover topics such as (but not limited to) previous/current career goals, educational background in high school/college, family career 'history', and any people who have greatly influenced your thoughts and decisions relating to major/career exploration.

**Resume (75):** You will develop a resume to evaluate your current experiences, make goals to develop new skill sets and experiences, and become familiar with the resume writing process.

**Career Days Assignment (75):** Over 120 employers from a variety of fields will be present at the Humphrey Coliseum for two days. Discover internship and career opportunities. You will be required to attend at least one day of Career Days and write a reflection based on what you learned during your attendance. Alternatively, if you cannot attend in person you will use the Career Center's Connections website to identify at least three employers with whom you would like to meet and you will make contact with them electronically where you explain your interest in their company and initiate the process of arranging an interview via an electronic medium.

**Cover Letter (75)** You will develop a cover letter for a job you have an interest in. You can substitute a statement of purpose if you are interested in graduate or professional school.

**Interviewing Skills Assignment (50)** Complete assignment of writing your answers to a listing of the most popular interview questions.

**Mock Interview (100)** You will participate in individual mock interviews geared toward employment or graduate/professional school. These interviews can be done in person or via interactive video. The interviews will be recorded so that students can review their performance.

**Career Exploration (200):** You will gather information on two occupations /advanced education you are currently exploring. The purpose of this activity is to help determine, based on the information you discover, whether you could see yourself being successful in those jobs or programs of study. From those two, pick one to use for an informational interview. This assignment will allow you to obtain knowledge and advice from a professional in the field.

You will interview people (**OTHER THAN FAMILY MEMBERS**) who are involved in careers you find interesting. The purpose of this activity is gather information on their background, education, employment history, etc., ***but more importantly, their personal journey that leads to where they are today.*** You can use their knowledge/experiences to reflect on where you are in your own career decision-making process. This assignment will also help you learn the value of networking as you look at others' experiences.

**Portfolio (100):** Your 3-ring binder will serve as your portfolio. All class materials should be neatly organized in that portfolio using our specifications so that you may refer back to them throughout the semester. During our individual meetings, you will submit your complete portfolio for grading.

**Grading Scale:**

- A: 693-770 points
- B: 616-692 points
- C: 539-615 points
- D: 462-538 points
- F: less than 462 points

## ACADEMIC MISCONDUCT

The syllabus will include this statement on Academic Misconduct:

“Students who cheat on any quiz, exam, or assignment, or who plagiarize in a written assignment will be considered to have violated the university rules on academic dishonesty. In such a case, the instructor will automatically fail the student for the entire course and submit letters to the program director, department head and dean of the graduate school requesting the student's dismissal from the program and university (in accordance with the university policy). Students are expected to know how to avoid plagiarizing in their written assignments. If a student is unsure of what constitutes plagiarism or of how to avoid it, please see the instructor immediately for appropriate readings and any necessary skills remediation. Be sure to appropriately cite sources that you quote or otherwise use in the construction of your responses. See the MSU Honor Code at <http://students.msstate.edu/honorcode/>”

Additionally, because the writing assignments are tailored for specific students they should not be able to find any materials online that are applicable for their situation.

## TARGET AUDIENCE

The course is designed for students pursuing the Bachelor's of Science in Interdisciplinary Studies through MSU's Center for Distance Education. This includes students from around the state and the nation.

## 7. METHOD OF INSTRUCTION CODE

C

## 8. METHOD OF DELIVERY

F

## 9. DELIVERY STATEMENT

The distance learning course will not violate the Provost's policies on Campus 5 offerings.

# MISSISSIPPI STATE

UNIVERSITY™

College of Arts & Sciences

## LETTER OF SUPPORT

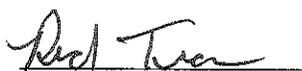
*Tradition with Vision*

### Modification to the B.S. degree in Interdisciplinary Studies at Mississippi State University

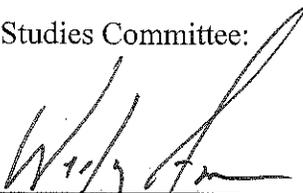
The interdisciplinary studies committee supports the request for degree modification as follows:

1. Add the one hour Professional Seminar course (IDS 4111).
2. Reduce the total of number of free elective hours to 29.
3. Allow students to complete their program of study using General Studies courses rather than requiring 12 additional hours of coursework specifically from the University Core.
4. Allow students to count only one grade of "D" in ~~each~~ of their emphasis areas.
5. Add the curriculum to the University bulletin.

Members of the Interdisciplinary Studies Committee:



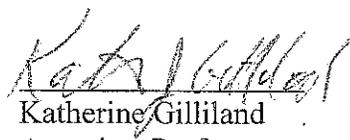
Rick Travis, Chair  
Associate Dean  
College of Arts & Sciences



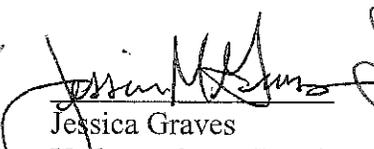
Wesley Ammon  
Director, University  
Academic Advising Center



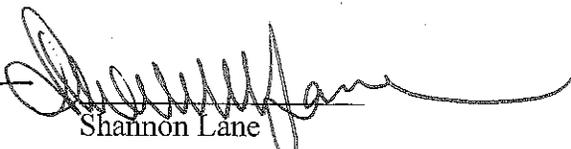
Connie Forde  
Professor and Head  
Inst. Syst. & Workforce Dev.



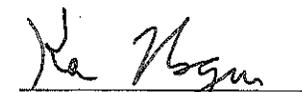
Katherine Gilliland  
Associate Professor  
Dept. of Kinesiology



Jessica Graves  
Undergraduate Coord.  
Animal & Dairy Sciences



Shannon Lane  
Undergraduate Coord.  
Department of Sociology



Kevin Rogers  
Associate Dean  
College of Business

APPROVAL FORM FOR

# MSU CORE COURSES

MISSISSIPPI STATE UNIVERSITY

**NOTE:** This form is a cover sheet that must accompany the MSU Core designation 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:** Music

**Contact Person:** Robert Damm

**Mail Stop:** 9734

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

**Nature of Change:** Modify

**Date Initiated:**

**Effective Date:**

**Proposed MSU Core Category for the Course:**

**Current Listing in Catalog:**

Symbol	Number	Title
MU/AAS	1103	African American Music

Credit Hours
( 3 )

**Description:**

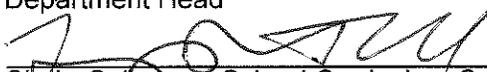
(3) Three hours lecture. A study of African musical and cultural traditions with focus on the impact of these traditions on the development and advancement of African American music.

**Approved:**

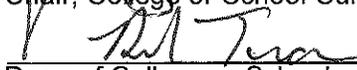
**Date:**

  
\_\_\_\_\_  
Department Head

1-29-14  
\_\_\_\_\_

  
\_\_\_\_\_  
Chair, College or School Curriculum Committee

1/29/14  
\_\_\_\_\_

  
\_\_\_\_\_  
Dean of College or School

1-29-14  
\_\_\_\_\_

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

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

APPROVAL FORM FOR

# MSU CORE COURSES

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the MSU Core designation 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: Music

Contact Person: Robert Damm

Mail Stop: 9734

E-mail: RDamm@colled.msstate.edu

Nature of Change: Modify

Date Initiated: 9/26/13 Effective Date: 1/19/14

Proposed MSU Core Category for the Course: Fine Arts

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
MU/AAS	1103	African American Music	( 3 )

Description:

MU 1103. African American Music. (3) Three hours lecture. A study of African musical and cultural traditions with focus on the impact of these traditions on the development and advancement of African American music.

Approved:

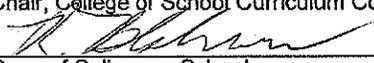
Date:

  
\_\_\_\_\_  
Department Head

10/4/13  
\_\_\_\_\_

  
\_\_\_\_\_  
Chair, College or School Curriculum Committee

11-18-13  
\_\_\_\_\_

  
\_\_\_\_\_  
Dean of College or School

11/18/13  
\_\_\_\_\_

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

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



**MISSISSIPPI STATE  
UNIVERSITY™**

Department of Music

September 30, 2013

To: College of Education Box Council

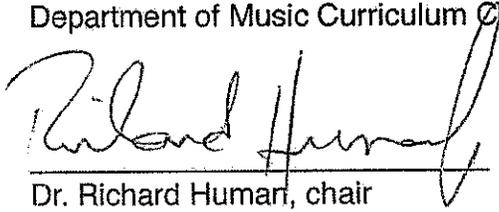
Fr: Department of Music Curriculum Committee

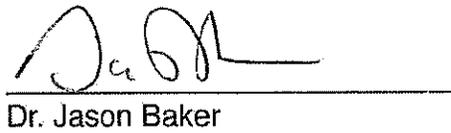
Re: Approval Form for MSU Core Courses: MU/AAC 1103 African American Music

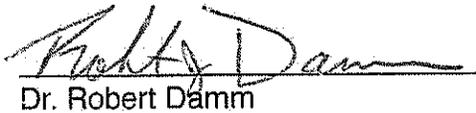
The designation of MU/AAS 1103 African American Music has the unanimous support of the Department of Music faculty. We respectfully submit the attached proposal to the Barry F. Box Council for your consideration.

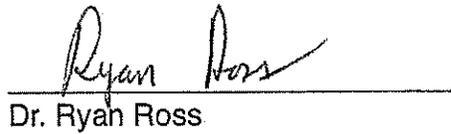
Sincerely,

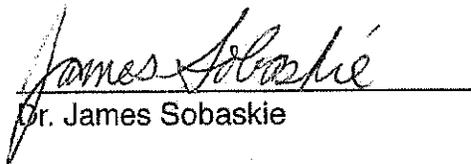
Department of Music Curriculum Committee

  
Dr. Richard Humar, chair

  
Dr. Jason Baker

  
Dr. Robert Damm

  
Dr. Ryan Ross

  
Dr. James Sobaskie



MISSISSIPPI STATE  
UNIVERSITY™

College of Arts & Sciences  
*African American Studies*

October 1, 2013

Dr. Tommy Anderson, Co-chair  
Dr. Donna Gordon, Co-chair  
Curriculum Committee  
College of Arts & Sciences  
Mississippi State University

Dear Drs. Anderson and Gordon:

The faculty in African American Studies unanimously supports the action of our colleagues in the Department of Music in petitioning the Curriculum Committee in the College of Arts & Sciences and the University Curriculum Committee to add MU/AAS 1103 African American Music to the core. We believe this course satisfies many of the same criteria as MU 1113 Music Appreciation, which is in the core.

African American Music fits in the fine arts section of the College and University Core. It provides a foundation for furthering our student's understanding of the long tradition of African American music and its connection to Africa and the rich music history of the Mississippi Delta. Given its breadth beyond the Americas and its roots in Mississippi, African American Music will provide a broad knowledge of the fine arts and humanities.

Students explore fundamental issues related to human identity in African American Music. Not only does music help shape our cultural identity, it fosters good will among people, regardless of their race or ethnicity. Music, for example, played a critical role in tearing down the wall of segregation during the civil rights movement. The Temptations, The Supremes, and many solo entertainers became ambassadors in the South, which made it easier for people to cross racial lines. Music also helped strengthen participants in the Freedom Rides and various marches for civil rights.

African American Music not only is important to the college and university core for its intrinsic value, but also is an important part of our curriculum. Students who pursue the minor in AAS are required to take African American Music as a fine art. Our students are now at a disadvantage because they have to take it as an elective. Is there a logical reason why these students do not get

credit for a general education course that is required for the minor in African American Studies?  
We do not believe so.

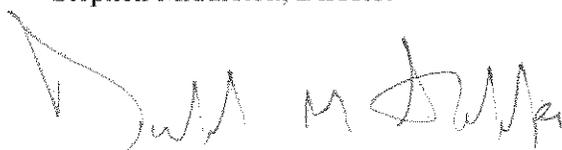
Moreover, Mississippi University affirms its commitment to diversity in its strategic plan. It also points out that approximately 20% of its enrollment is African American students. Indeed, AAS enrolls a diverse population of students in its courses. It is worthy of note that the first student to earn a minor in African American Studies was not black. However, we cannot overlook the fact that the majority of students enrolled in African American Studies are black. The vast majority of the students we serve have to make the difficult choice of pursuing the minor out of their love for the discipline. They do not get credit toward graduation.

It should be obvious that African American Studies is hurt by not having courses in the college and university core. The Music Department has taken an important step in helping us remedy the situation.

Respectfully,



Stephen Middleton, Director



Donald Shaffer,  
Chair, AAS Curriculum Committee

**Proposal to Designate MU/AAS 1103: African American Music a fine arts general education core course.**

**1. Catalog Description:** MU 1103. African American Music. (3) Three hours lecture. A study of African musical and cultural traditions with focus on the impact of these traditions on the development and advancement of African-American music.

**2. Category**

Fine Arts (Music)

**3. Detailed Course Outline**

**I. Song in a Strange Land 1619-1775 [3 contact hours]**

- A. The African Legacy/African Diaspora (*Southern*, 3-22)
- B. Music in the Colonies (*Southern*, 23-28)
- C. Congregational and Recreational Songs (*Southern*, 28-58)

**II. Songs of African-American Liberation 1776-1865 [3 contact hours]**

- A. Black Musicians in the Continental Army (*Southern*, 63-71)
- B. The Birth of the Black Church (*Southern*, 71-89)
- C. Ethiopian Minstrelsy (*Southern*, 89-96, 231-244)

**III. Antebellum America: Songs in Urban Areas [3 contact hours]**

- A. Music in the Cities (*Southern*, 97-127)
- B. Music of the Black Church (*Southern*, 127-137)
- C. Music and the Anti-Slavery Movement (*Southern*, 140-150)

**IV. Antebellum America: Songs along the Countryside [3 contact hours]**

- A. African Traditions in the South (*Southern*, 136-140)
- B. Daily Life on the Plantation (*Southern*, 153-167)
- C. Entertainment for the Southern Elite (*Southern*, 175-177)

**V. Black Music and Musicians in the Early National Period [3 contact hours]**

- A. Primary Sources of Black Music (*Southern*, 151-153)
- B. Songs of Narration and Social Comment (*Southern*, 156-161)
- C. Recreational Music (*Southern*, 167-175)

**VI. African American Life: Importance of Music [3 contact hours]**

- A. The Worship Service (*Southern*, 177-184, 262-264)
- B. Spiritual Songs (*Southern*, 184-190)
- C. Folk Songs (*Southern*, 190-204)

**VII. The American Civil War and Emancipation [3 contact hours]**

- A. Songs of the People (*Southern*, 224-227)
- B. Dissemination of the Spirituals (*Southern*, 227-231)
- C. Music after the Civil War (*Southern*, 205-217, 223-224)

- VIII. Black Performers and the Concert Stage [3 contact hours]
  - A. Itinerant and Community Musicians (*Southern*, 244-255, 259-261, 298-300)
  - B. Brass Bands and Dance Orchestras (*Southern*, 257-259)
  - C. Festivals and Extravaganzas (*Southern*, 256-257)
  
- IX. Black Music in the New Century [3 contact hours]
  - A. Concert World (*Southern*, 265-287)
  - B. Symphonies, Orchestras, and Opera Companies (*Southern*, 287-296)
  - C. Theaters and Theater Music (*Southern*, 296-298)
  
- X. Musical Styles and Forms [3 contact hours]
  - A. Vaudeville and Musical Comedies (*Southern*, 300-302)
  - B. Musicals on and off Broadway (*Southern*, 303-305)
  - C. Black Entertainment Abroad (*Southern*, 305-307)
  
- XI. The Music Business [2 contact hours]
  - A. Early Recordings of Black Musicians (*Southern*, 307-311)
  - B. Professional Organizations (*Southern*, 311-312)
  
- XII. Early Precursors to Jazz [3 contact hours]
  - A. The Emergence of Ragtime (*Southern*, 313-332)
  - B. The Blues (*Southern*, 332-340)
  - C. Brass Bands and String Bands (*Southern*, 340-358)
  
- XIII. The Great War and the Harlem Renaissance and Beyond [4 contact hours]
  - A. The Jazz Age (*Southern*, 365-403)
  - B. Gospel, Jazz, Blues, and Pop (*Southern*, 466-522)
  - C. Singers, Instrumentalists, and Composers (*Southern*, 523-566)
  
- XIV. Barry Gordy and the Motown Song [4 contact hours]
  - A. Barry Gordy (My Courses)
  - B. Smoky Robinson (My Courses)
  - C. The Temptations (My Courses)
  - D. The Supremes (My Courses)
  
- XV. Rap Music [3 contact hours]
  - A. The New Pop (*Southern*, 598-609) (My Courses)
  - B. The Business of Rap (My Courses)
  - C. Russell Wendell Simmons (My Courses)

**Course Objectives:**

- a) the student will learn the specific elements of African-American music relate it to the western musical tradition
- b) the student will hear music by representative composers of the major periods in African-American music from 1619 to the present
- c) the student will study the lives of the composers of the major periods in African-American music from 1619 to the present
- d) the student will become acquainted with representative forms of the major periods in African-American music from 1619 to the present
- e) the student will understand the stylistic characteristics of the major periods in African-American music from 1619 to the present.

**Suggested Student Activities:**

- a) Daily reading assignments
- b) Daily listening assignments
- c) Guided listening to recordings
- d) Concert attendance
- e) Class discussion
- f) Video viewing
- g) Participation in music-making and other class activities
- h) Class papers and projects
- i) Guest lectures

**Required Readings**

Southern, Eileen (1997). The music of Black Americans (Third Edition). New York: W.W. Norton.

Course Packet (Select readings will be available in My Courses)

**Honor Code**

The Mississippi State University Honor Code reads 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.*" For additional information please contact the Student Honor Code office at 662.325.9151 or visit their web at <<http://www.honorcode.msstate.edu>>.

**Disability**

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, call SSS at (662)325-335, visit the SSS office in 01 Montgomery Hall or their website at (<http://www.sss.msstate.edu/>).

### **Attendance Policy**

This course participates in the Mississippi State University Path Finder program, which reminds freshmen of the importance of class attendance. In accordance with this initiative, attendance will be taken daily.

1. Attendance is imperative; see MSU Bulletin for policy.
2. Three tardies constitute one absence.
3. Beyond two unexcused absence, each absence lowers the student's final grade by a letter.
4. Written documentation of an excused absence is to be presented within two class periods of the absence for acceptance.

### **Technology:**

Technology is used in the delivery of the course content in this class. Students will watch videos and You Tube broadcasts of selected musical styles as selected by the instructor.

### **Evaluation of Student Progress:**

1. Four written tests (including final exam)
2. Two projects

#### **Project I. Design Musical Instrument**

Musical instruments are needed to perform music. Students will design and construct a unique musical instrument that they can use to play music. We will discuss instrument design in class, so students will have sufficient context for designing an instrument to play sounds. Class time will also be spent on various strategies of improvisation and composition.

#### **Project II. Harlem Renaissance**

The Harlem Renaissance is the name given to the period from the end of World War I through the middle of the 1930's during which a group of talented African-Americans produced a sizable body of poetry, fiction, drama, essays, art, and music. Common themes included alienation, marginality, the use of folk material, and the use of the blues tradition. The Harlem Renaissance was more than a literary movement; it included racial consciousness, the "back to Africa" movement, racial integration, an explosion of music (particularly jazz, spirituals, and blues), painting, and drama. For this project, student will a) choose one prominent personality and write a three-page b) make a brief class presentation showcasing the work of the selected personality.

#### **Grading:**

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

No make-up tests will be given unless prior arrangements are made, or an **emergency** causes you to miss the test.

#### 4. Justification and Learning Outcomes

The UCCC Handbook (Appendix D) provides the Criteria for Inclusion of Courses in the Mississippi State University General Education (Core) Curriculum. Through the **Fine Arts** General Education Core Course, students will understand the formal elements of the fine art(s), and develop an awareness of both the values and functions of works within their historical and/or social contexts. The courses approved for inclusion in the **Fine Arts** category should be focused primarily on the *appreciation* of one or more of the *fields* of art, music, theater, dance, or design (and the sub-specialties within those fields), and not consist primarily of performances and/or artistic activities.

##### **Fine Arts Learning Outcomes**

Students will understand the formal elements of the fine art(s), and develop an awareness of both the values and functions of works within their historical and/or social contexts.

##### **Fine Arts Expected Outcomes**

Knowledge – understanding of the

- A. fundamental elements
- B. terminology
- C. forms

Recognition of the important artists of an historical or stylistic period

Awareness of work in an arts medium via engaging presentations

- D. live demonstration
- E. audio recordings
- F. slides
- G. videos
- H. Internet
- I. print media

Understanding of an historical overview of an arts area over a significant period of time (100 or more years)

Exposure to a cross-disciplinary view of the arts in an historical, as well as stylistic context

Skills

- J. effectively describe and critique works of art
- K. develop and use comparative criteria in both form and content to assess the arts across disciplines during an historical era

## **Justification and Learning Outcomes for MU 1103: African American Music**

*The following information is provided as a detailed explanation of how AAS/MU 1103: African American Music fosters all of the knowledge and skills outcomes associated with the General Education Core in Fine Arts.*

**MU 1103: African American Music is focused primarily on the appreciation of African American Music.** *The course does not consist primarily of performances and/or artistic activities.* The tradition of African American music is one of the most exciting and diverse aspects of the North American musical panorama. It is also, arguably, the most important ethnic vernacular tradition in America. This is so because African American musical styles make up the broadest and most enduring array of vernacular styles in America and historically, have been the most influential.

Furthermore, African American Music (MU 1103) is similar in form to music appreciation courses at Mississippi State University. It has all the course fundamentals and meets the same content and knowledge criteria. While MU 1103 does these similar things, it broadens and deepens music appreciation by adding the element of diversity in culture and tradition. In sum, while MU 1103 teaches the fundamentals of music appreciation, it infuses the subject with the unique experiences of the African and African American experience.

**Students in MU 1103: African American Music, learn the Fundamental Elements and Terminology of Music. Students also learn musical form.**

In discussing African and African American music students learn all the fundamental elements of music and the terminology to describe these concepts.

Rhythmic features discussed include rhythm, meter, time line, beat, pulse, syncopation, cross rhythms, polyrhythms, polymeters, accents, and tempo.

Melodic features discussed include pitch, interval, melody, scale, pentatonic scale, major scale, modal scale, blues scale, phrase, theme, key, and modulation.

Harmonic features discussed include harmony, chord, triad, texture, density, monophony, homophony, polyphony, heterophony, antiphony, and overlapping call-and-response.

Lyrics features vocal music are discussed including poetic language, themes, imagery, metaphor, personification, rhyme, and allusion.

Tone color features of music are discussed including timbre, vocal color, instrumental color, membranophones, idiophones, aerophones, and chordophones.

Performance Practice features of music are discussed including improvisation, call-and-response, lining out, communal participation, and scat singing.

Formal features of music are discussed including chorus, stanza, binary form, AAB phrase structure, aab form, theme and variations, and blues harmonic structure.

**Students in MU 1103: African American Music learn about and recognize important musical issues, concepts, styles, and historical events.**

A wide variety of musical and historical styles are recognized including the African heritage, the African diaspora, psalms and hymns, recreational fiddle and banjo music for dancing, pattin' juba, 'Lection Day Festivities, Pinkster Day, Martial music of the fife & drum, brass band music, music of the Black Church, camp meeting spiritual songs, ring shouts, spirituals, cake walk, minstrelsy, the concert stage, concert bands and orchestras, music in theater, dancing in Congo Square, John Conny or Junkanoo Festivals, voodoo, anti-slavery songs, underground railroad songs, music of the Negro Philharmonic Society, field hollers and work songs, "red hot music" of the dance halls and dives, traveling road shows, Army Bands, ragtime, blues, jazz, swing, Harlem Renaissance, gospel, the Black Revolution, bebop, cool jazz, free jazz, Latin jazz, fusion, rhythm and blues, soul music, rock and roll, funk, disco, and rap.

**Students in MU 1103: African American Music learn about and recognize the contributions of Important African American Musicians and Composers (partial listing):**

Newport Gardner, Richard Allen, Stephen Foster, William Henry Lane, Elizabeth Taylor Greenfield, Francis Frank Johnson, Harriet Tubman, Issac Watts, Fisk Jubilee Singers, Walter Craig, James Bland, Sam Lucas, William Kersands, Gussie Lord, Marie Selika Williams, Thomas "Blind Tom" Green Bethune, Harry T. Burleigh, Will Marion Cook, Joseph Douglas, Hazel Harrison, Helen Hagen, Walker and Williams, Scott Joplin, Ferdinand Joseph "Jelly Roll" Morton, James Hubert "Eubie" Blake, W. C. Handy, Harry Pace, Gertrude Ma Rainey, Bessie Smith, "Blind Lemon" Jefferson, Edward "Kid" Ory, Joseph "King" Oliver, Buddy Bolden, Louis "Satchmo" Armstrong, Fletcher Henderson, James Reese Europe, Edward "Duke" Ellington, William "Chick" Webb, Cabell "Cab" Calloway, Lionel Hampton, Charlie Christian, William "Count" Basie, Ella Fitzgerald, Billie Holiday, Billy Eckstine, Dizzy Gillespie, Thelonious Monk, Charlie Parker, Miles Davis, James Weldon Johnson, Roland Hayes, Marian Anderson, Paul Robeson, Dorothy Maynor, Hall Johnson, Eva Jessye, Margaret Bonds, William Grant Still, Noble Sissle, Reverend Charles Albert Tindley, Thomas Dorsey, Mahalia Jackson, Clara Ward, Alex Bradford, James Cleveland, Dixie Hummingbirds, Soul Stirrers, Staple Singers, Dorothy Love Coates, Andre Watts, Leontyne Price, Ella Fitzgerald, Robert Johnson, Howlin' Wolf, Bobby Blue Bland, Smokey Robinson, Stevie Wonder, Louis Jordan, James Brown, Ray Charles, Sam Cooke, Aretha Franklin, Chuck Berry, Ray Charles, George Clinton, Michael Jackson, Run-D.M.C., and Queen Latifa.

**Students in MU: 1103 African American Music gain an awareness and appreciation of many styles and forms of musical expressions via engaging presentations including live lecture-recitals, audio recordings, document camera visuals, videos, Internet/Youtube presentations, and print media.**

During each semester, a blues musician (e.g. Jesse Robinson) and a gospel singer (e.g. Charlene Minor) visit the class to share their music and lives with the students. The guest presenters sing, lead communal singing, speak to the students, and answer questions. Every class has guided listening activities in which audio recordings or videos are used to provide musical examples. Document camera visuals and supplemental print material are sometimes used to enhance learning.

**Students in MU 1103: African American Music gain an understanding of an historical overview of music over a significant period of time (1619 – present); nearly 400 years.**

The chronological study of the history of African American music includes an overview of the African legacy, African music and culture, folk traditions, general characteristics of African American music, work songs, minstrelsy, and spirituals, the blues, gospel music, the jazz aesthetic, the emergence of ragtime, classic jazz, the emergence of swing, bebop, jazz: 1950 to 1970, jazz: 1970 to the present, popular styles since 1940, rhythm and blues, soul music, to rap and beyond.

**Students in MU 1103: African American Music are exposed to a cross-disciplinary view of the arts in an historical, as well as stylistic context.**

- \* Fundamentally, music is a human endeavor,
- \* Music practices, works, and musicianship are social-cultural constructions.
- \* A complete understanding of the meaning of music always requires a comprehension of the inter-related dimensions of the musician, the music, the music making, and the cultural/social/historical context.
- \* The study of music includes its relationship to dance, drama, story telling, literature, geography, sociology, religion, history, and heritage.

**Students in MU 1103: African American Music develop and demonstrate skills to effectively describe and critique works of art.**

Every class includes guided listening activities. The students are asked to describe the musical elements they hear, to indicate what style or genre the example represents, to explain the message of the music, and to discuss larger social issues related to the music or the artist who created it. Exams call for the students to describe specific styles, compositions, musical concepts, and performance practices they have studied.

Sample questions from exams:

1. How are drums used to “talk” in Africa?
2. Describe the method of lining out a psalm.
3. Describe the music played for a Pinkster Celebration.
4. Define and describe African Diaspora/African musical heritage.
5. Describe two characteristics of work songs.
6. List three distinctly African features of the ring shout.
7. List four characteristics of the spiritual.
8. List and describe three categories of spirituals.
9. What is the meaning of musical nationalism?
10. Describe four differences between spirituals and blues.
11. Describe/contrast two distinct performance traditions in gospel music.
12. Discuss the musical elements established in the U.S. by 1863 which contribute to the unique musical character of African American music.
13. Describe five important facts about ragtime music.
14. Describe the repertoire and performance practice of brass bands of this period (the early 1900s) and in particular the music played for funerals.
15. Name two musical characteristics of jazz that are derived from the blues and two musical characteristics of jazz that are derived from ragtime.
16. Name two distinctions of the performance practice of Shape-note Singing.
17. Write the chord names of a 12-bar blues progression in “C” in the chord progression chart provided.

**Students in MU 1103: African American Music develop and demonstrate skills to assess the arts across disciplines during an historical era using comparative criteria in both form and content.**

Class activities and exams call for the students to understand the relationships between music and other art forms, to understand the relationship between music and disciplines outside the arts, and to understand the relationship of music and history. Students in MU 1103 will be exposed to a cross-disciplinary view of the arts in an historical, as well as stylistic context. Principles and teaching strategies will include:

- Music practices, works, and musicianship are social-cultural constructions.
- A complete understanding of the meaning of music always requires a comprehension of the inter-related dimensions of the musician, the music, the music making, and the cultural/social/historical context.
- The study of music includes its relationship to dance, drama, story telling, literature, geography, sociology, religion, history, and heritage.

Sample exam questions concerning music in context:

1. List five important factors which resulted in the demand for professional Black musicians.
2. Describe dancing in the Place Congo.
3. Describe the John Conny or Junkanoo festival.
4. Define the role of music in the Underground Railroad.
5. Regarding the importance of music in Africa, list ten occasions which would call for music making.
6. What is the status (social standing) of a master musician in an African village?
7. Name 5 present day countries of African that were once the origin of Black slaves taken to the English colonies of the present day United States.
8. List three sources of information about music making by the slaves during the Colonial Era.
9. What are the coded messages found in the song "Follow the Drinking Gourd?"
10. List three important activities sponsored by Black Benevolent and Fraternal Societies
11. List five activities promoted by the Black Church.
12. Discuss Ethiopian Minstrelsy.

Class projects and activities concerning making musical instruments, the Harlem Renaissance, and Current Contemporary Music emphasize the relationship of music to other disciplines (e.g. science, history, literature, dance, film, visual arts, etc.).

**Students in MU 1103 develop and demonstrate skills to effectively describe and critique works of art.**

Every class includes guided listening activities. The students are asked to describe the musical elements they hear, to indicate what style or genre the example represents, to explain the message of the music, and to discuss larger social issues related to the music or the artist who created it. Exams call for the students to describe specific styles, compositions, musical concepts, and performance practices they have studied.

**Students in MU 1103 develop and demonstrate skills to assess the arts across disciplines during an historical era using comparative criteria in both form and content.**

Class activities and exams call for the students to understand the relationships between music and other art forms, to understand the relationship between music and disciplines outside the arts, and to understand the relationship of music and history.

**MU 1103: African American Music meets all requirements for a fine arts general education core course.**

#### **5. Proposal Contact Person**

Robert J. Damm, Professor of Music

**6. Support**

A letter of support from the Music Department curriculum committee is included with signatures of approval from all committee members.

**SPECIAL NOTES**

MU 1103 is cross-listed as African American Studies (AAS) 1103 . A letter of support from the Director of African American Studies is included with proposal.

**Proposal to Designate MU/AAS 1103: African American Music a fine arts general education core course.**

**1. Catalog Description:** MU 1103. African American Music. (3) Three hours lecture. A study of African musical and cultural traditions with focus on the impact of these traditions on the development and advancement of African-American music.

**2. Category**

Fine Arts (Music)

**3. Detailed Course Outline**

I. Song in a Strange Land 1619-1775 [3 contact hours]

- A. The African Legacy/African Diaspora (*Southern*, 3-22)
- B. Music in the Colonies (*Southern*, 23-28)
- C. Congregational and Recreational Songs (*Southern*, 28-58)

II. Songs of African-American Liberation 1776-1865 [3 contact hours]

- A. Black Musicians in the Continental Army (*Southern*, 63-71)
- B. The Birth of the Black Church (*Southern*, 71-89)
- C. Ethiopian Minstrelsy (*Southern*, 89-96, 231-244)

III. Antebellum America: Songs in Urban Areas [3 contact hours]

- A. Music in the Cities (*Southern*, 97-127)
- B. Music of the Black Church (*Southern*, 127-137)
- C. Music and the Anti-Slavery Movement (*Southern*, 140-150)

IV. Antebellum America: Songs along the Countryside [3 contact hours]

- A. African Traditions in the South (*Southern*, 136-140)
- B. Daily Life on the Plantation (*Southern*, 153-167)
- C. Entertainment for the Southern Elite (*Southern*, 175-177)

V. Black Music and Musicians in the Early National Period [3 contact hours]

- A. Primary Sources of Black Music (*Southern*, 151-153)
- B. Songs of Narration and Social Comment (*Southern*, 156-161)
- C. Recreational Music (*Southern*, 167-175)

VI. African American Life: Importance of Music [3 contact hours]

- A. The Worship Service (*Southern*, 177-184, 262-264)
- B. Spiritual Songs (*Southern*, 184-190)
- C. Folk Songs (*Southern*, 190-204)

VII. The American Civil War and Emancipation [3 contact hours]

- A. Songs of the People (*Southern*, 224-227)
- B. Dissemination of the Spirituals (*Southern*, 227-231)
- C. Music after the Civil War (*Southern*, 205-217, 223-224)

- VIII. Black Performers and the Concert Stage [3 contact hours]
- A. Itinerant and Community Musicians (*Southern*, 244-255, 259-261, 298-300)
  - B. Brass Bands and Dance Orchestras (*Southern*, 257-259)
  - C. Festivals and Extravaganzas (*Southern*, 256-257)
- IX. Black Music in the New Century [3 contact hours]
- A. Concert World (*Southern*, 265-287)
  - B. Symphonies, Orchestras, and Opera Companies (*Southern*, 287-296)
  - C. Theaters and Theater Music (*Southern*, 296-298)
- X. Musical Styles and Forms [3 contact hours]
- A. Vaudeville and Musical Comedies (*Southern*, 300-302)
  - B. Musicals on and off Broadway (*Southern*, 303-305)
  - C. Black Entertainment Abroad (*Southern*, 305-307)
- XI. The Music Business [2 contact hours]
- A. Early Recordings of Black Musicians (*Southern*, 307-311)
  - B. Professional Organizations (*Southern*, 311-312)
- XII. Early Precursors to Jazz [3 contact hours]
- A. The Emergence of Ragtime (*Southern*, 313-332)
  - B. The Blues (*Southern*, 332-340)
  - C. Brass Bands and String Bands (*Southern*, 340-358)
- XIII. The Great War and the Harlem Renaissance and Beyond [4 contact hours]
- A. The Jazz Age (*Southern*, 365-403)
  - B. Gospel, Jazz, Blues, and Pop (*Southern*, 466-522)
  - C. Singers, Instrumentalists, and Composers (*Southern*, 523-566)
- XIV. Barry Gordy and the Motown Song [4 contact hours]
- A. Barry Gordy (My Courses)
  - B. Smoky Robinson (My Courses)
  - C. The Temptations (My Courses)
  - D. The Supremes (My Courses)
- XV. Rap Music [3 contact hours]
- A. The New Pop (*Southern*, 598-609) (My Courses)
  - B. The Business of Rap (My Courses)
  - C. Russell Wendell Simmons (My Courses)

**Course Objectives:**

- a) the student will learn the specific elements of African-American music relate it to the western musical tradition
- b) the student will hear music by representative composers of the major periods in African-American music from 1619 to the present
- c) the student will study the lives of the composers of the major periods in African-American music from 1619 to the present
- d) the student will become acquainted with representative forms of the major periods in African-American music from 1619 to the present
- e) the student will understand the stylistic characteristics of the major periods in African-American music from 1619 to the present.

**Suggested Student Activities:**

- a) Daily reading assignments
- b) Daily listening assignments
- c) Guided listening to recordings
- d) Concert attendance
- e) Class discussion
- f) Video viewing
- g) Participation in music-making and other class activities
- h) Class papers and projects
- i) Guest lectures

**Required Readings**

Southern, Eileen (1997). The music of Black Americans (Third Edition). New York: W.W. Norton.

Course Packet (Select readings will be available in My Courses)

**Honor Code**

The Mississippi State University Honor Code reads 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.*" For additional information please contact the Student Honor Code office at 662.325.9151 or visit their web at <<http://www.honorcode.msstate.edu>>.

**Disability**

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, call SSS at (662)325-335, visit the SSS office in 01 Montgomery Hall or their website at (<http://www.sss.msstate.edu/>).

### **Attendance Policy**

This course participates in the Mississippi State University Path Finder program, which reminds freshmen of the importance of class attendance. In accordance with this initiative, attendance will be taken daily.

1. Attendance is imperative; see MSU Bulletin for policy.
2. Three tardies constitute one absence.
3. Beyond two unexcused absence, each absence lowers the student's final grade by a letter.
4. Written documentation of an excused absence is to be presented within two class periods of the absence for acceptance.

### **Technology:**

Technology is used in the delivery of the course content in this class. Students will watch videos and You Tube broadcasts of selected musical styles as selected by the instructor.

### **Evaluation of Student Progress:**

1. Four written tests (including final exam)
2. Two projects

#### **Project I. Design Musical Instrument**

Musical instruments are needed to perform music. Students will design and construct a unique musical instrument that they can use to play music. We will discuss instrument design in class, so students will have sufficient context for designing an instrument to play sounds. Class time will also be spent on various strategies of improvisation and composition.

#### **Project II. Harlem Renaissance**

The Harlem Renaissance is the name given to the period from the end of World War I through the middle of the 1930's during which a group of talented African-Americans produced a sizable body of poetry, fiction, drama, essays, art, and music. Common themes included alienation, marginality, the use of folk material, and the use of the blues tradition. The Harlem Renaissance was more than a literary movement; it included racial consciousness, the "back to Africa" movement, racial integration, an explosion of music (particularly jazz, spirituals, and blues), painting, and drama. For this project, student will a) choose one prominent personality and write a three-page page b) make a brief class presentation showcasing the work of the selected personality.

#### **Method of Evaluation**

First Exam	16.67%
First Project	16.67%
Second Exam	16.67%
Second Project	16.67%
Third Exam	16.67%
Final Exam	16.67%
<hr/>	
Total	100%

**Grading:**

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

No make-up tests will be given unless prior arrangements are made, or an **emergency** causes you to miss the test.

**4. Justification and Learning Outcomes**

The UCCC Handbook (Appendix D) provides the Criteria for Inclusion of Courses in the Mississippi State University General Education (Core) Curriculum. Through the **Fine Arts** General Education Core Course, students will understand the formal elements of the fine art(s), and develop an awareness of both the values and functions of works within their historical and/or social contexts. The courses approved for inclusion in the **Fine Arts** category should be focused primarily on the *appreciation* of one or more of the *fields* of art, music, theater, dance, or design (and the sub-specialties within those fields), and not consist primarily of performances and/or artistic activities.

**Fine Arts Learning Outcomes**

Students will understand the formal elements of the fine art(s), and develop an awareness of both the values and functions of works within their historical and/or social contexts.

**Fine Arts Expected Outcomes**

Knowledge – understanding of the

- A. fundamental elements
- B. terminology
- C. forms

Recognition of the important artists of an historical or stylistic period

Awareness of work in an arts medium via engaging presentations

- D. live demonstration
- E. audio recordings
- F. slides
- G. videos
- H. Internet
- I. print media

Understanding of an historical overview of an arts area over a significant period of time (100 or more years)

Exposure to a cross-disciplinary view of the arts in an historical, as well as stylistic context

Skills

- J. effectively describe and critique works of art
- K. develop and use comparative criteria in both form and content to assess the arts across disciplines during an historical era

## **Justification and Learning Outcomes for MU 1103: African American Music**

*The following information is provided as a detailed explanation of how AAS/MU 1103: African American Music fosters all of the knowledge and skills outcomes associated with the General Education Core in Fine Arts.*

**MU 1103: African American Music is focused primarily on the appreciation of African American Music.** *The course does not consist primarily of performances and/or artistic activities.* The tradition of African American music is one of the most exciting and diverse aspects of the North American musical panorama. It is also, arguably, the most important ethnic vernacular tradition in America. This is so because African American musical styles make up the broadest and most enduring array of vernacular styles in America and historically, have been the most influential.

Furthermore, African American Music (MU 1103) is similar in form to music appreciation courses at Mississippi State University. It has all the course fundamentals and meets the same content and knowledge criteria. While MU 1103 does these similar things, it broadens and deepens music appreciation by adding the element of diversity in culture and tradition. In sum, while MU 1103 teaches the fundamentals of music appreciation, it infuses the subject with the unique experiences of the African and African American experience.

**Students in MU 1103: African American Music, learn the Fundamental Elements and Terminology of Music. Students also learn musical form.**

In discussing African and African American music students learn all the fundamental elements of music and the terminology to describe these concepts.

Rhythmic features discussed include rhythm, meter, time line, beat, pulse, syncopation, cross rhythms, polyrhythms, polymeters, accents, and tempo.

Melodic features discussed include pitch, interval, melody, scale, pentatonic scale, major scale, modal scale, blues scale, phrase, theme, key, and modulation.

Harmonic features discussed include harmony, chord, triad, texture, density, monophony, homophony, polyphony, heterophony, antiphony, and overlapping call-and-response.

Lyrics features vocal music are discussed including poetic language, themes, imagery, metaphor, personification, rhyme, and allusion.

Tone color features of music are discussed including timbre, vocal color, instrumental color, membranophones, idiophones, aerophones, and chordophones.

Performance Practice features of music are discussed including improvisation, call-and-response, lining out, communal participation, and scat singing.

Formal features of music are discussed including chorus, stanza, binary form, AAB phrase structure, aaab form, theme and variations, and blues harmonic structure.

**Students in MU 1103: African American Music learn about and recognize important musical issues, concepts, styles, and historical events.**

A wide variety of musical and historical styles are recognized including the African heritage, the African diaspora, psalms and hymns, recreational fiddle and banjo music for dancing, patten' juba, 'Lecture Day Festivities, Pinkster Day, Martial music of the fife & drum, brass band music, music of the Black Church, camp meeting spiritual songs, ring shouts, spirituals, cake walk, minstrelsy, the concert stage, concert bands and orchestras, music in theater, dancing in Congo Square, John Conny or Junkanoo Festivals, voodoo, anti-slavery songs, underground railroad songs, music of the Negro Philharmonic Society, field hollers and work songs, "red hot music" of the dance halls and dives, traveling road shows, Army Bands, ragtime, blues, jazz, swing, Harlem Renaissance, gospel, the Black Revolution, bebop, cool jazz, free jazz, Latin jazz, fusion, rhythm and blues, soul music, rock and roll, funk, disco, and rap.

**Students in MU 1103: African American Music learn about and recognize the contributions of Important African American Musicians and Composers (partial listing):**

Newport Gardner, Richard Allen, Stephen Foster, William Henry Lane, Elizabeth Taylor Greenfield, Francis Frank Johnson, Harriet Tubman, Issac Watts, Fisk Jubilee Singers, Walter Craig, James Bland, Sam Lucas, William Kersands, Gussie Lord, Marie Selika Williams, Thomas "Blind Tom" Green Bethune, Harry T. Burleigh, Will Marion Cook, Joseph Douglas, Hazel Harrison, Helen Hagen, Walker and Williams, Scott Joplin, Ferdinand Josphe "Jelly Roll" Morton, James Hubert "Eubie" Blake, W. C. Handy, Harry Pace, Gertrude Ma Rainey, Bessie Smith, "Blind Lemon" Jefferson, Edward "Kid" Ory, Joseph "King" Oliver, Buddy Bolden, Louis "Satchmo" Armstrong, Fletcher Henderson, James Reese Europe, Edward "Duke" Ellington, William "Chick" Webb, Cabell "Cab" Calloway, Lionel Hampton, Charlie Christian, William "Count" Basie, Ella Fitzgerald, Billie Holiday, Billy Eckstine, Dizzy Gillespie, Thelonious Monk, Charlie Parker, Miles Davis, James Weldon Johnson, Roland Hayes, Marian Anderson, Paul Robeson, Dorothy Maynor, Hall Johnson, Eva Jessye, Margaret Bonds, William Grant Still, Noble Sissle, Reverend Charles Albert Tindley, Thomas Dorsey, Mahalia Jackson, Clara Ward, Alex Bradford, James Cleveland, Dixie Hummingbirds, Soul Stirrers, Staple Singers, Dorothy Love Coates, Andre Watts, Leontyne Price, Ella Fitzgerald, Robert Johnson, Howlin' Wolf, Bobby Blue Bland, Smokey Robinson, Stevie Wonder, Louis Jordan, James Brown, Ray Charles, Sam Cooke, Aretha Franklin, Chuck Berry, Ray Charles, George Clinton, Michael Jackson, Run-D.M.C., and Queen Latifa.

**Students in MU: 1103 African American Music gain an awareness and appreciation of many styles and forms of musical expressions via engaging presentations including live lecture-recitals, audio recordings, document camera visuals, videos, Internet/Youtube presentations, and print media.**

During each semester, a blues musician (e.g. Jesse Robinson) and a gospel singer (e.g. Charlene Minor) visit the class to share their music and lives with the students. The guest presenters sing, lead communal singing, speak to the students, and answer questions. Every class has guided listening activities in which audio recordings or videos are used to provide musical examples. Document camera visuals and supplemental print material are sometimes used to enhance learning.

**Students in MU 1103: African American Music gain an understanding of an historical overview of music over a significant period of time (1619 – present); nearly 400 years.**

The chronological study of the history of African American music includes an overview of the African legacy, African music and culture, folk traditions, general characteristics of African American music, work songs, minstrelsy, and spirituals, the blues, gospel music, the jazz aesthetic, the emergence of ragtime, classic jazz, the emergence of swing, bebop, jazz: 1950 to 1970, jazz: 1970 to the present, popular styles since 1940, rhythm and blues, soul music, to rap and beyond.

**Students in MU 1103: African American Music are exposed to a cross-disciplinary view of the arts in an historical, as well as stylistic context.**

- \* Fundamentally, music is a human endeavor,
- \* Music practices, works, and musicianship are social-cultural constructions.
- \* A complete understanding of the meaning of music always requires a comprehension of the inter-related dimensions of the musician, the music, the music making, and the cultural/social/historical context.
- \* The study of music includes its relationship to dance, drama, story telling, literature, geography, sociology, religion, history, and heritage.

**Students in MU 1103: African American Music develop and demonstrate skills to effectively describe and critique works of art.**

Every class includes guided listening activities. The students are asked to describe the musical elements they hear, to indicate what style or genre the example represents, to explain the message of the music, and to discuss larger social issues related to the music or the artist who created it. Exams call for the students to describe specific styles, compositions, musical concepts, and performance practices they have studied.

Sample questions from exams:

1. How are drums used to “talk” in Africa?
2. Describe the method of lining out a psalm.
3. Describe the music played for a Pinkster Celebration.
4. Define and describe African Diaspora/African musical heritage.
5. Describe two characteristics of work songs.
6. List three distinctly African features of the ring shout.
7. List four characteristics of the spiritual.
8. List and describe three categories of spirituals.
9. What is the meaning of musical nationalism?
10. Describe four differences between spirituals and blues.
11. Describe/contrast two distinct performance traditions in gospel music.
12. Discuss the musical elements established in the U.S. by 1863 which contribute to the unique musical character of African American music.
13. Describe five important facts about ragtime music.
14. Describe the repertoire and performance practice of brass bands of this period (the early 1900s) and in particular the music played for funerals.
15. Name two musical characteristics of jazz that are derived from the blues and two musical characteristics of jazz that are derived from ragtime.
16. Name two distinctions of the performance practice of Shape-note Singing.
17. Write the chord names of a 12-bar blues progression in “C” in the chord progression chart provided.

**Students in MU 1103: African American Music develop and demonstrate skills to assess the arts across disciplines during an historical era using comparative criteria in both form and content.**

Class activities and exams call for the students to understand the relationships between music and other art forms, to understand the relationship between music and disciplines outside the arts, and to understand the relationship of music and history. Students in MU 1103 will be exposed to a cross-disciplinary view of the arts in an historical, as well as stylistic context. Principles and teaching strategies will include:

- Music practices, works, and musicianship are social-cultural constructions.
- A complete understanding of the meaning of music always requires a comprehension of the inter-related dimensions of the musician, the music, the music making, and the cultural/social/historical context.
- The study of music includes its relationship to dance, drama, story telling, literature, geography, sociology, religion, history, and heritage.

Sample exam questions concerning music in context:

1. List five important factors which resulted in the demand for professional Black musicians.
2. Describe dancing in the Place Congo.
3. Describe the John Conny or Junkanoo festival.
4. Define the role of music in the Underground Railroad.
5. Regarding the importance of music in Africa, list ten occasions which would call for music making.
6. What is the status (social standing) of a master musician in an African village?
7. Name 5 present day countries of African that were once the origin of Black slaves taken to the English colonies of the present day United States.
8. List three sources of information about music making by the slaves during the Colonial Era.
9. What are the coded messages found in the song "Follow the Drinking Gourd?"
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Class activities and exams call for the students to understand the relationships between music and other art forms, to understand the relationship between music and disciplines outside the arts, and to understand the relationship of music and history.

**MU 1103: African American Music meets all requirements for a fine arts general education core course.**

**5. Proposal Contact Person**

Robert J. Damm, Professor of Music

**6. Support**

A letter of support from the Music Department curriculum committee is included with signatures of approval from all committee members.

**SPECIAL NOTES**

MU 1103 is cross-listed as African American Studies (AAS) 1103 . A letter of support from the Director of African American Studies is included with proposal.

## **Bibliography**

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# MISSISSIPPI STATE UNIVERSITY

COLLEGE OF ARTS & SCIENCES  
DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

November 2, 2012

University Courses and Curricula Committee:

The Ph.D. Graduate Committee has reviewed the proposed changes to the Ph.D. program and the committee has given full approval for the addition of all changes submitted to the University Courses and Curricula Committee.

K.C. Morrison, Department Chair and Committee Member

*K.C. Morrison*

P. Edward French, Graduate Coordinator and Comm. Chair

*P. Edward French*

Jerry Emison

*Jerry Emison*

Dragan Stanisevski

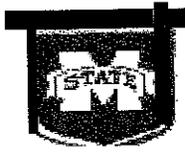
*Dragan Stanisevski*

Christine Rush

*Christine S. Rudy*

Staci Zavatarro

*Staci Zavatarro*



# MISSISSIPPI STATE UNIVERSITY

**COLLEGE OF ARTS & SCIENCES  
DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

November 20, 2012

University Courses and Curricula Committee:

A new course called PPA 8653 Health Policy and the Health Policy Process has the full support of the Department of Political Science and Public Administration. Please find attached the supporting proposal for consideration.

Thank you in advance for your time,

P. Edward French, Ph.D.

Graduate Coordinator

Department of Political Science and Public Administration

P.O. Box PC 105 Bowen Hall

Mississippi State, MS 39762

662-325-7863

efrench@pspa.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, Freeman Hall-Room 102, Mail Stop 9638 (325-1922).

College or School: Arts and Sciences

Department: Political Science and Public Administration

Contact Person: Robert J. Buchanan

Mail Stop: 9561 E-mail: [rbuchanan@pspa.msstate.edu](mailto:rbuchanan@pspa.msstate.edu)

Nature of Change: Add

Date Initiated: 3/18/2013 Effective Date: 7-1-13

Current Listing in Catalog:  
Symbol Number Title

Credit Hours  
( )

Current Catalog Description:

New or Modified Listing for Catalog:  
Symbol Number Title

Credit Hours

PPA 8653 Health Policy and the Health Policy Process

(3)

New or Modified Catalog Description:

Comprehensive review of health policy and the policy process in the U.S., illustrating how public policies affect the health care sector.

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

1/1 Mark Lou.  
1/29/14  
1-29-14

## **1. CATALOG DESCRIPTION:**

PPA 8653, Health Policy and the Health Policy Process.(3). Three Hours Lecture.  
Comprehensive review of health policy and the policy process in the U.S., illustrating how public policies affect the health care sector.

## **2. COURSE OUTLINE :**

### **I. The U.S. Health Care Sector (3 contact hours):**

- A. Overview of Health Care Spending in the U.S.
- B. Health Care and the Market Economy
- C. Comparative Health- Healthcare in Other Countries

### **II. Government Institutions and The U.S. Constitution (3 contact hours) III.**

### **III. The Role of the Legislature (3 contact hours)**

- A. The Committee System in Legislatures
- B. Health Committees in the U.S. Senate
- C. Health Committees in the U.S. House of Representatives
- D. Health Committees in the Mississippi State Legislature

### **IV. The Executive Branch (3 contact hours)**

- A. The Executive Office of the President
- B. The Federal Health Bureaucracy and Departments
- C. Health Care and the Executive Branch within the Mississippi State Government

### **V. The Role of the Judiciary (3 contact hours)**

- A. The Organization of the Federal Judiciary
- B. Federal Health-Related Judicial Decisions
- C. The Organization of the Judiciary in Mississippi

### **VI. The Medicare Program and Catastrophic Reform (6 contact hours)**

- A. Medicare Part Coverage
- B. Medicare Part B Coverage

- C. Medicare Coverage of Prescription Drugs
- D. Medicare Advantage Programs and Private Health Insurers
- E. Medicare Payments and Health Providers
- F. Hospital Reimbursement and Medicare DRGs

**VII. The State Medicaid Programs (6 contact hours)**

- A. Federalism: Federal/State Medicaid Policies
- B. Medicaid Eligibility
- C. Medicaid Coverage of Health Services
- D. Medicaid Payments to Providers
- E. The Mississippi State Medicaid Program

**VIII. The Uninsured (3 contact hours)**

- A. Who Are the Uninsured?
- B. The Uninsured and Access to Care
- C. The Uninsured and Health Status
- D. The Uninsured in Mississippi

**IX. The Patient Protection and Affordable Care Act and Health Reform (3 contact hours)**

- A. Provisions of the Patient Protection and Affordable Care Act
- B. Legal Challenges to the Patient Protection and Affordable Care Act
- C. The Impact of the Patient Protection and Affordable Care Act
- D. American Values and Other Health Reform Proposals

**X. Private Health Insurance (3 contact hours)**

- A. Who Are the Insured?
- B. The Insured and Access to Care
- C. The Insured and Health Status
- D. The Insured in Mississippi

**XI. The Canadian Health System (3 contact hours)**

- A. Health Status in Canada Compared to the U.S.
- B. Health Insurance Coverage in Canada
- C. Specialty Care and Health Care Rationing in Canada

## **XII. HIV, Medicare, Medicaid, and the Ryan White CARE Act (3 contact hours)**

- A. HIV in the U.S.
- B. Medicare Coverage of HIV Care
- C. Medicaid Coverage of HIV Care
- D. The Ryan White Programs and Coverage of HIV Care

## **XIII. Medical Ethics (3 contact hours)**

- A. The Constitution-Choice at Life's End
- B. Religion, Conscience, and Controversial Clinical Practices
- C. Stem-cell politics
- D. Physician-Assisted Suicide
- E. Medical Marijuana and the Supreme Court
- F. Federal Court Rulings and Reproductive Choice
- G. Federal Policy and Federal Funding for Abortions

## **3. METHOD OF EVALUATION**

Students will be required to complete: (1) first research paper (approximately 20 pages, typed), contributing 45% of final grade (up to 45 points); (2) a class presentation of their research conducted in the first paper, contributing 5% of the final grade (up to 5 points); final research paper (approximately 20 pages, typed), contributing 45% of final grade (up to 45 points); and a class presentation of their research conducted in the second paper, contributing 5% of the final grade (up to 5 points). In a graduate seminar, participation in class discussion and class attendance is expected.

**Grading Scale:** The following grading will be used in this course:

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

The first research paper will focus on how the legislative branch of the government addresses health policy and the role of the legislative branch in the health policy process. For example, students will select a health policy issue of interest to them and focus on how a legislative committee or subcommittee addressed that issue. Students will integrate committee reports, legislative history, and committee testimony into your paper. Also, students could discuss the role of executive branch interactions with this legislative process. The focus of this first research paper is on the development of health-related

policy. Students may use either the federal or state government for this first research paper.

The second research paper will focus on a specific health policy issue, including discussion and presentation of the health-related problem, development of the health policy solution through the health policy process, and an analysis of the impact that the health policy has had on the health-related problem. The focus of this second research paper will be on the **impact** of the health-related policy, identifying and utilizing appropriate tools for policy analysis. This second research paper may build on a health policy selected for the first paper.

#### **4. JUSTIFICATION AND LEARNING OUTCOME**

**Justification:** The proposed course offers graduate students in political science and public policy and administration an in depth understanding of the health care sector in the U.S. and how federal and State public policies impact the delivery of health services. Currently health spending in the U.S. comprises about 18 percent of the gross domestic product (GDP), with the Congressional Budget Office projecting that health spending will reach about 40 percent of the U.S. GDOP by 2050. Today about 45 percent of current health spending in the U.S. comes from government programs. Medicare, Medicaid, and the Children's Health insurance program accounted for about 21 percent of the 2011 federal budget. Given the major impact health care has on the U.S. society and economy, students of political science and public policy and administration will need to have a broad understanding of public policies affecting the cost and delivery of health care. This course will provide these insights, enhancing the current curriculum for graduate students in the department, as well as interested graduate students from other departments. Given enrollment levels in the department's graduate programs, expected enrollment in the course is about 10 to 12 graduate students, with the course offered in alternate years.

#### **Learning Outcomes:**

- A. Understand spending levels for health care in the U.S. and the sources of health spending
- B. Understand the role of the federal and state governments in health care, including the health policy process
- C. Understand major health policy-making institutions at the federal and state levels
- D. Understand the roles of Medicare and Medicaid in the U.S. health sector
- E. Understand how public policies affect the major payers/health insurers and providers of health care in the U.S.

- F. Understand the "Patient Protection Affordable Care Act" and potential modification of this reform, as well as understand the roles of the president, the committees in Congress, and the federal and State courts in future health reform
- G. Understand contemporary health issues and public policies addressing these issues, such as stem cell research, end of life care, reproductive rights, and HIV
- H. Understand the ethical factors affecting health care in the U.S.

## **5. ACADEMIC HONESTY**

Conduct that does not meet minimum standards of integrity, honesty, and professionalism is defined by the University as a violation of the University Honor Code and is described in Academic Operating Policy and Procedure (AOP) 12.07. This policy is available on the web at <http://students.msstate.edu/honorcode/> and in Volume II - Academic Affairs, Section 12 Academic OP/Student (Academic Misconduct 12.07). AOP 12.07 gives a detailed description of the Policies and Procedures for Handling Academic Misconduct, including the student's rights.

## **6. TARGET AUDIENCE**

The target audiences for this class are graduate students enrolled in the graduate programs offered by the Department of Political Science and Public Administration. Any graduate student will be allowed to enroll in the course.

## **7. SUPPORT**

Please see attached letter of support from the PSPA Graduate Committee

## **8. INSTRUCTOR OF RECORD**

TBA

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

Not applicable- only graduate students will take this course.

## **10. PLANNED FREQUENCY**

Spring semester, in alternating years.

## 11. EXPLANATION OF ANY DUPLICATION

There is no overlap with course content of any other course currently in the University Catalog.

**12. METHOD OF INSTRUCTION: C. Lecture.** This class will utilize a combination of seminar and lecture formats, requiring student participation in discussions and presentations.

**Method of Delivery:** F. Face to face.

## 13. PROPOSED C.I.P. Number

CIP code 44.0503 Health Policy Analysis

## 14. PROPOSED 24-CHARACTER ABBREVIATION

Health Policy

## 15. PROPOSED SEMESTER EFFECTIVE

Fall semester, 2013.

## 16. OTHER APPROPRIATE INFORMATION

Suggested texts include: C. Weissert and W. Weissert, Governing Health: **The Politics of Health Policy**, third edition, 2006; T. Rice and L. Unruh, **The Economics of Health Reconsidered, third edition, 2009**; B. Longest, **Health Policymaking in the United States**, fifth edition, 2010.

To keep course content as current as possible, the most recent journal articles available will be integrated into the course. In addition, I will include journal articles in the course syllabus that are available electronically through the Mississippi State Library, allowing students to create current, electronic reading packets at no cost. The readings assigned will be extensive on specific health-related topics, providing students with a good background in each topic area. This in-depth overview of topics will enable students to identify topics of interest to them to research in even greater depth for their class written and oral assignments.

## 17. PROPOSAL CONTACT PERSON

TBA

PPA 8653 (01)  
Special Topic In PPA: Health Policy and the Health Policy Process

**Faculty:** TBA  
Office Hours: TBA  
Office Location: 104 Bowen Hall  
Office Phone: 325-9318  
Email: TBA

**Course Description:**

Comprehensive review of health policy and the policy process in the U.S., illustrating how public policies affect the health care sector.

**Learning Outcomes:**

- A. Understand spending levels for health care in the U.S. and the sources of health spending.
- B. Understand the role of the federal and state governments in health care, including the health policy process.
- C. Understand major health policy-making institutions at the federal and state levels.
- D. Understand the roles of Medicare and Medicaid in the U.S. health sector.
- E. Understand how public policies affect the major payers/health insurers and providers of health care in the U.S.
- F. Understand the "Patient Protection Affordable Care Act" and potential modification of this reform, as well as understand the roles of the president, the committees in Congress, and the federal and state courts in future health reform.
- G. Understand contemporary health issues and public policies addressing these issues, such as stem cell research, end of life care, reproductive rights, and HIV.
- H. Understand the ethical factors affecting health care in the U.S.

**Instructional Method:** This class utilizes a combination of seminar and lecture formats, requiring student participation in discussions and presentations.

**Method of Evaluation:**

Students will be required to complete: (1) first research paper (approximately 20 pages, typed), contributing 45% of final grade (up to 45 points); (2) a class presentation of their research conducted in the first paper, contributing 5% of the final grade (up to 5 points); final research paper (approximately 20 pages, typed), contributing 45% of final grade (up to 45 points); and a class presentation of their research conducted in the second

paper, contributing 5% of the final grade (up to 5 points). In a graduate seminar, participation in class discussion and class attendance is expected.

**Grading Scale:** The following grading will be used in this course:

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

The first research paper will focus on how the legislative branch of the government addresses health policy and the role of the legislative branch in the health policy process. For example, students will select a health policy issue of interest to them and focus on how a legislative committee or subcommittee addressed that issue. Students will integrate committee reports, legislative history, and committee testimony into your paper. Also, students could discuss the role of executive branch interactions with this legislative process. The focus of this first research paper is on the development of health-related policy. Students may use either the federal or state government for this first research paper.

The second research paper will focus on a specific health policy issue, including discussion and presentation of the health-related problem, development of the health policy solution through the health policy process, and an analysis of the impact that the health policy has had on the health-related problem. The focus of this second research paper will be on the impact of the health-related policy, identifying and utilizing appropriate tools for policy analysis. This second research paper may build on a health policy selected for the first paper.

**Classroom Behavior:** Students will conduct themselves in class in a manner that supports and contributes to the learning environment. At minimum, inappropriate behavior in class will result in a request to leave the classroom. Cell phones are to be turned off or on silent before entering class. Cell phones are not to be used in any way (i.e. text messaging) in class.

**Class Attendance and Exams:** Class attendance is expected. A note from a physician will be required for any illness that causes you to miss submitting your paper by the deadline.

## ACADEMIC HONESTY

Conduct that does not meet minimum standards of integrity, honesty, and professionalism is defined by the University as a violation of the University Honor Code and is described in Academic Operating Policy and Procedure (AOP) 12.07. This policy is available on the web at <http://students.msstate.edu/honorcode/> and in Volume II - Academic Affairs, Section 12 Academic OP/Student (Academic Misconduct 12.07). AOP 12.07 gives a detailed description of the Policies and Procedures for Handling Academic Misconduct, including the student's rights.

**Reasonable Accommodation:** In accordance with the Americans with Disabilities Act (Public Law 101-336), the Mississippi State University Department of Political Science and Public Administration seeks to provide equal access to its programs, services and activities for people with disabilities.

**Grading Scale:** The following grading will be used in this course:

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

**Paper Submission Policy:** Papers will not be accepted after the due date without prior approval from me. **If you submit your paper to me as an e-mail attachment, the burden is on you to be sure I receive the paper by the deadline. If I do not reply with an e-mail acknowledging that I received your paper, assume I did not receive it. Otherwise, your paper will be considered late and not accepted.**

**Suggested Text:**

C.S. Weissert and W.G. Weissert, **The Politics of Health Policy**, paperback, 4th edition, The Johns Hopkins University Press, 2012. **This text is recommended, not required.**

**Class Meetings:**

**Meeting 1:**

**The U.S. Health Care Sector:**

Overview of Health Care Spending in the U.S.  
Health Care and the Market Economy

Lee EO and Emanuel EJ. 2013. Shared Decision Making to Improve Care and Reduce Costs. *New England Journal of Medicine* 368:6-8. Available at:  
<http://www.nejm.org/doi/pdf/10.1056/NEJMp1209500>

Keehan SP, Cuckler GA, Sisko AM, et al. 2012. National Health Expenditure Projections: Modest Annual Growth Until Coverage Expands And Economic Growth Accelerates. *Health Affairs*; 31 (7):1600-1612. Available at:  
<http://content.healthaffairs.org/content/31/7/1600.full.pdf+html>

Fuchs VR. 2010. How to Think About Future Health Care Spending. *New England Journal of Medicine* 362: 965 – 67.

Chernew ME, Baicker K, and Hsu J. 2010. The Specter of Financial Armageddon — Health Care and Federal Debt in the United States. *New England Journal of Medicine* 362: 1166 - 68.

Murray C and Frenk J. 2010. Ranking 37th — Measuring the Performance of the U.S. Health Care System. *New England Journal of Medicine* 362: 98 - 99.

Murray TH. 2010. American Values and Health Care Reform. *New England Journal of Medicine* 362: 285 – 87.

Gruber J. 2009. A Win-Win Approach to Financing Health Care Reform. *New England Journal of Medicine* 361: 4 - 5.

Mongan, J.J., et al. 2008. Options for slowing the growth of health care costs. *New England Journal of Medicine* 358: 1509-14.

Kuttner, R. 2008. Market-Based Failure – a second opinion on U.S. health care costs. *New England Journal of Medicine* 358: 549-51.

Hartman, M, et al. 2008. U.S. Health Spending by Age, Selected Years through 2004. *Health Affairs* 27(1): w1- w12 (Web Exclusive):  
<http://content.healthaffairs.org/cgi/reprint/27/1/w1>

Racial/Ethnic Disparities in Infant Mortality—United States, 1995-2002. 2005. *JAMA* 294:298-99. Also see *MMWR*. 2005;54:553-556.

State Health Facts: <http://www.statehealthfacts.org/cgi-bin/healthfacts.cgi>

**Meeting 2: Government Institutions and the U.S. Constitution**

**Meeting 3: The Role of the Legislature**

Suppose you were an idiot. And suppose you were a member of Congress. But I repeat myself.”  
Mark Twain

Antos JR. 2011. Reforming Health Care Reform in the 112th Congress. *New England Journal of Medicine*. <http://healthpolicyandreform.nejm.org/?p=13335&query=TOC>

Fuchs VR. 2010. How to Think About Future Health Care Spending. *New England Journal of Medicine* 362: 965 – 67.

Chernew ME, Baicker K, and Hsu J. 2010. The Specter of Financial Armageddon — Health Care and Federal Debt in the United States. *New England Journal of Medicine* 362: 1166 - 68.

Blendon RJ and Benson JM. 2010. Health Care in the 2010 Congressional Election. New England Journal of Medicine. <http://healthpolicyandreform.nejm.org/?p=12894&query=TOC>

Aaron HJ. 2010. The Midterm Elections — High Stakes for Health Policy. New England Journal of Medicine. This article (10.1056/NEJMp1011213) was published on October 6, 2010, at NEJM.org. <http://healthpolicyandreform.nejm.org/?p=12756&query=TOC>

Iglehart J. 2009. More Checks Than Balances in the Struggle for Health Care Reform. New England Journal of Medicine. This article (10.1056/NEJMp0905045) was published on July 15, 2009, at NEJM.org. <http://healthpolicyandreform.nejm.org/?p=922?query=TOC>

Iglehart J. 2009. Finding Money for Health Care Reform — Rooting Out Waste, Fraud, and Abuse. New England Journal of Medicine. This article (10.1056/NEJMp0904854) was published on June 10, 2009, at NEJM.org. <http://www.nejm.org/doi/full/10.1056/NEJMp0904854?query=TOC>

Iglehart J. 2009. A Bumpy Road for Reform. New England Journal of Medicine. This article (10.1056/NEJMp0906578) was published on July 22, 2009, at NEJM.org. <http://healthpolicyandreform.nejm.org/?p=996?query=TOC>

Skocpol, T. 1995. The rise and resounding demise of the Clinton plan. Health Affairs 14(1): 66-85. website:

Weissert and Weissert, Chapters 1, 3, and 6.

#### **Meeting 4: The Executive Branch**

The Executive Office of the President: <http://www.whitehouse.gov/administration/eop>

C-SPAN Presidential Leadership Survey: Ranking U.S. Presidents: <http://legacy.c-span.org/PresidentialSurvey/Overall-Ranking.aspx>

Iglehart J. 2010. Historic Passage – Reform at Last. New England Journal of Medicine. This article (10.1056/NEJMp1003376) was published on March 24, 2010, at NEJM.org. <http://www.nejm.org/doi/full/10.1056/NEJMp1003376>

Jennings CC. 2010. Implementation and the Legacy of Health Care Reform. New England Journal of Medicine. This article (10.1056/NEJMp1003709) was published on March 31, 2010, at NEJM.org. <http://www.nejm.org/doi/full/10.1056/NEJMp1003709>

Okie S. 2010. Reviving the FDA. New England Journal of Medicine. This article (10.1056/NEJMp1009686) was published on October 6, 2010, at NEJM.org. <http://healthpolicyandreform.nejm.org/?p=12754&query=TOC>

Hamburg MA and Sharfstein JM. 2009. The FDA as a Public Health Agency. New England Journal of Medicine. This article (10.1056/NEJMp0903764) was published on May 26, 2009, at NEJM.org. <http://www.nejm.org/doi/full/10.1056/NEJMp0903764>

Stafford, R.S. 2008. Regulating off-label use – rethinking the role of the FDA. *New England Journal of Medicine*. 358: 1427-29.

Brandt, A.M. 2008. FDA regulation of tobacco – pitfalls and possibilities. *New England Journal of Medicine* 359: 445-48.

Schultz, W. 2007. Bolstering the FDA's Drug-Safety Authority. *New England Journal of Medicine* 357: 2217-19.

Steinbrook, R. 2005. Financial Conflicts of Interest and the Food and Drug Administration's Advisory Committees. *New England Journal of Medicine* 353(2): 116-18.

Weissert and Weissert, Chapters 2, 4, and 6.

### **Meeting 5:           The Role of the Judiciary**

Jost TS. 2013. Religious Freedom and Women's Health — The Litigation on Contraception. *New England Journal of Medicine* 368:4-6. Available at:  
<http://www.nejm.org/doi/full/10.1056/NEJMp1214605?query=health-policy-and-reform>

Boumill MM. 2013. Off-Label Marketing and the First Amendment. *New England Journal of Medicine* 368: 103 - 105. Available at:  
<http://www.nejm.org/doi/pdf/10.1056/NEJMp1214926>

Jost TS. 2012. The Affordable Care Act Largely Survives The Supreme Court's Scrutiny--But Barely. *Health Affairs*; 31(8):1659-1662. Available at:  
<http://content.healthaffairs.org/content/31/8/1659.full.pdf+html>

Rosenbaum S and Westmoreland TM. 2012. The Supreme Court's Surprising Decision On the Medicaid Expansion: How Will The Federal Government And States Proceed? *Health Affairs*; 31(8): 1663-72. Available at: <http://content.healthaffairs.org/content/31/8/1663.full.pdf+html>

Landers, RM. 2012. The Dénouement of the Supreme Court's ACA Drama. *New England Journal of Medicine* 367: 198 – 99. Available at:  
<http://www.nejm.org/doi/full/10.1056/NEJMp1206847?query=health-policy-and-reform>

McDonough, JE. 2012. The Road Ahead for the Affordable Care Act. *New England Journal of Medicine* 367: 199 – 201. Available at:  
<http://www.nejm.org/doi/full/10.1056/NEJMp1206845?query=health-policy-and-reform>

Ario J and Jacobs LR. 2012. In The Wake Of The Supreme Court Decision, Many Stakeholders Still Support The Affordable Care Act. *Health Affairs*, 31 (8):1855-1865. Available at:  
<http://content.healthaffairs.org/content/31/8/1855.full.pdf+html>

**Meetings 6&7:           The Medicare Program and Catastrophic Reform**  
**Health Spending and Public Programs**  
**Medicare and Catastrophic Reform**

Holahan, J. & McMorrow, S. 2012. Medicare and Medicaid Spending Trends and the Deficit Debate. *New England Journal of Medicine* 367: 393 – 395. Available at:  
<http://www.nejm.org/doi/full/10.1056/NEJMp1204899?query=TOC>

Shrank WH and Choudhry NK. 2011. Time to Fill the Doughnuts – Health Care Reform and Medicare Part D. *New England Journal of Medicine*. This article (10.1056/NEJMp1011625) was published on January 19, 2011, at NEJM.org. Available at:  
<http://healthpolicyandreform.nejm.org/?p=13624&query=TOC>

Berenson RA. 2010. Implementing Health Reform – Why Medicare Matters. *New England Journal of Medicine* 363: 101 - 3.

Vladeck BC. 2010. Fixing Medicare’s Physician Payment System. *New England Journal of Medicine* 362: 1955 – 57.

**SPRING BREAK**

**Meeting 8&9:           The State Medicaid Programs**

Sommers BD and Epstein AM. 2013. U.S. Governors and the Medicaid Expansion - No Quick Resolution in Sight. DOI: 10.1056/NEJMp1215785. *New England Journal of Medicine* . Available at: <http://www.nejm.org/doi/full/10.1056/NEJMp1215785?query=TOC>

Graves JA. 2012. Medicaid Expansion Opt-Outs and Uncompensated Care. *New England Journal of Medicine* 367:2365-2367. Available at:  
<http://www.nejm.org/doi/pdf/10.1056/NEJMp1209450>

Rosenbaum S. 2012. Threading the Needle — Medicaid and the 113th Congress. *New England Journal of Medicine* 367:2368-2369. Available at:  
<http://www.nejm.org/doi/pdf/10.1056/NEJMp1213901>

Decker SL. 2012. In 2011 Nearly One-Third Of Physicians Said They Would Not Accept New Medicaid Patients, But Rising Fees May Help. *Health Affairs*; 31 (8):1673-1679. Available at: <http://content.healthaffairs.org/content/31/8/1673.full.pdf+html>

Sommers BD, Baicker K, and Epstein AM. 2012. Mortality and Access to Care among Adults after State Medicaid Expansions. *New England Journal of Medicine* 367:1025-1034. <http://www.nejm.org/doi/full/10.1056/NEJMsa1202099>

Jost TS and Rosenbaum S. 2012. The Supreme Court and the Future of Medicaid. New England Journal of Medicine. <http://www.nejm.org/doi/full/10.1056/NEJMp1208219>

Holahan, J. & McMorrow, S. 2012. Medicare and Medicaid Spending Trends and the Deficit Debate. New England Journal of Medicine 367: 393 – 395. Available at: <http://www.nejm.org/doi/full/10.1056/NEJMp1204899?query=TOC>

Rosenbaum S. 2011. “Medicaid and Access to the Courts.” New England Journal of Medicine; downloaded from [nejm.org](http://www.nejm.org) March 31, 2011.

Rosenbaum S. 2010. A “Customary and Necessary” Program — Medicaid and Health Care Reform. New England Journal of Medicine; 362: 1952 – 55.

Sommers BD and Epstein AM. 2010. Medicaid Expansion — The Soft Underbelly of Health Care Reform? New England Journal of Medicine. <http://healthpolicyandreform.nejm.org/?p=13252&query=TOC>

#### **Meeting 10:           The Uninsured**

Hsiao, W.C. 2011. “State-Based Single-Payer Health Care — A Solution for the United States?” New England Journal of Medicine; downloaded from [nejm.org](http://www.nejm.org) March 31, 2011.

Hall MA. 2010. Rethinking Safety-Net Access for the Uninsured. New England Journal of Medicine. This article (10.1056/NEJMp1011502) was published on December 29, 2010, at NEJM.org. <http://healthpolicyandreform.nejm.org/?p=13474&query=TOC>

Cutler DM and Gelber AM. 2009. Changes in Incidence and Duration of Periods with Insurance. New England Journal of Medicine; 360: 1740 – 48. <http://www.nejm.org/doi/full/10.1056/NEJMs0804668>

Kuuner, H, Rutledge, M. 2007. Higher Income and the Uninsured: Common or Rare? Health Affairs 26(6): 1745-52.

Olson, L.M., et al. 2005. Children in the United States with Discontinuous Health Insurance Coverage. New England Journal of Medicine 353(4): 382-91.

#### **Meeting 11:           The Patient Protection and Affordable Care Act of 2010 and Health Reform**

Public Law 111-148: The Patient Protection Affordable Care Act, March 23, 2010, H.R. 3590. Available at:

<http://www.gpo.gov/fdsys/pkg/PLAW-111publ148/pdf/PLAW-111publ148.pdf>

<http://www.kff.org/healthreform/upload/8061.pdf>

Jost TS. 2013. Religious Freedom and Women's Health — The Litigation on Contraception. *New England Journal of Medicine* 368:4-6.  
<http://www.nejm.org/doi/full/10.1056/NEJMp1214605>

Inglehart J. 2010. Historic Passage – Reform at Last. *New England Journal of Medicine*. This article (10.1056/NEJMp1003376) was published on March 24, 2010, at NEJM.org.  
<http://www.nejm.org/doi/full/10.1056/NEJMp1003376>

Jennings CC. 2010. Implementation and the Legacy of Health Care Reform. *New England Journal of Medicine*. This article (10.1056/NEJMp1003709) was published on March 31, 2010, at NEJM.org. <http://www.nejm.org/doi/full/10.1056/NEJMp1003709>

Weissert and Weissert, Chapters 5 and 7

## **Meeting 12: Private Health Insurance**

Kingsdale J. 2010. Health Insurance Exchanges – Key Link in a Better Value Chain. *New England Journal of Medicine* 362: 2147 - 50.

Gilmer TP, Kronick RG. 2009. Hard times and health insurance: how many Americans will be insured by 2010. *Health Affairs – web exclusive*; 28(4): w573-77.

Gabel JR, McDevitt R, Lore R, et al. 2009. Trends in underinsurance and the affordability of employer coverage, 2004-2007. *Health Affairs – web exclusive*; 28(4): w595- w606.

Cutler DM, Gelber AM. 2009. Changes in the incidence and duration of periods without insurance. *New England Journal of Medicine* 360:17; April 23, 2009.

Blumberg LJ and Holahan J. 2009. The Individual Mandate – An Affordable and Fair Approach to Achieving Universal Coverage. *New England Journal of Medicine* 361: 6 - 7.

Glied, S.A. and Frank, R.G. 2008. Shuffling toward parity – bringing mental health care under the umbrella. *New England Journal of Medicine* 359(2): 113-15.

Asplin, B.R., et al. 2005. Insurance Status and Access to Urgent Ambulatory Care Follow-up Appointments. *JAMA* 294:1248-54.

Robinson, J.C. 2005. Health Savings Accounts — The Ownership Society in Health Care. *New England Journal of Medicine* 353(12):1199-1202.

Lee, T. H., Zapert, Z. 2005. Do High-Deductible Health Plans Threaten Quality of Care? *New England Journal of Medicine* 353(12): 1202-04.

Lillie-Blanton, M., Hoffman, C. 2005. The Role of Health Insurance Coverage In Reducing Racial/Ethnic Disparities In Health Care. *Health Affairs* 24 (2): 398-408.

Moran, D.W. 2005. Whence and Whither Health Insurance? A Revisionist History. Health Affairs 24(6): 1415-1425.

### **HMOs and Managed Care**

#### **Frontline: The High Price of Health**

Kronick R. 2009. Medicare and HMOs – the Search for Accountability. England Journal of Medicine 360: 2048 – 50.

Trevedi, A.N., et al. 2005. Trends in the Quality of Care and Racial Disparities in Medicare Managed Care. New England Journal of Medicine 353(7): 692-700.

Kesselheim, A.S., Brennan, T.A. 2005. Overbilling vs. Downcoding — The Battle between Physicians and Insurers. New England Journal of Medicine 352(9): 855-57.

<http://www.kff.org/medicaid/managedcare.cfm>

<http://www.kff.org/medicare/upload/Medicare-Advantage-April-2005-Fact-Sheet.pdf>

#### **Meeting 13: The Canadian Health System**

Anderson, G.F. et al. 2003. It's The Prices, Stupid: Why The United States Is So Different From Other Countries. Health Affairs 22(3): 89-105.

Blendon, R.J., et al. 2003. Common Concerns amid Diverse Systems: Health Care Experiences in Five Countries. Health Affairs 22(3): 106-121.

Tuohy, C.H. 2002. The costs of constraint and prospects for health care reform in Canada. Health Affairs 21(3): 32-46.

Katz, S.J., et al. 2002. Phantoms in the snow: Canadians' use of health care services in the United States. Health Affairs 21(3): 19-31.

Hussey, P.S., et al. 2004. How Does The Quality Of Care Compare In Five Countries? Health Affairs 23(3): 89-99.

Naylor, C.D. 1999. Health care in Canada: incrementalism under fiscal duress. Health Affairs, 18(3): 9-26.

Tuohy, C.H. 1999. Dynamics of a changing health sphere: the United States, Britain, and Canada. Health Affairs 18(3): 114-134.

GAO, Canadian Health Insurance, Lessons for the United States (GAO/HRD-91-90): <http://archive.gao.gov/d20t9/144039.pdf>

## Health and Public Policy

### Meeting 14: HIV, Medicare, Medicaid, and the Ryan White CARE Act

Buchanan, R., Hatcher, W. 2007. Compassionate Conservatism: Federal Funding for the Ryan White CARE Act During the Bush Administration. *American Journal of Public Health* 97: 2013-16.

Trends in HIV/AIDS Diagnoses—33 States, 2001-2004. 2005. *JAMA* 294:3076-80. Also see: *MMWR*. 2005; 54:1149-1153

Kuehn, B.M. 2005. Syphilis Rates Rise Among Men - Trends for Other STDs Mixed. *JAMA* 294(24):3072-73.

Bozzette, S.A. 2005. Routine Screening for HIV Infection — Timely and Cost-Effective. *New England Journal of Medicine* 352(6): 620-21.

Paltiel, A.D., et al. 2005. Expanded Screening for HIV in the United States — An Analysis of Cost-Effectiveness. *New England Journal of Medicine* 352(6): 586-95.

Sanders, G.D. 2005. Cost-Effectiveness of Screening for HIV in the Era of Highly Active Antiretroviral Therapy. *New England Journal of Medicine* 352(6): 570-85.

### Meeting 15: Medical Ethics

Jost TS. 2013. Religious Freedom and Women's Health - The Litigation on Contraception. *New England Journal of Medicine* 368:4-6. <http://www.nejm.org/doi/full/10.1056/NEJMp1214605>

Annas, GJ. 2007. Cancer and the Constitution – Choice at Life's End. *New England Journal of Medicine* 357: 408-13.

Curlin, FA, et al. 2007. Religion, conscience, and controversial clinical practices. *New England Journal of Medicine* 356: 593-600.

Okie, S. 2006. Stem-cell politics. *New England Journal of Medicine* 355: 1633-37.

Quill, TE. 2007. Legal regulation of physician-assisted death – the latest report cards. *New England Journal of Medicine* 356: 1911-13.

Van der Heide, A, et al. 2007. End-of-life practices in the Netherlands under the Euthanasia Act. *New England Journal of Medicine* 356: 1957-65.

Quill, T.E., Meier, D.E. 2006. The Big Chill — Inserting the DEA into End-of-Life Care. *New England Journal of Medicine* 354(1): 1-3.

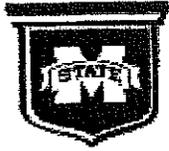
Okie, S. 2005. Medical Marijuana and the Supreme Court. *New England Journal of Medicine* 353(7): 648-51.

Okie, S. 2005. Physician-Assisted Suicide — Oregon and Beyond. *New England Journal of Medicine* 352(16): 1627-30.

Quill, T.E. 2005. Terri Schiavo — A Tragedy Compounded. *New England Journal of Medicine* 352(16): 1630-33.

Ansas, G.J. 2005. "Culture of Life" Politics at the Bedside — The Case of Terri Schiavo. *New England Journal of Medicine* 352(16): 1710-15.

**Final Paper due last day of class.**



# MISSISSIPPI STATE UNIVERSITY™

**COLLEGE OF ARTS & SCIENCES  
DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

November 20, 2012

University Courses and Curricula Committee:

The Ph.D. Graduate Committee has reviewed the proposed changes to the Ph.D. program and the committee has given full approval for the addition of all changes submitted to the University Courses and Curricula Committee.

K.C. Morrison, Department Chair and Committee Member

*K.C. Morrison*

P. Edward French, Graduate Coordinator and Comm. Chair

*P. Edward French*

Jerry Emison

*Jerry Emison*

Dragan Stanisevski

*Dragan Stanisevski*

Christine Rush

*Christine L. Rush*

Staci Zavatarro

*Staci Zavatarro*



# MISSISSIPPI STATE UNIVERSITY

**COLLEGE OF ARTS & SCIENCES  
DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

November 20, 2012

University Courses and Curricula Committee:

A new course called PPA 9203 Constitutional and Political Framework of Public Administration has the full support of the Department of Political Science and Public Administration. Please find attached the supporting proposal for consideration.

Thank you in advance for your time,

A handwritten signature in cursive script that reads "P. Edward French".

P. Edward French, Ph.D.

Graduate Coordinator

Department of Political Science and Public Administration

P.O. Box PC 105 Bowen Hall

Mississippi State, MS 39762

662-325-7863

efrench@pspa.msstate.edu



## Course Addition

### 9203 Constitutional and Political Framework of Public Administration

#### Department of Political Science and Public Administration

#### 1. Catalog Description

PPA 9203, Constitutional and Political Framework of Public Administration. (3). Three hours lecture. Examination of public administration from a constitutional perspective: social, political, historical, and institutional impact of governments in democratic societies.

#### 2. Detailed Course Outline

This course will meet once per week for 3.0 hours per lecture, with a minimum of 15 classes. There will be a total of 45 contact hours, distributed as follows:

- I. The Essential Federalist and Anti-Federalist Papers (3.0 contact hours)
- II. The Presidency (9.0 contact hours)
  - a. The Two Presidencies (3.0 contact hours)
  - b. Presidential Power (0.5 contact hours)
  - c. Presidential Mandates (0.5 contact hours)
  - d. Presidential Character (1.0 contact hours)
  - e. Presidential Advisors (1.0 contact hours)
  - f. The Vice-Presidency (1.0 contact hours)
  - g. The President in Political Time (1.0 contact hours)
  - h. The Administrative Presidency (1.0 contact hours)
- III. Congress (9.0 contact hours)
  - a. Norms of Congress (1.0 contact hours)
  - b. Congressional Competition (1.0 contact hours)
  - c. The Legislative Process (1.0 contact hours)
  - d. Change, Parties, and Public Policy (3.0 contact hours)
  - e. Elections and Constituencies (3.0 contact hours)
- IV. The Courts (9.0 contact hours)
  - a. Decisionmaking (1.0 contact hours)
  - b. Legislating (1.0 contact hours)
  - c. Partisanship (1.0 contact hours)
  - d. Constitutional Construction (1.0 contact hours)
  - e. Federalism (1.0 contact hours)
  - f. The Least Dangerous Branch (1.0 contact hours)
  - g. The Rehnquist Court (1.0 contact hours)
  - h. Judicial Policies and Impact (1.0 contact hours)
  - i. The Attitudinal Model (1.0 contact hours)
- V. Classics in Public Administration (6.0 contact hours)
  - j. Early Voices to the New Deal (3.0 contact hours)
  - k. Mid-Century to Reinvention (1.5 contact hours)

- i. The 21<sup>st</sup> Century (1.5 contact hours)
- VI. Policy Design for Democracy (3.0 contact hours)
- VII. Final Papers Presented in class
  - a. Research Presentation Group 1 (3.0 contact hours)
  - b. Research Presentation Group 2 (3.0 contact hours)

**3. Method of Evaluation**

Weekly reading reflections	25%
Class-lead session	25%
Research paper	<u>50%</u>
Total	100%

The grading scale is as follows:

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

**4. Justification and Learning Outcomes**

This course will examine the institutional configurations that shape the incentives for public administrators in the United States. These institutional configurations, observed at multiple levels in the federal system that characterizes governance in the U.S., create the incentives that compel civil servants to act in specific ways. Applying theoretical frames devised by North (1990), Arnold (1992), and Mayhew (1974), the course outlines the particular ways that political and legal incentives define bureaucratic behavior. Various approaches to understanding the presidency will be incorporated including theoretical treatments explaining why presidents do what they do, why they are considered successful or failures in the terms, the concepts of political time and political power, and the shared governance perspective. The role of the Congress as a lawmaker is explored in great detail and the impacts of congressional actors and their political choices are analyzed. Institutional explanations for congressional behaviors, party centered explanations, and individual preference explanations are scrutinized. A comprehensive study of the judiciary system is also included in this course which examines Supreme Court decision-making from both a historical and new institutionalism perspectives. Students in this course will develop an understanding of the constitutional foundations of public administration and an awareness of the social, political, historical and institutional contexts that surround, empower and constrain this field. They will understand the importance of public administrators as the facilitators and keepers of democratic governance and will cultivate an awareness of ethical conflicts in public policy and administration.

**Learning Outcomes**

- A. Develop an understanding of the constitutional foundation of public administration
- B. Develop an awareness of the social, political, historical and institutional contexts that surround, empower and constrain public administration
- C. Stress the importance of public administrators as the facilitators and keepers of democratic governance

- D. Raise awareness of ethical conflicts in public policy and administration; develop an ethical foundation upon which to base decisions and professional conduct.
- E. Develop your conceptual, analytic, and synthetic thinking skills.
- F. Develop your written and oral communication skills.

**5. Academic Honesty**

Conduct that does not meet minimum standards of integrity, honesty, and professionalism is defined by the University as a violation of the University Honor Code and is described in Academic Operating Policy and Procedure (AOP) 12.07. This policy is available on the web at <http://students.msstate.edu/honorcode/> and in Volume II - Academic Affairs, Section 12 Academic OP/Student (Academic Misconduct 12.07). AOP 12.07 gives a detailed description of the Policies and Procedures for Handling Academic Misconduct, including the student's rights.

**6. Target Audience**

Graduate students enrolled in the Ph.D. in Public Policy and Administration Program or, with the permission of the instructor, students in the Master's of Arts in Political Science.

**7. Support**

Please see attached letters of support from the PSPA Graduate Committee

**8. Instructor of Record**

Dr. Rob Mellen

**9. Graduate Student Requirements**

No additional requirements for graduate students, as this is a graduate level course.

**10. Planned Frequency**

The course will be offered once every two years.

**11. Explanation of Duplication**

The topics and material covered in this course do not duplicate, overlap, or conflict with any other known courses in the current MSU Graduate Bulletin.

**12. Method of Instruction Code**

Method of Instruction: C: Lecture and discussion

Method of Delivery: F: Face to face

**13. Proposed CIP Number**

45.1001

**14. Proposed Abbreviation**

Con & Pol Framework of PA

**15. Proposed Semester Effective**

Fall 2013

**16. Other Appropriate Information**

The required texts will be: Wootton, David. (2003). *The Essential Federalist and Anti-Federalist Papers*. Indianapolis, IN: Hackett Publishing Company, Inc.

Shafritz, Jay M. and Albert C. Hyde. (2012). *Classics of Public Administration*, 7<sup>th</sup> edition. New York: Cengage.

Nelson, Michael. (2010). *The Presidency and the Political System*, 9<sup>th</sup> edition. Washington: CQ Press

Dodd, Lawrence, and Bruce Oppenheimer. (2011). *Congress Reconsidered*, 9<sup>th</sup> edition. Washington: CQ Press.

Canon, Bradley, and Charles Johnson. (1999). *Judicial Policies: Implementation and Impact*. Washington: CQ Press  
Schneider, A., and Helen Ingram. (1997). *Policy Design for Democracy*. Lawrence, KS: University of Kansas Press

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**17. Proposed Contact Person**

Dr. P. Edward French, Ph.D. Graduate Coordinator

**PPA 9203**  
**Constitutional and Political Framework of Public Administration**  
**Mississippi State University**

**Course Syllabus**

**Instructor Contact Information:**

**Instructor:** Rob Mellen Jr., Assistant Professor  
**Email:** rmellen@pspa.msstate.edu  
**Telephone:** 662-325-4160  
**Office:** Bowen 189  
**Office Hours:** TBA

**Class Meeting Information:**

**Class Meets:** TBA  
**Class Location:** TBA

**Course Description:**

PPA 9203, Constitutional and Political Framework of Public Administration. (3). Three hours lecture. Examination of public administration from a constitutional perspective: social, political, historical, and institutional impact of governments in democratic societies.

**Course Objectives:**

The instructional goals for this course are:

- Develop an understanding of the constitutional foundation of public administration
- Develop an awareness of the social, political, historical and institutional contexts that surround, empower and constrain public administration
- Stress the importance of public administrators as the facilitators and keepers of democratic governance
- Raise awareness of ethical conflicts in public policy and administration; develop an ethical foundation upon which to base decisions and professional conduct.
- Develop your conceptual, analytic, and synthetic thinking skills.
- Develop your written and oral communication skills.

**Required Textbooks**

1. Wootton, David. (2003). *The Essential Federalist and Anti-Federalist Papers*. Indianapolis, IN: Hackett Publishing Company, Inc.
2. Shafritz, Jay M. and Albert C. Hyde. (2012). *Classics of Public Administration*, 7<sup>th</sup> edition. New York: Cengage.

3. Nelson, Michael. (2010). *The Presidency and the Political System*, 9<sup>th</sup> edition. Washington: CQ Press
  4. Dodd, Lawrence, and Bruce Oppenheimer. (2011). *Congress Reconsidered*, 9<sup>th</sup> edition. Washington: CQ Press.
  5. Canon, Bradley, and Charles Johnson. (1999). *Judicial Policies: Implementation and Impact*. Washington: CQ Press
  6. Schneider, A., and Helen Ingram. (1997). *Policy Design for Democracy*. Lawrence, KS: University of Kansas Press
- 

### **Supplemental Readings Online:**

Additional readings will be made available online via the MyCourses system.

### **Student Responsibilities/ Course Requirements:**

Successful completion of the course at the highest levels of quality demands diligent and aggressive performance in the following areas:

- Consistent attendance, thorough preparation, and active class participation;
- Completion of two literature review writing assignments;
- Facilitation of one period of class discussion
- Production of a seminar length, journal quality paper on a topic broadly related to public administration, governance, and the constitution.

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### **Course Requirements and Assessment Criteria:**

Weekly reading reflections	25%
Class-lead session	25%
Research paper	<u>50%</u>
Total	100%

The grading scale is as follows:

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

### **Participation & Discussion**

Each student is expected to sign up to lead discussion once during the semester. As discussion leader you are expected to have read and summarized each of the assigned readings for that week and formulated some questions for the class to consider regarding the author's main argument, methodological approach, or general theoretical treatment of the topic. You should not consider each reading as a separate work but look to see how the various articles or chapters complement or contradict one another. As discussion leader you should expect to spend about 20-30 minutes summarizing the material for that week before opening up the discussion. If we are discussing numerous articles we will look at each one in

turn. All students are expected to participate in the discussion every week. I will ask for volunteers first but will ensure that everyone has an opportunity to speak.

### **Final Project/Paper**

The final component of your course grade will be determined by the completion of one of the following:

- Master's students will complete a research design (15+ pages) based on one of the topics (broadly construed) we have discussed during the course. I will provide some examples of how a good research design might be accomplished. Completing this project will provide you with the basis upon which you might prepare a paper for presentation at a professional conference or for publication in an academic journal.
- PhD students will prepare a conference length research paper (25+ pages) on one of the topics presented in this course, again broadly construed. It is not expected that this paper will be a completed version of a conference presentation but that it could easily serve as the basis for such a presentation.

The final projects will be presented during our final meeting in class. We will meet during the regularly scheduled class period and each student will present a brief synopsis of his/her research paper or design. Comments and discussion of the papers will be strongly encouraged. There is **NO FINAL** exam in this course. The final copy of the paper is due at the end of the last class.

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### **Academic Etiquette**

Do not carry on side conversations or read the newspaper during class. Turn off all cellular phones during class. Do not send tweets, texts, or Facebook messages during class. Doing so is disrespectful to your classmates and the professor. You will be asked you to leave the classroom if you do so.

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### **Academic Misconduct**

I do not tolerate plagiarizing or cheating of any kind. Such behavior will result in **failing the course** and other disciplinary action. In my tenure at MSU, I have failed several students for plagiarizing, and I have no qualms about doing so again. Please visit the university's website at <http://www.honorcode.msstate.edu/> for a full description of the types of academic misconduct. If you are unclear about what constitutes plagiarism or cheating, see me immediately.

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### **Disability Accommodation**

Students with disabilities requesting academic accommodations must identify themselves to the office of Student Support Services. Current documentation, verifying the disability must be submitted. Specific guidelines for this documentation occur at

<http://www.msstate.edu/dept/audit/91130.html>.

Disability Support Services within the office of Student Support Services generates Notification of Disability letters for the student. Students may visit the office to receive their letters. Distribution of the letters to their individual faculty/instructors occurs once the semester has begun. The student identifies himself/herself to the instructor as needing accommodation by delivering the corresponding Notification of Disability letter to them. The instructor, as a representative of the university, is obligated to provide reasonable accommodation. Prior to the academic advisement period, students may request a Notification of Disability letter for their advisor.

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### **Discrimination and Sexual Harassment Policy**

Discrimination based upon race, color, religion, sex, national origin, age, disability, genetic information, or veteran's status is a violation of federal and state law and MSU policy and will not be tolerated. Discrimination based upon sexual orientation or group affiliation is a violation of MSU policy and will not be tolerated. Therefore, to maintain a work and learning environment that is free from unlawful discrimination and harassment, the University will handle all infractions in an expeditious and equitable manner.

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### **Attendance Policy**

As this is a PhD seminar course and you are adults, I do not take attendance every class period. However, I do record who is present and participating in class discussions. Failure to attend and participate regularly will adversely affect your attendance grade. You may view the official university attendance policy at:

<http://www.msstate.edu/dept/audit/1209.html>

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## **Course Schedule, Topics, and Reading Assignments**

**Week 1: *The Essential Federalist and Anti-Federalist Papers***

**Week 2: The Two Presidencies**

**Week 3: Presidential Power  
Presidential Mandates  
Presidential Character  
Presidential Advisors**

**Week 4: The Vice Presidency,  
The President in Political Time  
The Administrative Presidency**

**Week 5: Norms of Congress,  
Congressional Competition  
Legislative Process**

**Week 6: Change, Parties, and Public Policy**

**Week 7: Elections and Constituencies**

**Week 8: Decision Making  
Legislating  
Partisanship**

**Week 9: Constitutional Construction,  
Federalism  
The Least Dangerous Branch**

**Week 10: The Rehnquist Court  
Judicial Policies and Impact  
The Attitudinal Model**

**Week 11: Early Voices to the New Deal**

**Week 12: Mid-Century to Reinvention  
The 21<sup>st</sup> Century**

**Week 13: Policy Design for Democracy**

**Week 14: *Final papers presented in class***

**Week 15: Final papers presented in class**



**MISSISSIPPI STATE  
UNIVERSITY**

**COLLEGE OF ARTS & SCIENCES  
DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

November 20, 2012

University Courses and Curricula Committee:

The Ph.D. Graduate Committee has reviewed the proposed changes to the Ph.D. program and the committee has given full approval for the addition of all changes submitted to the University Courses and Curricula Committee.

K.C. Morrison, Department Chair and Committee Member

*K.C. Morrison*

P. Edward French, Graduate Coordinator and Comm. Chair

*P. Edward French*

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*Jerry Emison*

Dragan Stanisevski

*Dragan Stanisevski*

Christine Rush

*Christine D. Rush*

Staci Zavattaro

*Staci Zavattaro*



# MISSISSIPPI STATE UNIVERSITY

**COLLEGE OF ARTS & SCIENCES  
DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

November 20, 2012

University Courses and Curricula Committee:

A new course called PPA 9303 Foundations of Public Administration has the full support of the Department of Political Science and Public Administration. Please find attached the supporting proposal for consideration.

Thank you in advance for your time,

P. Edward French, Ph.D.

Graduate Coordinator

Department of Political Science and Public Administration

P.O. Box PC 105 Bowen Hall

Mississippi State, MS 39762

662-325-7863

efrench@pspa.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, Freeman Hall-Room 102, Mail Stop 9638 (325-1922).

College or School: Arts and Sciences

Department: Political Science and Public Administration

Contact Person: P. Edward French

Mail Stop: 9561 E-mail: [efrench@pspa.msstate.edu](mailto:efrench@pspa.msstate.edu)

Nature of Change: Add

Date Initiated: 11/20/2012 Effective Date: 7-1-13

Current Listing in Catalog:  
Symbol Number Title

Credit Hours  
( )

Current Catalog Description:

New or Modified Listing for Catalog:  
Symbol Number Title

Credit Hours

PPA 9303 Foundations of Public Administration

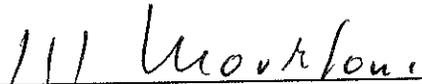
(3)

New or Modified Catalog Description:

Examination of the theory of public administration with emphasis on over-arching metaphors of public administration that often guide both theory and practice.

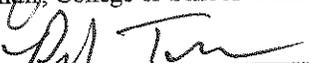
Approved:

Date:

  
Department Head

1.29.14  
1/29/14

  
Chair, College or School Curriculum Committee

  
Dean of College or School

1-29-14

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

## Course Addition

### 9303 Foundations of Public Administration

#### Department of Political Science and Public Administration

#### 1. Catalog Description

PPA 9303, Foundations of Public Administration. (3). (Prerequisite: Good standing as a Ph.D. student in PSPA or consent of instructor). Examination of the theory of public administration with emphasis on over-arching metaphors of public administration that often guide both theory and practice.

#### 2. Detailed Course Outline

This course will meet once per week for 3.0 hours per lecture, with a minimum of 15 classes. There will be a total of 45 contact hours, distributed as follows:

- I. Exploring Theories and Metaphors ( 3.0 contact hours)
- II. Public Administration as a Mechanistic Enterprise ( 3.0 contact hours)
- III. Public Administration as Orthodoxy Battles (6.0 contact hours)
- IV. Public Administration as a Humanistic Enterprise (9.0 contact hours)
- V. Public Administration as Imagery and Subjectivity (6.0 contact hours)
- VI. Public Administration as an Ethical Enterprise ( 3.0 contact hours)
- VII. Public Administration as a Dialogic Endeavor (3.0 contact hours)
- VIII. Public Administration as Contracting and Globalizing (3.0 contact hours)
- IX. Public Administration as Collaboration and Participation (3.0 contact hours)
- X. Research Paper Presentations (6.0 contact hours)

#### 3. Method of Evaluation

Weekly reading reflections	25%
Class-lead session	25%
Research paper	<u>50%</u>
	100%

The grading scale is as follows:

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

#### 4. Justification and Learning Outcome

This course will serve as an introductory course to the normative and positive theories that guide public administration. Public administration scholarship increasingly requires that scholars understand the underpinnings of how and why particular organizational models are chosen. As such, this course will use metaphor selection approaches to analyze the historical and philosophical foundations of public administration theory. Specifically, students completing this course will be able to recognize and interpret metaphors in public administration and comprehend their application to the historically and theoretical foundations of the field. Students will also gain a comprehensive understanding of the practical applications of public administration theory

and develop the knowledge and skills to interpret, integrate, and critique public administration thought and practice, including the ability to write and orally explain concepts and cases related to public administration.

### **Learning Outcomes**

- A. Recognize and interpret metaphors in public administration
- B. Learn history and theoretical foundations of public administration
- C. Appreciate and put into practice PA theory
- D. Understand, interpret, integrate and critique public administration thought and practice
- E. Write and orally explain concepts and cases related to public administration

### **5. Academic Honesty**

Conduct that does not meet minimum standards of integrity, honesty, and professionalism is defined by the University as a violation of the University Honor Code and is described in Academic Operating Policy and Procedure (AOP) 12.07. This policy is available on the web at <http://students.msstate.edu/honorcode/> and in Volume II - Academic Affairs, Section 12 Academic OP/Student (Academic Misconduct 12.07). AOP 12.07 gives a detailed description of the Policies and Procedures for Handling Academic Misconduct, including the student's rights.

### **6. Target Audience**

Graduate students enrolled in the Ph.D. in Public Policy and Administration Program.

### **7. Support**

Please see attached letters of support from the PSPA Graduate Committee

### **8. Instructor of Record**

Dr. Staci Zavatarro

### **9. Graduate Student Requirements**

No additional requirements for graduate students, as this is a graduate level course.

### **10. Planned Frequency**

The course will be offered once every two years.

### **11. Explanation of Duplication**

The topics and material covered in this course do not duplicate, overlap, or conflict with any other known courses in the current MSU Graduate Bulletin.

### **12. Method of Instruction Code**

**Method of Instruction:** C: Lecture and discussion

**Method of Delivery:** F: Face to Face

### **13. Proposed CIP Number**

45.1001

### **14. Proposed Abbreviation**

Foundations of PA

### **15. Proposed Semester Effective**

Fall 2013

### **16. Other Appropriate Information**

The required texts for this class will be *The Craft of Research* (Booth, Colomb, and Williams, 2008, Chicago: University of Chicago Press), *Images of Organization* (Morgan, 2006, Thousand Oaks, CA: Sage Press), *Postmodern Public Administration* (Miller and Fox, 2007, New York: M.E. Sharpe), and *Public Administration Theory Primer* (Frederickson, 2011, Boulder, CO: Westview Press).

**17. Proposed Contact Person**

Dr. P. Edward French, Ph.D. Graduate Coordinator

## **Foundations and Theory of Public Administration – Doctoral Course Syllabus**

**Instructor: Dr. S.M. Zavattaro**

Course Meeting: TBA  
Course Location: TBA  
Office Hours: Mondays 10 a.m. to 2 p.m; by appointment  
Office Location: Bowen 190  
Phone Number: 662-325-4614  
E-mail: [smz35@msstate.edu](mailto:smz35@msstate.edu)  
Facebook: Staci M. Zavattaro (or search by my MSU e-mail address)

### **Course Description**

Examination of the theory of public administration with emphasis on over-arching metaphors of public administration that often guide both theory and practice.

### **Course Objectives**

- A. Recognize and interpret metaphors in public administration
- B. Learn history and theoretical foundations of public administration
- C. Appreciate and put into practice PA theory
- D. Understand, interpret, integrate and critique public administration thought and practice
- E. Write and orally explain concepts and cases related to public administration

This class is reading and writing intensive. I expect critical thinking about the readings. I want you to realize how authors relate to one another – or do not relate. The course is not arranged chronologically but rather thematically to illustrate how certain authors transcend a certain box or time. It should be noted, though, that these readings are not enough alone for you to pass comprehensive exams – or even the final term paper. As a doctoral student, you must do independent reading to advance your knowledge in subject areas of interest to you.

That said, this class is not made up of, or lead by, one sole expert in the area. The course is very much dialogic in nature. I want everyone to come actively prepared to be involved in discussion. My role is to guide the talk, keep you on topic. Socratic, interactive, engaged, critical learning is my aim – and yours!

### **Required Texts**

Booth, W.C., Colomb, G.G. & Williams, J.M. (2008). *The craft of research* (Third edition). Chicago: University of Chicago Press.

Frederickson, H.G., et al (2011). *Public administration theory primer*. 2<sup>nd</sup> edition. Boulder, Colorado: Westview Press.

Miller, H.T. & Fox, C.J. (2007). *Postmodern public administration*. Armonk, NY: M.E. Sharpe, Inc.

Morgan, G. (2006). *Images of Organization* (2<sup>nd</sup> edition). Thousand Oaks, CA: Sage Publications.

*Note that additional journal readings are provided online.*

## **Course Calendar**

Note: You are expected to come to class with assigned readings for the day completed. This is a tentative schedule. I will announce ahead of time, in plenty of time, if there are changes. For example, depending upon the number of students, we might have to alter the schedule to accommodate final presentations. There also might be a conference to which I must travel during the semester that necessitates altering the schedule. I will let you know via e-mail, so please make sure you have access.

**Week 1:** *Exploring Theories and Metaphors*

**Week 2:** *Public Administration as a Mechanistic Enterprise*

**Weeks 3 & 4:** *Public Administration as Orthodoxy Battles*

**Week 5, 6, & 7:** *Public Administration as a Humanistic Enterprise*

**Weeks 8 & 9:** *Public Administration as Imagery and Subjectivity*

**Week 10:** *Public Administration as an Ethical Enterprise*

**Week 11:** *Public Administration as a Dialogic Endeavor*

**Week 12:** *Public Administration as Contracting & Globalizing*

**Week 13:** *Public Administration as Collaboration and Participation*

**Weeks 14, 15 & 16:** - Research paper presentations

## **Course Assignments**

**Weekly discussion question/reflection papers (25%)** - This assignment has two parts. First, students will come to class with five (5) possible discussion questions related to the week's readings. I will collect these before class and will select several for purposes of guiding lecture.

Second, at the end of each class, you will write key takeaways from the lecture. This is nothing detailed – just a paragraph will suffice. Tell me the most important points, as well as areas/topics in which you still would like instruction. This way, I can possibly gauge the class attitudes toward, or proclivity for, certain subjects and course correct as needed. Furthermore, this exercise will ensure we all are on the same page with information that is presented.

**Discussion leader presentations (25%)** – Each week, one student will lead the class discussion. This assignment has two parts.

First, students will produce a *detailed outline* that includes a minimum of 15 *additional* sources not found in the assigned readings for the week. Students will stick with the theme but *can* choose articles/topics of interest to them. For example, if you are into human resources, choose articles that focus on that subject area. Communication? Great, go for it. The outline will be detailed enough that we can all follow along throughout the presentation.

The presentation, can take any form the student chooses – Prezi, PPT, going over (NOT reading word for word) the outline, activity, etc. If you want to show a movie clip/video to hammer the point home, that is fine. Just be sure the movie/activity does not take up too much of your time. Students will have one hour for the presentation. Then the class is expected to actively engage in a Q&A session. There is no limit; indeed, this might take the rest of the session. I will be grading students on ability to present and synthesize materials, as well as having the class walk away with additional learning/information not already presented.

**Final research paper (50%)** – Students will prepare a final research paper on a topic of interest to them in public administration (say, for examples, e-governance, transparency, policy making, human resources, organizational communication, public participation, budgeting, bureaucratic control, postmodernism, etc.). Essentially, you are crafting a research design. You will:

- Identify a problem/concern in the field
- Turn that problem into a workable research question
- Link that question to relevant literature
- Propose a methodology for finding out answers to your question
- Detail possible solutions you would expect to find
- Indicate how this research could further the field

Your final research papers are due TBA, and presentations are set for Weeks 14,15 and 16. Constructing the paper in this way should be a good exercise in taking you through the logic of crafting a dissertation proposal. This is where *The Craft of Research* will come in handy!

Each student will have only 20 minutes to present, which is about the typical time we have when attending conferences. It is interesting to learn how to condense your research into such a compressed timeframe!

#### **Grading Scale**

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

## Course Policies

**Attendance and Participation:** Only University-sanctioned absences will be tolerated. You can peruse the university's attendance policy at: <http://www.msstate.edu/dept/audit/1209.html>. This class, as you will find, is discussion-based, so your preparation and presence are required for success. You are expected to come to class **on time** with assignments and readings completed.

If an assignment is due on a day you are absent, the assignment is due to me electronically before class (then in hard copy during the next class). If you submit an electronic copy any time other than before class, the late policy will apply. I will only grade the hard copy.

**Late Assignments:** You are expected to hand in assignments *on time at the beginning of class*, unless I specify otherwise (as in, holding on to an assignment to discuss in class). **Late assignments will not be accepted, resulting in a 0.** See Attendance section for turning in assignments on days you are absent.

**Declaration of Authorship:** Everything you hand in for this class should include a Declaration of Authorship (see Appendix A).

**Extra Credit:** I do not and will not offer extra credit in this course. You are expected to complete all coursework to the best of your ability the first time around.

**Contacting the Instructor:** The best way to reach me is via e-mail ([smz35@msstate.edu](mailto:smz35@msstate.edu)). *I will not open or answer e-mail that does not come from an official MSU account.* That means I do not want to see addresses like [ImDaBestYo@gmail.com](mailto:ImDaBestYo@gmail.com) or [HotMama21@aol.com](mailto:HotMama21@aol.com). If those are your e-mail addresses, well, sorry about that. During the weekdays, you will receive an answer from me within 24 hours; weekend responses will be more limited.

**Cell phones, laptops, PDAs, iPods, Apps, Gizmos and Gadgets:** Tape recorders, camera, cell phones and videophones, and all other visual and auditory recording or retention devices, are strictly prohibited in this class. You can use your laptop to take notes, though it is not necessary. If I find you on Facebook, or Twitter, or Foursquare, or YouTube, or Flickr or whatever is the hot social networking tool of the moment, I will ask you to leave class immediately. This is a professional space. Treat it as such.

I understand most of us have cell phones, but please make sure they are off or on vibrate during class and stowed away in a backpack, purse or bag (no pockets or laps, please; despite what you think, I can still see it when you text in your lap!). I do not want to see cell phones or other electronic devices out on your desk during class. Indeed, university policy prohibits cell phones in class (<http://www.msstate.edu/dept/audit/1008.html>). If, for some reason, your cell phone does ring, I am going to answer it. Seriously. It's happened in the past. You probably do not want me talking to your significant other, boss or family member on the phone during the time you're supposed to be in class. The easy way to avoid this is to make sure the phone is off and put away.

If you cannot resist the urge to chat, text, Tweet or update your Facebook status, then you do not belong in class. It gets distracting for everyone around you, and for you especially. If I can put my phone away, I know you can, too. Should you succumb to the all-powerful urge to tell your friends that you are having the best time ever in my class, or should you just need to surf the web, I will ask you to leave class.

I know there are emergency situations that might require you to be near a phone, so please alert me before class if this is the case. If this happens, please take the phone call in the hallway. The only other exception for cell phone use is to make an emergency call to 911 on behalf of yourself, a classmate, the class as a whole, or me.

**Classroom Decorum:** The classroom should be a safe learning space for all involved, including the instructor, yourself and your peers. I expect you to show respect for yourself and all those around you when you step into my classroom. This is a professional atmosphere, and you are expected to behave accordingly. While there might be differences of opinion during class discussions, this is no reason to yell, insult, taunt or otherwise malign your peers. Should you show lack of control of respect, I will ask you to leave the classroom, resulting in a loss of participation points for the day.

**Flexibility:** The syllabus is a contract between you and me. On occasion, contracts need to change. There might be a time during the semester that the course is going either too quickly or too slowly. If this occurs, I will adjust assignments as needed.

**Academic Integrity:** 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. 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> or <http://www.honorcode.msstate.edu/policy/>.

**Plagiarism:** Plagiarism is a serious offense and *WILL NOT* be tolerated. Plagiarism occurs when a student purposefully or unintentionally takes information directly from a source without proper citation. For example, forgetting to cite an author and page number with a quote is plagiarism, as is direct copying and pasting from a web site. Plagiarism will result in an F for the course and notification to the registrar’s office. Plagiarism is often a result of improper citation and/or acknowledgement of sources; therefore, we will be going over plagiarism in class so you can avoid common pitfalls (and an F!). If a student needs additional assistance, please consult me or

plug the word OWL (all CAPS as shown) into your favorite search engine for help from Purdue University's Online Writing Lab.

**Disabilities:** Mississippi State University is highly supportive of the full participation and success of students with all types of disabilities. Students with disabilities or questions regarding qualifying disabilities should contact the Student Assistance Services department. Any student needing special assistance should submit documentation in writing to the instructor at the beginning of the semester. Please visit this website should you need assistance - <http://www.sss.msstate.edu/>.

**Sexual Harassment:** From MSU OP 91.118: "Mississippi State University does not discriminate on the basis of sex in its educational programs and activities. The University, in an effort to foster an environment of respect for the dignity and worth of all members of the University community, is committed to maintaining an educational environment free of sexual harassment. It is the policy of the University that no member of its community shall engage in sexually harassing or sexually violent behavior toward another. Any student who violates this policy is subject to disciplinary action, which may include expulsion from the University. Sexual harassment, including sexually violent behavior, is illegal under both state and federal law. As a public institution of higher learning, the University also must provide due process to students accused of Sexual Misconduct. This policy is designed to provide proper due process to anyone accused of Sexual Misconduct as well as the complainant." <http://www.msstate.edu/dept/audit/91118.html>

**Citations:** All work must be properly cited. Students must hand in work using APA formatting. Again, see the Purdue OWL - <http://owl.english.purdue.edu/owl/resource/560/01/>.

### **Tips and Tricks for Success**

Here I give you some tips and tricks to ensure success in this class, borrowed with permission from Dr. A. Sementelli, Florida Atlantic University.

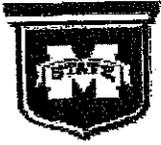
#### *Things to Avoid Doing in this Course:*

1. Turning in assignments in an unapproved format. I want hard copies of assignments, unless otherwise specified.
2. Skipping classes for a non-work related, or non-UTB/TSC sanctioned reason and ask me later to go over what we covered, ask for extensions, etc.
3. Turning in assignments after they are due. Late work will not be accepted and will result in a 0 for that assignment.
4. E-mailing me immediately before final grades are due (or shortly after) and ask if there is anything, you can do to improve your grade. At that point, the only thing I can suggest is taking the course over.
5. Failing to follow the instructions for an assignment and then asking me why you did poorly.
6. Asking me for extra credit.

7. Asking me for extra credit, extensions, etc., in a poorly worded, incoherent, or unintelligible prose. Check your grammar. Avoid confusing words like lose and loose or affect and effect. In fact, you should check your grammar prior to submitting anything for this course.
8. Sending me things that are in Word Perfect or some other third party off branded word processor. I use Word, so if you want me to read it, use word, make a .PDF out of it, or submit the file in rich text format.
9. Cheating, plagiarizing, or engaging in other incidences of academic irregularity.
10. Writing your papers in anything other than Times New Roman, 12-point font with regular (one-inch) margins. No fancy headers, footers or subheads are needed. No bold text for the body of your paper. Times New Roman 12-point font is what I will accept.

*Things to Do in this Course:*

1. Attend the course, informed participation counts.
2. Answer the questions asked of you. Use an outline to stay on topic.
3. Follow instructions.
4. Be prepared, be aware of deadlines, and meet them. (This also enables you to revise assignments to possibly earn a better grade)
5. Find me during office hours if you are confused. Ask me for help in advance, if you need it!
6. Go to the Learning Assistance Center if you have problems with writing.
7. Go to Disability Services if you have a disability. Until I have paperwork from disability services, I cannot make any accommodations.
8. Revise your assignments. Read out loud. You will catch errors this way.
9. Be organized!
10. Calendars are a beautiful thing. You should use one to stay on top of things.



**MISSISSIPPI STATE  
UNIVERSITY**

**COLLEGE OF ARTS & SCIENCES  
DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

November 20, 2012

University Courses and Curricula Committee:

The Ph.D. Graduate Committee has reviewed the proposed changes to the Ph.D. program and the committee has given full approval for the addition of all changes submitted to the University Courses and Curricula Committee.

K.C. Morrison, Department Chair and Committee Member

*K.C. Morrison*

P. Edward French, Graduate Coordinator and Comm. Chair

*P. Edward French*

Jerry Emison

*Jerry Emison*

Dragan Stanisevski

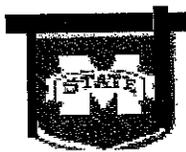
*Dragan Stanisevski*

Christine Rush

*Christine D. Rush*

Staci Zavatarro

*Staci Zavatarro*



# MISSISSIPPI STATE UNIVERSITY

**COLLEGE OF ARTS & SCIENCES  
DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

November 20, 2012

University Courses and Curricula Committee:

A new course called PPA 9403 Comparative Public Administration has the full support of the Department of Political Science and Public Administration. Please find attached the supporting proposal for consideration.

Thank you in advance for your time,

P. Edward French, Ph.D.  
Graduate Coordinator  
Department of Political Science and Public Administration  
P.O. Box PC 105 Bowen Hall  
Mississippi State, MS 39762  
662-325-7863  
efrench@pspa.msstate.edu



## Course Addition

### 9403 Comparative Public Administration

#### Department of Political Science and Public Administration

#### 1. Catalog Description

PPA 9403, Comparative Public Administration. (3). (Prerequisite: Good standing as a Ph.D. student in PSPA or consent of instructor). Three hours lecture. Examination of the different ways public administration is practiced around the world.

#### 2. Detailed Course Outline

This course will meet once per week for 3.0 hours per lecture, with a minimum of 15 classes. There will be a total of 45 contact hours, distributed as follows:

- I. Comparison in Public Administration (3.0 contact hours)
- II. Bureaucracy in the Political System (3.0 contact hours)
- III. Comparative Methodology (3.0 contact hours)
- IV. Contemporary Issues in Public Administration
  - a. Democracy and the Administrative System (3.0 contact hours)
  - b. Central Government Agencies (3.0 contact hours)
- V. Administrative System: Comparison of Industrial and Post Industrial Societies cases:
  - a. US compared to UK (3.0 contact hours)
  - b. US compared to Germany (3.0 contact hours)
- VI. Midterm Examination (3.0 contact hours)
- VII. Administrative System in Developmental States:
  - a. Korea and Japan (3.0 contact hours)
  - b. Brazil, Turkey, India (3.0 contact hours)
- VIII. Administrative systems in Communist Societies:
  - a. China (3.0 contact hours)
  - b. Cuba (3.0 contact hours)
- IX. Administrative systems in Post-colonial Hybrid Democracies: Ghana, Nigeria, and South Africa (3.0 contact hours)
- X. Ethics and corruption (3.0 contact hours)
- XI. Public Policy in Comparison: Health, Regional Integration, Social Welfare, NGOs, Donors, Citizens' Rights (3.0 contact hours)

#### 3. Method of Evaluation

Midterm	20%
Comparison Analysis	30%
Group Case Analysis	30%
Research Design Paper	<u>20%</u>
	100%

90-100%—A

80-89%—B

70-79%—C

60-69%—D

0-59%—F

#### **4. Justification and Learning Outcomes**

This course will serve as an introductory course to comparative public administration. This course is necessary given the increasing relevance of theories of bureaucratic convergence and its attendant critiques. Students will learn about the ways that globalizing forces can, and sometimes cannot, impact the homogenization of public administration approaches. Particular attention will be paid to the evolution of path dependent processes that underlie the institutions governing public administration. This seminar is designed to be a broad comparison of a spectrum of administrative systems and policies around the world.

#### **Learning Outcomes**

- A. The acquisition of detailed knowledge of comparative administrative governmental systems
- B. The acquisition of detailed knowledge of the literatures of these systems
- C. The acquisition of applied knowledge of administrative systems via the case method of policy analysis
- D. The individual and group preparation and presentation in a highly interactive classroom setting
- E. The formal in-class presentation of research papers and case analyses
- F. Acquisition of critical thinking skills with which to organize and critique material.

#### **5. Academic Honesty**

Conduct that does not meet minimum standards of integrity, honesty, and professionalism is defined by the University as a violation of the University Honor Code and is described in Academic Operating Policy and Procedure (AOP) 12.07. This policy is available on the web at <http://students.msstate.edu/honorcode/> and in Volume II - Academic Affairs, Section 12 Academic OP/Student (Academic Misconduct 12.07). AOP 12.07 gives a detailed description of the Policies and Procedures for Handling Academic Misconduct, including the student's rights.

#### **6. Target Audience**

Graduate students enrolled in the Ph.D. in Public Policy and Administration Program.

#### **7. Support**

Please see attached letters of support from the PSPA Graduate Committee

#### **8. Instructor of Record**

Dr. K. C. Morrison.

#### **9. Graduate Student Requirements**

No additional requirements for graduate students, as this is a graduate level course.

#### **10. Planned Frequency**

The course will be offered once every two years.

#### **11. Explanation of Duplication**

The topics and material covered in this course do not duplicate, overlap, or conflict with any other known courses in the current MSU Graduate Bulletin.

#### **12. Method of Instruction**

C. Lecture. This class will utilize a combination of seminar and lecture formats requiring student participation via discussion and presentations.

F. Method of Delivery: Face to Face

**13. Proposed CIP Number**

45.1001

**14. Proposed Abbreviation**

Comparative Public Admin

**15. Proposed Semester Effective**

Fall 2013

**16. Other Appropriate Information**

The required texts will be: Heady, Ferrel. 2001. *Public Administration: A Comparative Perspective*. 6<sup>th</sup> ed. Florida: CRC press.

Jreisat, Jamil E. 2002. *Comparative Public Administration and Policy*. Westview Press.

**17. Proposed Contact Person**

Dr. P. Edward French, Ph.D. Graduate Coordinator

**PPA 9403: Comparative Public Administration**  
**Term & Place TBA**

**Minion K. C. Morrison**  
**Mississippi State Univ.**

**Office: 105 Bowen Hall**  
**Phone: 325-2711**  
**E-mail: kcmorrison@pspa.msstate.edu**

**OFFICE HOURS: By Appointment**

## **COURSE DESCRIPTION**

PPA 9403, Comparative Public Administration. (3). (Prerequisite: Good standing as a Ph.D. student in PSPA or consent of instructor). Three hours lecture. Examination of the different ways public administration is practiced around the world.

This course will serve as an introductory course to comparative public administration. This course is necessary given the increasing relevance of theories of bureaucratic convergence and its attendant critiques. Students will learn about the ways that globalizing forces can, and sometimes cannot, impact the homogenization of public administration approaches. Particular attention will be paid to the evolution of path dependent processes that underlie the institutions governing public administration. This seminar is designed to be a broad comparison of a spectrum of administrative systems and policies around the world.

## **COURSE LEARNING OBJECTIVES**

- A. The acquisition of detailed knowledge of comparative administrative governmental systems
- B. The acquisition of detailed knowledge of the literatures of these systems
- C. The acquisition of applied knowledge of administrative systems via the case method of policy analysis
- D. The individual and group preparation and presentation in a highly interactive classroom setting
- E. The formal in-class presentation of research papers and case analyses
- F. Acquisition of critical thinking skills with which to organize and critique material.

The general format for daily activity will be a professor's didactic presentation at the start of each class period (ca. 25 minutes), followed by critical consideration of assigned texts, and/or of the individual or group presentations for the period. All written class assignments must be distributed to the class members three days prior to discussion in class. In general guest lectures and/or workshops will follow the same pattern of presentation and discussion.

## REQUIRED TEXTS

Heady, Ferrel. 2001. *Public Administration: A Comparative Perspective*. 6<sup>th</sup>. ed. Florida: CRC press.

Jreisat, Jamil E. 2002. *Comparative Public Administration and Policy*. Westview Press.

## OTHER REQUIREMENTS

This course depends on your daily participation (interaction and exchange with fellow class members) as we interrogate the assigned subjects for the period. Additional assignments as indicated will supplement the major textbook.

- Each student will be required to develop knowledge of problems in administrative systems in two countries for a comparative paper;
- And, to develop a case analysis on a policy problem in one of those countries. The case analysis will be presented as a part of a group project where each participant has studied the same policy problem in his or her selected country.
- Finally, each student will be required to select a major problem in comparative administration (it must be cross-national in scope, and may focus on administrative systems or policy), and to develop a research design for a study. The skills to be measured are: comparative method, theory development, hypothesis selection, and plan for execution.

Mid-term Examination	20%
Comparison paper	30%
Group Case Analysis	30%
Research Design Paper	20%

## OTHER INSTRUCTIONS AND REGULATIONS

- There can be no computer or telephone use during this class. If you have a computer or telephone on your person, these must be turned off.

- A medical or other appropriate excuse (at professor's discretion) will be required to make up scored class activity.
- Any written work (excepting in-class activity) must be prepared in typescript, double-spaced.
- **Academic dishonesty:** 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/PDF/1207.pdf>.

- If you are a student with a disability and need special accommodations you are required to register with the Office of Disability Services at Montgomery Hall. Below is some additional information that will be helpful to you.  
 Disability Support Services assists in determining the classroom accommodations that are most appropriate for students with disabilities based on documentation of their disability. Student Support Services encourages communication with instructors regarding accommodations. Student Support Services can send notification letters regarding accommodation issues to faculty as needed. 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. Guidelines for Documentation of Students with a Learning Disability, Attention Deficit Disorder (ADD), or Attention Deficit/Hyperactivity Disorder (AD/HD), or a Psychiatric/Psychological Disability are located at:  
<http://www.msstate.edu/dept/audit/91130.html>
- Required readings are most useful if read before that section is discussed in class.
- Attendance at scheduled classes is required. There are no unexcused absences.
- Late work will be penalized at the equivalent of one letter grade per calendar day. All assignments are due in class on the assigned date, and late penalty for the first day is assessed immediately after class on that assigned date. Work received four (4) to six (6) calendar days late will be scored at 50 points. Late work that exceeds six (6) calendar days will not be accepted, and a score of zero will be entered in the final calculation of semester grades.

COURSE OUTLINE

1. Introduction: Comparison in public administration -Week 1

Readings:

- Heady, chapter 1

2. Bureaucracy in the Political System: Theory in Western and Non-Western Public Organizations -Week 2

Readings:

- Heady, chapters 2 and 3

3. Comparative Methodology -Week 3

Readings:

- King, Gary, et al. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. 3-75.
- Brady, Henry "Doing Good and Doing Better." In Brady, Henry E. and David Collier. *Rethinking Social Inquiry: Diverse Tools, Shared Standards* 53-67.
- Bartels, Larry, "Some Unfulfilled Promises of Quantitative Imperialism," in Brady and Collier, 69-83.
- Gerring, John. 2004. "What is a Case Study and what is it good for?" *APSR*, 98 (2): 341-354.
- Skocpol, Theda and Margaret Somers. 1980. "The Uses of Comparative History in Macrosocial Inquiry." *CSSH* 22: 174-97.

4. Contemporary Issues in Public administration: - Weeks 4&5

Readings:

- Democracy and the Administrative System -Week 4
- Central Government Agencies - Week 5
- Fredrickson, George. 2004. "Toward a New Public Administration." In Hyde, A. C. et al. Eds. *Classics of Public Administration*.
- Goodsell, Charles. 1981. "The New Comparative Administration: A Proposal." *International Journal of Public Administration*: 3:2:143-155

5. Administrative system: Comparison of Industrial and Post-Industrial Societies cases: US, UK, Germany - Weeks 6&7

Readings:

- Heady, chapters 5-6

6. Midterm – Week 8

7. Administrative System in Developmental States: Korea, Japan, Brazil, Turkey, India – Weeks 9&10

Readings:

- Heady, chapter 7

8. Administrative systems in Communist Societies: China and Cuba – Weeks 11&12

Readings:

- Heady, chapter 9

9. Administrative systems in Post-colonial Hybrid Democracies: Ghana, Nigeria, and South Africa – Week 13

Readings:

- Heady, chapter 8

10. Ethics and corruption – Week 14

Readings

- Holzer, Marc and Richard Schwester. 2011. *Public Administration: An Introduction*. Chapter 11, 348-373
- Thompson, Dennis. 1985. "The Possibility of Administrative Ethics." *PAR*. 45:5:555-561.
- Gawthrop, L. C. 1993. "The Ethical Foundations of American Public Administration." *International Journal of Public Administration*. 16:2:139-163.
- Agraval, Arun, and Jesse Ribot. 1999. "Accountability in Decentralization: A Framework with Asian and West African Cases." *Journal of Developing Areas*. 33, 4:473-502.
- Bayart, Jean-Francois. 1996. *The State in Africa: The Politics of the Belly*.
- Bratton, Michael. 1987. "The Comrades and the Countryside: The Politics of Agricultural Policy in Zimbabwe." *WP*. 39:2: 174-202.

11. Public Policy in Comparison: Health, Regional Integration, Social Welfare, NGOs, Donors, Citizens' Rights – Week15

Readings:

- TBA



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UNIVERSITY**

**COLLEGE OF ARTS & SCIENCES  
DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

November 20, 2012

University Courses and Curricula Committee:

The Ph.D. Graduate Committee has reviewed the proposed changes to the Ph.D. program and the committee has given full approval for the addition of all changes submitted to the University Courses and Curricula Committee. We have reviewed the newly modified PPA 9503 Qualitative Research for Public Affairs course, which was previously offered as a special topics course, and give approval.

K.C. Morrison, Department Chair and Committee Member

*K.C. Morrison*

P. Edward French, Graduate Coordinator and Comm. Chair

*P. Edward French*

Jerry Emison

*Jerry Emison*

Dragan Stanisevski

*Dragan Stanisevski*

Christine Rush

*Christine L. Rush*

Staci Zavatarro

*Staci Zavatarro*



# MISSISSIPPI STATE UNIVERSITY

**COLLEGE OF ARTS & SCIENCES  
DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

November 20, 2012

University Courses and Curricula Committee:

A new course called PPA 9503 Qualitative Research for Public Affairs has the full support of the Department of Political Science and Public Administration. Please find attached the supporting proposal for consideration.

Thank you in advance for your time,

A handwritten signature in cursive script that reads "P. Edward French".

P. Edward French, Ph.D.

Graduate Coordinator

Department of Political Science and Public Administration

P.O. Box PC 105 Bowen Hall

Mississippi State, MS 39762

662-325-7863

efrench@pspa.msstate.edu



## Course Addition

### PPA 9503 Qualitative Research for Public Affairs

#### Department of Political Science and Public Administration

#### 1. Catalog Description

PPA 9503, Qualitative Research for Public Affairs. (3). (Consent of instructor). Examination of qualitative research, and the application of qualitative social research in public administration and public policy.

#### 2. Detailed Course Outline

This course will meet once per week for 3.0 hours per lecture, with a minimum of 15 classes. There will be a total of 45 contact hours, distributed as follows:

- I. A Theory of Knowledge of Public Administration Research (3.0 contact hours)
- II. Philosophical Assumptions, Paradigms, and Interpretative Frameworks (1.0 contact hour)
- III. Developing Qualitative Research Designs (1.0 contact hour)
- IV. Ethics and Politics in Qualitative Research (1.0 contact hour)
- V. Taking Language Seriously: Narrative Research in P.A. (3.0 contact hours)
- VI. The Language of Public Administration (3.0 contact hours)
- VII. The Landscape of History: Historical Method in Social Sciences (3.0 contact hours)
- VIII. Phenomenology, Ethnography, and Grounded Theory (3.0 contact hours)
- IX. Action Research and Critical Theory (3.0 contact hour)
- X. The Power of Example: Case Studies (3.0 contact hours)
- XI. Interviewing Individuals and Groups (6.0 contact hours)
- XII. Unobtrusive Research (3.0 contact hours)
- XIII. Symbols, Visual Methods, Rhetorical and Discourse Analysis (3.0 contact hours)
- XIV. Data Analysis and Representation. Writing a Qualitative Study (3.0 contact hours)
- XV. Standards, Inferences, Validity, Trustworthiness, Methodological Pluralism (3.0 contact hours).
- XVI. Research Proposal Presentations (3.0 contact hours)

#### 3. Method of Evaluation

Attendance	5 %
Classroom participation	5 %
Exercises	20 % (5 % each exercise)
Book review	30 %
Qualitative research proposal	40 %
	100%

Alphabetical grades will be assigned based on the following accumulated points:

100-90% (A)

89-80% (B)

79-70% (C)  
69-60% (D)  
below 60 points (F).

#### **4. Justification and Learning Outcome**

Qualitative methods are frequently used in public administration and public policy research. It is crucially important for our doctoral students to acquire knowledge of qualitative methods and techniques. The course is specific to public administration and public policy in character and application of various qualitative research approaches and techniques. The main research project in class is intended to assist the students in designing their dissertation research and is consequently very closely tied in with public administration and public policy research. The specificity of the course to public administration and public policy is also reflected in the various readings in class, which in addition to an interdisciplinary breath, something also typical to public administration and public policy as a field, give a depth that is specific to and targeted toward public administration and public policy research (for example, nearly all of the assigned articles focus on public administration or public policy related issues).

#### **Learning Outcomes**

- A. Be familiar with post-positivist and constructivist epistemologies.
- B. Adhere to the accepted ethical standards in conducting qualitative research.
- C. Collect, analyze and interpret qualitative data with application of various techniques of qualitative social research.
- D. Conduct qualitative research studies in public administration and public policy.
- E. Develop appreciation for methodological pluralism in social research.

#### **5. Academic Honesty**

Plagiarism is strictly prohibited in the class and will result with an F. A description of MSU Honor Code is made available to the students in the syllabus. Conduct that does not meet minimum standards of integrity, honesty, and professionalism is defined by the University as a violation of the University Honor Code and is described in Academic Operating Policy and Procedure (AOP) 12.07. This policy is available on the web at <http://students.msstate.edu/honorcode/> and in Volume II – Academic Affairs, Section 12 Academic OP/Student (Academic Misconduct 12.07). AOP 12.07 gives a detailed description of the Policies and Procedures for Handling Academic Misconduct, including the student's rights.

#### **6. Target Audience**

Graduate students enrolled in the Ph.D. in Public Policy and Administration Program

#### **7. Support**

Please see attached letter of support from the PSPA Graduate Committee and the Department of Sociology.

#### **8. Instructor of Record**

Dr. Dragan Stanisevski

**9. Graduate Student Requirements**

No additional requirements for graduate students, as this is a graduate level course.

**10. Planned Frequency**

The course will be offered once every two years.

**11. Explanation of Duplication**

The topics and material covered in this course do not duplicate any other known courses in the current MSU Graduate Bulletin. From what is readily discernable, there is a possible overlap with SO 8233. This course also covers the epistemological and theoretical issues related to qualitative methods, which generically might overlap. Further, there might be possible overlaps in some of the data collection and data analysis techniques typical to qualitative methods such as observations, interviews, focus groups, or content analysis. In the proposed course these materials are specifically related to public and public administration research. An emphasis is also added on specific techniques that are more prevalent in public administration and public policy research such as case study research, action research, or phenomenology. See attached letter from the Sociology Department.

**12. Method of Instruction Code. C: Lecture and discussion**

**Method of Delivery. F: Face to face**

**13. Proposed CIP Number**

45.1001

**14. Proposed Abbreviation**

PPA 9503 Qualitative Research for Public Affairs

**15. Proposed Semester Effective**

Fall 2013

**16. Other Appropriate Information**

Required Textbooks:

Creswell, John W. (2006). *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. Thousand Oaks, CA: Sage Publications.

Luton, Larry S. (2010). *Qualitative Research Approaches for Public Administration*. Armonk, NY: M. E. Sharpe.

Gaddis, John Lewis (2004). *The Landscape of History: How Historians Map the Past*. Oxford: Oxford University Press.

Yin, Robert. (2008) *Case Study Research: Design and Methods*. 4<sup>th</sup> Edition. Thousand Oaks, CA: Sage.

Rubin, Irene S. and Herbert J. Rubin. (2011). *Qualitative Interviewing: The Art of Hearing Data*. 3<sup>rd</sup> Edition. Thousand Oaks, CA: Sage.

Denzin, Norman K. and Yvonna S. Lincoln. (Eds.) (2007). *Strategies of Qualitative Inquiry*. Third Edition. Thousand Oaks, CA: Sage.

**17. Proposed Contact Person**

Dr. P. Edward French, Ph.D. Graduate Coordinator



March 7, 2013

To Whom It May Concern,

This letter supports the Department of Political Science and Public Administration's proposal for a graduate level qualitative methods course. We do not anticipate that this course will duplicate our current qualitative methods course in sociology and we have no objections to the implementation of this course in this department. Should you have additional questions or need additional information, please let me know. I can be reached by email at [nrader@soc.msstate.edu](mailto:nrader@soc.msstate.edu) or by phone at 325-7885.

Sincerely,

Nicole E. Rader, PhD  
Associate Professor of Sociology  
Graduate Coordinator

Jeralynn S. Cossman, PhD  
Professor and Head of Sociology  
Department of Sociology

**Qualitative Research for Public Affairs  
PPA 9503**

**Location: TBA  
Time: TBA**

Instructor: Dr. Dragan Stanisevski, Associate Professor

Office: Bowen 193

Office Hours: TBA

Phone: 662-325-7855

E-mail: [dstanisevski@pspa.msstate.edu](mailto:dstanisevski@pspa.msstate.edu)

***Course Description:***

Examination of qualitative research, and the application of qualitative social research in public administration and public policy.

***Course Objectives:***

Upon completion of the course students should be able to:

- A. Be familiar with post-positivist and constructivist epistemologies.
- B. Adhere to the accepted ethical standards in conducting qualitative research.
- C. Collect, analyze and interpret qualitative data with application of various techniques of qualitative social research.
- D. Conduct qualitative research studies in public administration and public policy.
- E. Develop appreciation for methodological pluralism in social research.

***Required Texts:***

- Creswell, John W. (2013). *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. Thousand Oaks, CA: Sage Publications.
- Luton, Larry S. (2010). *Qualitative Research Approaches for Public Administration*. Armonk, NY: M. E. Sharpe.
- Gaddis, John Lewis (2004). *The Landscape of History: How Historians Map the Past*. Oxford: Oxford University Press.
- Yin, Robert. (2008) *Case Study Research: Design and Methods*. 4<sup>th</sup> Edition. Thousand Oaks, CA: Sage.
- Rubin, Irene S. and Herbert J. Rubin. (2011). *Qualitative Interviewing: The Art of Hearing Data*. 3<sup>rd</sup> Edition. Thousand Oaks, CA: Sage.
- Denzin, Norman K. and Yvonna S. Lincoln. (Eds.) (2007). *Strategies of Qualitative Inquiry*. Third Edition. Thousand Oaks, CA: Sage.

***Course Format:***

This course is a doctoral seminar in qualitative research methods in public administration and

public policy. Students are expected to actively participate in class discussions and class exercises. Classes consist primarily of discussions of readings, exercises, student presentations and practical application of qualitative methods in public administration and public policy research. **Assignments are due on assigned dates. Late assignments will receive reduced grade. I will deduct 5% of your grade per day that you are late.** All written assignments should be posted on MyState and a hard copy must be submitted to the instructor.

### ***Course Requirements:***

There are several requirements for this course:

#### **1) Regular attendance and in-class participation in discussions and activities**

Students are expected to complete the assigned readings and to come to class prepared for discussions. This is a seminar and not a lecture course. We will not be lecturing on and summarizing the assigned readings, but we will be using them to get engaged in class discussions on particular topics in qualitative research methods. Part of the grade consists of in-class participation. I understand that some students are not big talkers and have a more quiet personality. I will be grading you based on the quality of your participation, not the volume of it. I would rather not call on you to participate, but I expect that everybody will be able to find a way of getting regularly engaged in class discussions. Attendance of all classes is mandatory. Roll will be taken each day. Student who are not able to attend the class, for any reason, are expected to contact the instructor prior to class.

#### **2) Exercises**

There are four class exercises assigned for this class. The purpose of the exercises is for students to practically apply the knowledge acquired from the reading materials. Class exercises will be distributed to students in class. Exercises will be conducted either in class or as take-home exercises, which will be later discussed in class.

#### **3) Book review**

You are required to prepare a written review of about five to seven double spaced pages of one of the recommended books. During the first week of classes we will select who will cover which book. With consent of the instructor you are allowed to substitute the recommended book for any other qualitative research methods book dealing with a similar topic. Do not summarize, but provide a comprehensive critique of the book. I am interested in your thinking. In your book review comparatively analyze the comprehensiveness of this book, its value, and its potential applicability in your research and/or teaching. You are required to present your book review in class.

#### **4) Qualitative research proposal**

Develop a well-written research proposal of about 25-30 double spaced pages. Students are free to choose their own research topics (should be in public administration or public policy), but you are required to submit a pre-proposal (about one-page), which outlines your suggested research topic. The instructor will approve, return for revisions, or reject your pre-proposal. Preferably you should be thinking of your dissertation and should relate your qualitative research proposal to your intended dissertation topic. We will discuss in more detail the specificities of developing qualitative research proposals in class. At minimum, your qualitative research proposal should

consist of the following elements: (1) abstract or executive summary; (2) introduction; (3) statement of the problem; (4) review of the literature; (5) study objectives; (6) research design and methodology; and (7) references and/or bibliography. You are required to present your research proposal in class.

***Plagiarism:***

**Plagiarism is strictly prohibited and will result with an F in this class.** For description of the Mississippi State University Honor Code please see: <http://students.msstate.edu/honorcode/>

***Course Grading:***

Alphabetical grades will be assigned based on the following accumulated points: 100-90% (A); 89-80 (B); 79-70 (C); 69-60 (D); and bellow 60 points (F).

Student grades will be assessed based on the following criteria:

Attendance	5 %
Classroom participation	5 %
Exercises	20 % (5 % each exercise)
Book review	30 %
Qualitative research proposal	40 %

***Written Assignments:***

All assignments completed out of class are typed. They should be edited before typing and proofread. Papers prepared for this class should have a cover page showing the assignment, course, and your name. Please DO NOT use folders; a staple in the upper left corner is sufficient.

Preferred style manual in this course is that of the American Psychological Association's (APA) *Publication Manual of the American Psychological Association*. You may also use the Turabian's *A Manual for Writers* and the *MLA Handbook*. In any case, borrow one from the library or order one from a bookstore or online service and use it consistently.

***Presentations:***

It is helpful, but not necessary, to use PowerPoint or overhead transparencies for presentations. You are responsible for arranging necessary equipment.

***Advising:***

Students are encouraged to seek advising if needed. Please take time to consult when you need assistance with any aspect of the course or if you are uncertain about your performance. It is up to student's discretion to seek advising. Contact information is provided at the beginning of the syllabus. E-mail is usually the most convenient way to reach me. I check my e-mail at least once a day. In addition to office hours and scheduled appointments you may also come to talk to me anytime that I am available in my office.

***Cell Phones and Pagers:***

No cell phones or pagers allowed in class. If it is necessary for your occupation to have a cell-

phone or a pager operating during class times, consult with the instructor prior to class.

***Students with Disabilities and Tolerance Policy:***

Every reasonable accommodation for qualified students with disabilities will be made for instructional and testing purposes in this class. For assistance students can contact the Student Support Services (<http://www.sss.msstate.edu>).

Tolerance for different perspectives and respect for the individuals in the classroom is encouraged. Discrimination based upon race, color, religion, sex, national origin, age, disability, genetic information, veteran's status, sexual orientation, or group affiliation is prohibited and will not be tolerated.

***Course Schedule/Assignments:***

***Week 1: A Theory of Knowledge for Public Administration Research***

***Week 2: Philosophical Assumptions, Paradigms, and Interpretative Frameworks***

***Developing Qualitative Research Designs***

***Ethics and Politics in Qualitative Research***

***Week 3: Taking Language Seriously: Narrative Research in Public Administration***

***Week 4: The Language of Public Administration***

***Week 5: The Landscape of History: Historical Method in Social Sciences***

***Week 6: Phenomenology, Ethnography, and Grounded Theory***

***Week 7: Action Research and Critical Theory***

***Week 8: The Power of Example: Case Studies***

***Week 9&10: Interviewing Individuals and Groups***

***Week 11: Unobtrusive Research: Unobtrusive Observation, Category Analysis, Content Analysis, Document Analysis***

***Week 12: Symbols, Visual Methods, Rhetorical and Discourse Analysis***

***Week 13: Data Analysis and Representation. Writing a Qualitative Study***

***Week 14: Standards, Inferences, Validity, Trustworthiness, Methodological Pluralism***

***Week 15: Research Proposal Presentations***

**Research Proposals Due**



# MISSISSIPPI STATE UNIVERSITY™

**COLLEGE OF ARTS & SCIENCES  
DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

November 2, 2012

University Courses and Curricula Committee:

The Ph.D. Graduate Committee has reviewed the proposed changes to the Ph.D. program and the committee has given full approval for the addition of all changes submitted to the University Courses and Curricula Committee.

K.C. Morrison, Department Chair and Committee Member

*K.C. Morrison*

P. Edward French, Graduate Coordinator and Comm. Chair

*P. Edward French*

Jerry Emison

*Jerry Emison*

Dragan Stanisevski

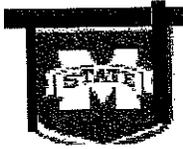
*Dragan Stanisevski*

Christine Rush

*Christine S. Rush*

Staci Zavattaro

*Staci Zavattaro*



# MISSISSIPPI STATE UNIVERSITY

**COLLEGE OF ARTS & SCIENCES  
DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

November 20, 2012

University Courses and Curricula Committee:

A new course called PPA 9813 Advanced Qualitative Analysis for Public Affairs has the full support of the Department of Political Science and Public Administration. Please find attached the supporting proposal for consideration.

Thank you in advance for your time,

P. Edward French, Ph.D.

Graduate Coordinator

Department of Political Science and Public Administration

P.O. Box PC 105 Bowen Hall

Mississippi State, MS 39762

662-325-7863

efrench@pspa.msstate.edu



## Course Addition

### PPA 9813 Advanced Quantitative Analysis for Public Affairs

#### Department of Political Science and Public Administration

#### 1. Catalog Description

PPA 9813, Advanced Quantitative Analysis for Public Affairs. (3) (Prerequisite: Multivariate Analysis and Design for Public Affairs I or consent of instructor). Three hours lecture. Examination and application of advanced statistical techniques for quantitative research in public affairs.

#### 2. Detailed Course Outline

This course will meet once per week for 3.0 hours per lecture, with a minimum of 15 classes. There will be a total of 45 contact hours, distributed as follows:

- I. Social Scientific Approach: Theory, Assumption, Hypothesis, and Data (3.0 contact hours)
- II. Social Scientific Concepts, Measurement and Operationalization (3.0 contact hours)
- III. Quantitative Models and *STATA* Basics and Basic Ideas of Regression (3.0 contact hours)
- IV. Linear Relationship and Underlying Assumptions, and OLS as BLUE (3 contact hours)
- V. Hypothesis Testing (3.0 contact hours)
- VI. Exam 1 (3.0 contact hours)
- VII. Competing Theories and Correlated Concepts (3 contact hours)
- VIII. Controlling and Testing Multiple Factors through Multiple Regression (3.0 contact hours)
- IX. Diagnostics 1: Collinearity and Specification Errors (3.0 contact hours)
- X. Diagnostics 2: Cross-Sectional Clustering and Temporal Dependence (3.0 contact hours)
- XI. Exam 2 (3.0 contact hours)
- XII. Discrete Outcomes, Operationalization, and Non-linear Estimation (6.0 contact hours)

XIII. Graphical Presentation of Non-linear Outcome Models (3.0 contact hours)

XIV. Final Exam (3.0 contact hours)

**3. Method of Evaluation**

Bi-weekly problem sets	20%
Exam 1	20%
Exam 2	20%
Replication Analysis	20%
Final Exam	<u>20%</u>
	100%

The grading scale is as follows:

90-100 %—A

80-89%—B

70-79%—C

60-69%—D

0-59%—F

**4. Justification and Learning Outcomes**

The Quantitative approach for social and public inquiry is increasingly prevalent in the various subfields of Public Policy and Administration, a phenomenon simultaneously happening to its sister social science disciplines such as Political Science, Sociology, and Psychology. Without acquiring relevant quantitative research skills, it is hard to read articles in major journals, publish one's own research there, and thus compete in the academic job market.

This course will offer a perspective for public policy and administration students that differs from other methods courses across campus (Economics, Ag. Economics, Mathematics and Statistics, etc.) in terms of substantive theories, concepts, research questions, kinds of data, etc. For example, concepts and problems operationalized and examined in Public Policy and Administration and Political Science (e.g., democratic governance, bureaucracy, public integrity and transparency, public performances, growth management, ethnic diversity, gender inequality, human resources, policy efficiency, conflict and cooperation, environmental sustainability, and so on) are often abstract and value-ridden rather than concrete or numeric by nature unlike such concepts as price, wage, GDP, trade, growth, labor hours, and so on). For this reason, in addition to the proposed textbooks, this course will use published quantitative research articles in our discipline as listed below to give students an idea about how to conduct real quantitative research by conceptualizing theoretical relationships, setting underlying assumptions for the proposed relationships, generating public affairs hypotheses, operationalizing abstract concepts, gathering and constructing data, choosing appropriate methods, and testing the hypotheses. Replication analysis of an important article of students' interest will also serve for this purpose.

**Learning Outcomes**

Objectives:

-Develop methodological tools for dissertations

- Enhance prospects for placement in the academic job market
- Production of a replication analysis
- Learn how to use STATA software
- Develop literacy for assessing quantitative analysis in disciplinary literature

The replication analysis requirement has a merit and purpose on its own. Since scientific knowledge is cumulative, it is not quite rare that one's first dissertation or publication idea comes with a replication analysis of a prominent study. This is increasingly the case to many rising stars in the recent academic job market. Students are required to choose a quantitative article from a top journal in their own subfield that they think they can improve upon in terms of theories, data and measurement, methodology, specifications, and so on. Students are required to get the replication data from the original author(s) or journal's data archive, reproduce the exact results, and develop their own analysis to address the problem(s) present in the original work and/or extend its strengths and applicability.

This course offers our Ph.D. students an important opportunity to learn *STATA*, the most popular statistical and econometric software in social sciences. *STATA* is relatively easy and convenient but still comparably powerful and comprehensive. *STATA* is also arguably the best program for data constructing and data management.

**5. Academic Honesty**

Conduct that does not meet minimum standards of integrity, honesty, and professionalism is defined by the University as a violation of the University Honor Code and is described in Academic Operating Policy and Procedure (AOP) 12.07. This policy is available on the web at <http://students.msstate.edu/honorcode/> and in Volume II - Academic Affairs, Section 12 Academic OP/Student (Academic Misconduct 12.07). AOP 12.07 gives a detailed description of the Policies and Procedures for Handling Academic Misconduct, including the student's rights.

**6. Target Audience**

Graduate students enrolled in the Ph.D. in Public Policy and Administration Program.

**7. Support**

Please see attached letters of support from the PSPA Graduate Committee, Sociology, Psychology, and Educational Psychology

**8. Instructor of Record**

Dr. Johann Park

**9. Graduate Student Requirements**

No additional requirements for graduate students, as this is a graduate level course.

**10. Planned Frequency**

The course will be offered once every two years.

**11. Explanation of Duplication**

The topics and material covered in this course do not duplicate, overlap, or conflict with any other known courses in the current MSU Graduate Bulletin.

**12. Method of Instruction Code**

Method of Instruction: C: Lecture and discussion

Method of Delivery: F: Face to face

**13. Proposed CIP Number**

45.1001

**14. Proposed Abbreviation**

PPA 9813 Advanced Quantitative Analysis for Public Affairs

**15. Proposed Semester Effective**

Fall 2013

**16. Other Appropriate Information**

The required texts for this class will be:

1. Gujarati, Damodar, and Dawn Porter. 2009 (5<sup>th</sup> ed.). *Basic Econometrics*. McGraw-Hill.
2. Fox, John. 2008 (2<sup>nd</sup> ed.). *Applied Regression Analysis and Generalized Linear Models*
3. Kohler, Ulrich, and Frauke Kreuter. 2012 (3<sup>rd</sup> ed.). *Data Analysis Using STATA*. STATA Press.
4. Long, J. Scott, and Jeremy Freese. 2005 2<sup>nd</sup> ed). *Regression Models for Categorical Variables Using STATA*. STATA Press.

**17. Proposed Contact Person**

Dr. P. Edward French, Ph.D. Graduate Coordinator



**MISSISSIPPI STATE  
UNIVERSITY™**

**Department of Psychology**  
Magruder Hall  
P.O. Box 6161  
255 Lee Boulevard  
Mississippi State, MS 39762  
Phone: 662-325-3202  
FAX: 662-325-7212

July 15, 2013

Dr. Angi Bourgeois  
Chairperson UCCC

Dear Dr. Bourgeois:

Dr. KC Morrison asked me to review a proposed graduate statistics course (PPA 9813 Multivariate Analysis and Design for Public Affairs II) to be offered in the Department of Political Science and Public Administration for potential overlap/duplication with courses offered in the Department of Psychology.

The Department of Psychology offers a graduate level course on a similar topic:

***PSY 8803 Advanced Quantitative Methods for Industrial Organizational and General Psychology: 3 semester hours.*** (Prerequisites: PSY 8214). Three hours lecture. Study of advanced analytic and multivariate quantitative methods applied to contemporary problems and research in industrial/organizational and general psychology.

However, there are several important differences between these two GLM/regression courses:

1. The PPA course will use STATA for data analysis. We train our students to use SPSS.
2. The analytic examples used in the PPA course will be drawn from literature relevant to doctoral training in PPA.
3. The PPA course will offer exposure to analyses involving auto-correlated errors (i.e., time series analyses). PSY 8803 does not usually cover this topic (given that this is infrequently used by graduate students in psychology).
4. PSY 8803 does provide a good deal of exposure to modeling interaction terms and mediators in regression models (which are frequently used in psychology). PPA 9813 does not.

For these reason, I support the delivery of PPA 9813 for graduate students in the Department of Political Science and Public Administration.

Feel free to contact me if I can be of further assistance.

Sincerely,

Mitchell E. Berman, Ph.D.  
Professor and Department Head



**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

July 17, 2013

KC Morrison, Ph.D.  
Professor and Head,  
Department of Political Science and Public Administration  
Mississippi State University

Dear Dr. Morrison:

I am writing this letter in support of the Department of Political Science and Public Administration in adding a second advanced methods course, PPA 9813, Multivariate Analysis and Design for Public Affairs II, to the Ph.D. Program in Public Administration.

I understand that the targeted audience for PPA 9813 consists of students in your Ph.D. Program. After reviewing the proposed course (PPA 9813, Multivariate Analysis and Design for Public Affairs II), it was noticed that it does somewhat overlap with our EPY 9213 (Advanced Analysis in Educational Research), however the department believes that the intended audience is sufficiently different and that we would NOT object to its approval.

The Department of Counseling and Educational Psychology is pleased to be consulted in reference to this proposed course. Best of luck with the proposal and if there is anything at all that I can be of assistance, please let me know.

Sincerely,

Daniel W. Wong  
Department Head and Professor



Mississippi State  
UNIVERSITY  
Department of Sociology

August 26, 2013

To Whom It May Concern,

This letter supports the Department of Political Science and Public Administration's proposal for a graduate level quantitative analysis course. We do not anticipate that this course will duplicate our current quantitative methods course in sociology and we have no objections to the implementation of this course in this department. Should you have additional questions or need additional information, please let me know. I can be reached by email at [nrader@soc.msstate.edu](mailto:nrader@soc.msstate.edu) or by phone at 325-7885.

Sincerely,

*Nicole E. Rader*

Nicole E. Rader, PhD  
Associate Professor of Sociology  
Graduate Coordinator

*Jeralynn S. Cossman*

Jeralynn S. Cossman, PhD  
Professor and Head of Sociology  
Department of Sociology

## **PPA9813 Advanced Quantitative Analysis for Public Affairs**

### **Department of Political Science and Public Administration**

#### **1. Course Description**

PPA 9813, Advanced Quantitative Analysis for Public Affairs (Prerequisite: Multivariate Analysis and Design for Public Affairs I or consent of instructor): Examination and application of advanced statistical techniques for quantitative research in public affairs.

The Quantitative approach for social and public inquiry is increasingly prevalent in the various subfields of Public Policy and Administration, a phenomenon simultaneously happening to its sister social science disciplines such as Political Science, Sociology, and Psychology. Without acquiring relevant quantitative research skills, it is hard to read articles in major journals, publish one's own research there, and thus compete in the academic job market.

This course will offer a perspective for public policy and administration students that differs from other methods courses across campus (Economics, Ag. Economics, Mathematics and Statistics, etc.) in terms of substantive theories, concepts, research questions, kinds of data, etc. For example, concepts and problems operationalized and examined in Public Policy and Administration and Political Science (e.g., democratic governance, bureaucracy, public integrity and transparency, public performances, growth management, ethnic diversity, gender inequality, human resources, policy efficiency, conflict and cooperation, environmental sustainability, and so on) are often abstract and value-ridden rather than concrete or numeric by nature unlike such concepts as price, wage, GDP, trade, growth, labor hours, and so on). For this reason, in addition to the proposed textbooks, this course will use published quantitative research articles in our discipline as listed below to give students an idea about how to conduct real quantitative research by conceptualizing theoretical relationships, setting underlying assumptions for the proposed relationships, generating public affairs hypotheses, operationalizing abstract concepts, gathering and constructing data, choosing appropriate methods, and testing the hypotheses. Replication analysis of an important article of students' interest will also serve for this purpose.

#### **2. Course Objectives**

- Develop literacy for assessing quantitative analyses in disciplinary literature
- Develop methodological tools for dissertations
- Enhance prospects for placement in academic job market
- Production of a replication analysis
- Learn how to use STATA software

#### **3. Method of Evaluation**

Bi-weekly problem sets	20%
Exam 1	20%
Exam 2	20%
Replication Analysis	20%
Final Exam	<u>20%</u>
	100%

The grading scale is as follows:

90-100% —A

80-89% —B

70-79% —C

60-69% —D

0-59% —F

#### 4. Academic Honesty

Conduct that does not meet minimum standards of integrity, honesty, and professionalism is defined by the University as a violation of the University Honor Code and is described in Academic Operating Policy and Procedure (AOP) 12.07. This policy is available on the web at <http://students.msstate.edu/honorcode/> and in Volume II - Academic Affairs, Section 12 Academic OP/Student (Academic Misconduct 12.07). AOP 12.07 gives a detailed description of the Policies and Procedures for Handling Academic Misconduct, including the student's rights.

#### 5. Required Texts

1. Gujarati, Damodar, and Dawn Porter. 2009 (5<sup>th</sup> ed.). *Basic Econometrics*. McGraw-Hill.
2. Fox, John. 2008 (2<sup>nd</sup> ed.). *Applied Regression Analysis and Generalized Linear Models*
3. Kohler, Ulrich, and Frauke Kreuter. 2012 (3<sup>rd</sup> ed.). *Data Analysis Using STATA*. STATA Press.
4. Long, J. Scott, and Jeremy Freese. 2005 2<sup>nd</sup> ed). *Regression Models for Categorical Variables Using STATA*. STATA Press.

## 6. Course Outline

This course will meet once per week for 3.0 hours per lecture, with a minimum of 15 classes. There will be a total of 45 contact hours, distributed as follows:

- I. Week 1: Overview (3.0 contact hours)
- II. Week 2: Social Scientific Approach: Theory, Assumption, Hypothesis, and Data (3.0 contact hours)
- III. Week 3: Social Scientific Concepts, Measurement and Operationalization (3.0 contact hours)
- IV. Week 4: Quantitative Models and *STATA* Basics, and Basic Ideas of Regression (3.0 contact hours)
- V. Week 5: Linear Relationship and Underlying Assumptions; and OLS as BLUE (3 contact hours)
- VI. Week 6: Hypothesis Testing (3.0 contact hours)
- VII. Week 7: Exam 1 (3.0 contact hours)
- VIII. Week 8: Competing Theories and Correlated Concepts (2 contact hour)
- IX. Week 9: Controlling and Testing Multiple Factors through Multiple Regression (3.0 contact hours)
- X. Week 10: Diagnostics 1: Collinearity and Specification Errors (3.0 contact hours)
- XI. Week 11: Diagnostics 2: Cross-Sectional Clustering and Temporal Dependence (3.0 contact hours)
- XII. Week 12: Exam 2 (3.0 contact hours)
- XIII. Week 13: Discrete Outcomes, Operationalization, and Non-linear Estimation (3.0 contact hours)
- XIV. Week 14: Graphical Presentation of Non-linear Outcome Models (2.0 contact hours)
- XV. Week 15: Final Exam (3.0 contact hours)



# MISSISSIPPI STATE UNIVERSITY

COLLEGE OF ARTS & SCIENCES  
DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

November 2, 2012

University Courses and Curricula Committee:

The Ph.D. Graduate Committee has reviewed the proposed changes to the Ph.D. program and the committee has given full approval for the addition of all changes submitted to the University Courses and Curricula Committee.

K.C. Morrison, Department Chair and Committee Member

*K.C. Morrison*

P. Edward French, Graduate Coordinator and Comm. Chair

*P. Edward French*

Jerry Emison

*Jerry Emison*

Dragan Stanisevski

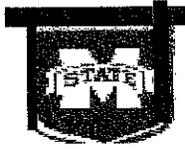
*Dragan Stanisevski*

Christine Rush

*Christine Rush*

Staci Zavatarro

*Staci Zavatarro*



# MISSISSIPPI STATE UNIVERSITY

**COLLEGE OF ARTS & SCIENCES  
DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

November 20, 2012

University Courses and Curricula Committee:

A new course called PPA 9993 Research Design and Philosophy of Science has the full support of the Department of Political Science and Public Administration. Please find attached the supporting proposal for consideration.

Thank you in advance for your time,

A handwritten signature in black ink that reads "P. Edward French".

P. Edward French, Ph.D.

Graduate Coordinator

Department of Political Science and Public Administration

P.O. Box PC 105 Bowen Hall

Mississippi State, MS 39762

662-325-7863

efrench@pspa.msstate.edu



## **1. CATALOG DESCRIPTION**

PPA 9993, Research Design and the Philosophy of Science. (3). (Prerequisite: none). A hands-on examination of applied and theoretical approaches to research design in public policy research.

## **2. COURSE OUTLINE**

- I. Research design and overview of the process (3 contact hours)
- II. Dissertation grants/dissertation grant funding sources (3 contact hours)
- III. Pilot grants and large research grants (3 contact hours)
- IV. Developing grant budgets (3 contact hours)
- V. Student presentations on dissertation grant sources (3 contact hours)
- VI. Preparing data for analysis and case studies (3 contact hours)
- VII. Constructing large data sets and executing survey research (3 contact hours)
- VIII. Qualitative research (3 contact hours)
- IX. Student presentations on data sources (3 contact hours)
- X Research design models (3 contact hours)
- XI. Designing discrete gave studies and qualitative studies (6 contact hours)
- XII. Student presentation on methods, tools, and techniques (3 contact hours)
- XIII. IRB review and use of human subjects (3 contact hours)
- XIV. Dissemination of research results (3 contact hours)

## **3. METHOD OF EVALUATION**

The assignments require the student to select a public policy area of interest. If the student has decided on the public policy area he/she will use for the dissertation research, the student should focus course assignments on that policy area, allowing the student to begin to develop his/her dissertation research design. If the student has not yet selected the public policy area for his/her

dissertation research, these assignments will allow the student to explore various policy areas.

Students will be required to complete:

- Mid semester research paper focusing on a summary and analysis of various data sources used in public policy research (35%)
- Final research paper focusing on a summary and analysis of various research tools, methods, and techniques used in public policy research (35%)
- A budget for a dissertation grant proposal or related grant (10%)
- Presentation to the class on data sources used by researchers in the public policy area of interest to the student (10%)
- Presentation to the class on research tools, methods, and techniques used by researchers in the public policy area of interest to the student (10%)

Grading Scale: The following grading will be used in this course:

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

#### 4. JUSTIFICATION AND LEARNING OUTCOMES

**Justification:** The objective of this seminar is present a broad overview of the public policy research process to allow the students to identify and evaluate various approaches to research design and data collection methods to facilitate the development of their research agenda.

This doctoral seminar focuses on both the “art” of research design (developing research ideas) and the “science” of research design (data sources and data methods). This seminar illustrates both the art and science of research design using a “case study” approach. Case studies illustrate the development of a research idea, as well as the utilization of appropriate data sources and research methods. I integrate my own funded research proposals into the class to illustrate the research design process.

The seminar also illustrates research design in the dissertation process, the publication process, and the process of developing grant proposals. Case studies presenting the development of grant proposals are excellent vehicles to illustrate the research design process. These case studies also provide the students with insights into research design and the grant writing process, which will assist

them with their professional development. The seminar focuses on sources of dissertation funding in the various areas of public policy.

### **Learning Outcomes:**

A. Comprehensive understanding of sources of dissertation grant funding and the grant application process

B. Comprehensive understanding of research design and the development of grant proposals

C. Comprehensive understanding of research design and various data sources for research in your area of interest

D. Comprehensive understanding of use of various analytic tools in research design, including qualitative and quantitative approaches to public policy research

E. Comprehensive understanding of use of human subjects in research and the Institutional Review Board process

F. Comprehensive understanding of the dissemination of research through publications and conference presentations

### **5. ACADEMIC HONESTY:**

Any act of academic dishonesty will result in a failing course grade, and will be reported to the Honor Code Office for additional disciplinary action. Below are three guidelines describing what constitutes a violation of ethical standards for course work. Violating any of these guidelines will be considered academic dishonesty.

- **Cheating:** giving or receiving any unauthorized assistance on any academic work.
- **Plagiarism:** presenting the language or ideas of another as your own original work.
- **Original work:** all work must be original to this course and not submitted in a previous course, copied from the Internet, or submitted in another course taken this semester. Unless specifically authorized me, all completed assignments for this course must be original.

These guidelines are in addition to any University-wide guidelines on academic integrity or dishonesty. Please review Mississippi State University's guidelines outlined in the Academic Misconduct Policy, at: <http://www.msstate.edu/dept/audit/1207.html>

## **6. TARGET AUDIENCE**

The target audience for this class is doctoral students in the Department of Political Science and Public Administration. Any doctoral-level student will be allowed to enroll in the course.

## **7. SUPPORT**

A letter of support from the department degree program coordinator is attached.

## **8. INSTRUCTOR OF RECORD**

TBA

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

Not applicable- only graduate students will take this course.

## **10. PLANNED FREQUENCY**

Fall semester, in alternating years.

## **11. EXPLANATION OF ANY DUPLICATION**

There is no overlap with course content of any other course currently in the University Catalog.

## **12. METHOD OF INSTRUCTION CODE**

**Method of Instruction:** C: Lecture. A combination of seminar and lecture.

**Method of Delivery:** F: Face to face.

## **13. PROPOSED C.I.P. Number**

45.1001

## **14. PROPOSED 24-CHARACTER ABBREVIATION**

Research Design

## **15. PROPOSED SEMESTER EFFECTIVE**

Fall semester, 2014.

## **16. OTHER APPROPRIATE INFORMATION**

### **Texts:**

Creswell, JW. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Third ed. Thousand Oaks, CA: Sage Publications, 2009.

De Vaus, D. *Research Design In Social Research*. Thousand Oaks, CA: Sage Publications, 2001.

De Vaus, D. *Analyzing Social Science Data*. Thousand Oaks, CA: Sage Publications, 2002.

## **17. PROPOSAL CONTACT PERSON**

Dr. P. Eddie French, Graduate Coordinator

## **PPA 9993: RESEARCH DESIGN AND THE PHILOSOPHY OF SCIENCE**

**Faculty:** TBA

**Meeting times:** TBA

**Office Hours:** TBA

**Office Location:** TBA

**Office Phone:** TBA

**Email:** TBA

### **COURSE DESCRIPTION:**

A hands-on examination of applied and theoretical approaches to research design in public policy research.

This doctoral seminar takes both an applied and theoretical approach to research design in public policy research. The suggested texts will provide the theoretical foundation for research design and class meetings will illustrate the research design process by providing examples of various research projects. In addition, other readings will illustrate various approaches to public policy-related research. The course includes four major sections. The first section will focus on research design and the development of grant proposals, especially external funding targeted at doctoral students and dissertation research. The second section will address research design and the use of data sources in public policy research, including the use of human subjects in research and the Institutional Review Board process. The third section will focus on the implementation of the research process and various analytic tools in research design, including qualitative and quantitative approaches. The final section will address dissemination of research results, focusing on preparation of publications, the publication review process, and submitting proposals for conference presentations.

### **OBJECTIVES:**

The objective of this seminar is present a broad overview of the public policy research process to allow you to identify and evaluate various approaches to research design and data collection methods to facilitate the development of your research agenda. The seminar should provide you with a:

A. Comprehensive understanding of sources of dissertation grant funding and the grant application process

B. Comprehensive understanding of research design and the development of grant proposals

C. Comprehensive understanding of research design and various data sources for research in your area of interest

D. Comprehensive understanding of use of various analytic tools in research design, including qualitative and quantitative approaches to public policy research

E. Comprehensive understanding of use of human subjects in research and the Institutional Review Board process

F. Comprehensive understanding of the dissemination of research through publications and conference presentations

### **ASSIGNMENTS AND EVALUATION OF STUDENTS:**

The assignments require you to select a public policy area of interest to you. If you decided on the public policy area you will use for your dissertation research, you should focus your assignments on that policy area, allowing you to begin to develop your dissertation research design. If you have not yet selected the public policy area for your dissertation research, these assignments will allow you to explore various policy areas.

Students will be required to complete: (1) mid semester research paper focusing on a summary and analysis of various data sources used in public policy research (35% of your final grade); (2) final research paper focusing on a summary and analysis of various research tools, methods, and techniques used in public policy research (35%); (3) a budget for a dissertation grant proposal or related grant (10%); (4) presentation to the class on data sources used by researchers in the public policy area of interest to you (10%); and (5) presentation to the class on research tools, methods, and techniques used by researchers in the public policy area of interest to you (10%).

For the mid semester research paper on data sources, you will use the literature to identify a range of scholarly research papers published in the public policy area of interest to you that utilized various data sources. For example, you will identify published research in the policy area of interest to you that analyzed large data sets and other published research that utilized survey research data, etc. How did the authors use these data? What were the strengths of this data source to the author's contributions to knowledge in this policy area? What were the limitations or weaknesses of the data source? How did the author address those limitations or weaknesses of the data source?

For the final paper on research tools, methods, and techniques used in public policy research, again you will use the literature to identify a range of scholarly research papers published in the public policy area of interest to you that utilized various research methods. What research tools did researchers use to study and analyze issues in the policy area of interest to you? Did these research tools and methods allow the authors to make a policy contribution? What were the limitations or weaknesses of the research approach? How did the author address those limitations or weaknesses of their research methods?

Grading Scale: The following grading will be used in this course:

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

**Classroom Behavior:** Students will conduct themselves in class in a manner that supports and contributes to the learning environment. At minimum, inappropriate behavior in class will result in a request to leave the classroom. Cell phones are to be turned off or on silent before entering class. Cell phones are not to be used in any way (i.e. text messaging) in class.

**Academic Honesty:** This section of the course outline clarifies what constitutes academic dishonesty to prevent any misunderstandings. Any act of academic dishonesty will result in a failing course grade, and will be reported to the Honor Code Office for additional disciplinary action.

Below are three guidelines describing what constitutes a violation of ethical standards for course work. Violating any of these guidelines will be considered academic dishonesty. These guidelines are in addition to any University-wide guidelines on academic integrity or dishonesty.

- **Cheating:** giving or receiving any unauthorized assistance on any academic work.
- **Plagiarism:** presenting the language or ideas of another as your own original work.
- **Original work:** all work must be original to this course and not submitted in a previous course, copied from the Internet, or submitted in another course taken this semester. Unless specifically authorized me, all completed assignments for this course must be original.

Please review Mississippi State University's guidelines outlined in the Academic Misconduct Policy, at: <http://www.msstate.edu/dept/audit/1207.html>  
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."

**Reasonable Accommodation:** In accordance with the Americans with Disabilities Act (Public Law 101-336), the Mississippi State University Department of Political Science and Public Administration seeks to provide equal access to its programs, services and activities for people with disabilities.

**Exam/Paper Submission Policy:** Papers will not be accepted after the due date without prior approval from me. If you submit your exam to me as an e-mail attachment, the burden is on you to be sure I receive the exam by the deadline. If I do not acknowledge in an e-mail reply that I received your paper, assume I did not receive it. Your paper will be considered late and not accepted.

#### **Textbooks:**

Creswell JW. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Third ed. Thousand Oaks, CA: Sage Publications, 2009.

De Vaus D. *Research Design in Social Research*. Thousand Oaks, CA: Sage Publications, 2001.

De Vaus D. *Analyzing Social Science Data*. Thousand Oaks, CA: Sage Publications, 2002.

#### **COURSE OUTLINE:**

Week 1. Research design and overview of the process (3 contact hours)

- De Vaus, D. *Research Design in Social research*, Part 1
- Creswell, JW. *Research Design*, Part 1
- Grant related handouts

Week 2. Dissertation grants/dissertation grant funding sources (3 contact hours)

- Grant related handouts on funding sources

Week 3. Pilot grants and large research grants (3 contact hours)

- American Educational Research Association/NSF Dissertation Grants:  
[http://www.aera.net/grantsprogram/res\\_training/diss\\_grants/DGFly.html](http://www.aera.net/grantsprogram/res_training/diss_grants/DGFly.html)
- NSF/Political Science: <http://www.nsf.gov/sbe/ses/polisci/ddrip1.jsp>
- AHRQ Grants for Health Services Research Dissertation:  
<http://grants.nih.gov/grants/guide/pa-files/PAR-06-118.html>
- CDC Grants for Public Health Research Dissertation:  
<http://grants.nih.gov/grants/guide/pa-files/PAR-07-231.html>
- Funding Alert:  
<http://researchfunding.duke.edu/detail.asp?OppID=6549>

Week 4. Developing grant budgets (3 contact hours)

- Grant related handouts and worksheets

Week 5. Student presentations on dissertation grant sources (3 contact hours)

Week 6. Preparing data for analysis and case studies (3 contact hours)

- De Vaus, D. *Analyzing Social Science Data*. Parts 1- 4
- French PE. Enhancing the legitimacy of local government pandemic influenza planning through transparency and public engagement. *Public Administration Review*; 2011; 71: 253 - 264.
- French PE. Employment laws and the public sector employer: lessons to be learned from a review of lawsuits filed against local governments. *Public Administration Review*; 2009; 69(1): 92 - 1-3.

Week 7. Constructing large data sets and executing survey research (3 contact hours)

- Buchanan RJ, Rosenthal M, Graber DR, Wang S, Kim MS. Racial and ethnic comparisons of nursing home residents at admission. *Journal of the American Medical Directors Association*; 2008; 9: 568 - 79.
- Buchanan RJ, Wang S, Martin RA, Ju H. Utilization of rehabilitation therapies by nursing home residents with MS at admission. *NeuroRehabilitation*; 2006; 21: 223 - 32.
- Buchanan RJ, Martin RA, Wang S, Ju H. Analyses of nursing home residents with multiple sclerosis at admission and one year after admission. *Multiple Sclerosis*; 2004; 10: 74 - 79.
- Buchanan RJ, Wang S, Ju H. Analyses of the Minimum Data Set: comparisons of nursing home residents with multiple sclerosis to other nursing home residents. *Multiple Sclerosis*; 2002; 8: 512 - 22.

Week 8. Qualitative research (3 contact hours) [First paper due]

- Stanisevski, D. and Miller, H.T. The role of government in managing intercultural relations: Multicultural discourse and the politics of culture recognition in Macedonia. *Administration & Society*, 2009; 41(5): 551-575.
- Allison, G. T. Conceptual models and the Cuban missile crisis. *The American Political Science Review*, 1969; 63(3): 689-718.
- Maynard-Moody, S. and Musheno, M. State agent or citizen agent: Two narratives of discretion. *Journal of Public Administration Research and Theory*, 2000; 10(2): 329-358.
- McCaffery, J. and Bowman, J.H. Participatory democracy and budgeting: The effects of Proposition 13. *Public Administration Review*, 1978; 38(6): 530-538.

Week 9. Student presentations on data sources (3 contact hours)

- De Vaus D. *Analyzing Social Science Data*. Parts 5-7.

Week 10. Research design models (3 contact hours)

- Creswell JW. *Research Design*. Part II: Designing Research
- De Vaus D. *Research Design in Social Research*. Parts 2-5

Weeks 11 and 12. Designing discrete case studies and qualitative studies (6 contact hours)

- Buchanan, R.J., Radin, D., and Huang, C.F. Caregiver burden among informal caregivers assisting people with multiple sclerosis. *The International Journal of Multiple Sclerosis Care*, 2011, 13 (2): 76 - 83.
- Buchanan, R.J., Huang, C.F., and Chakravorty, B. Health-related quality of life among African Americans with multiple sclerosis. *Ethnicity & Disease*, in press, 21 (4), 2011.
- Buchanan RJ, Radin D, Huang CF, Zhu L. Caregiver perceptions associated with risk of nursing home admission for people with multiple sclerosis. *Disability and Health Journal*, 2010; 3(2): 117 - 24.
- Buchanan RJ, Zhu L, Schiffer R, Radin D, James W. Rural-urban analyses of health-related quality of life among people with multiple sclerosis. *Journal of Rural Health* 2008; 24(3): 244 - 52.

Week 13. Student presentation on methods, tools, and techniques (3 contact hours)

Week 14. IRB review and use of human subjects (3 contact hours)

- Grant related handout samples and worksheets

Week 15. Dissemination of research results (3 contact hours) [**Final 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, Freeman Hall-Room 102, Mail Stop 9638 (325-1922).

**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:** Add

**Date Initiated:** 12.02.13 **Effective Date:** Spring 2015

**Current Listing in Catalog:**  
 Symbol      Number      Title

**Credit Hours**  
 (      )

**Current Catalog Description:**

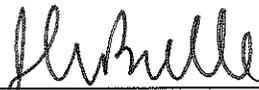
**New or Modified Listing for Catalog:**

Symbol      Number      Title  
 REL          3493      Pauline Theology

**Credit Hours**  
 ( 3 )

**New or Modified Catalog Description:**

A study of the Apostle Paul's New Testament writings with the view to elucidating his theological perspective on a range of doctrinal and practical subjects.

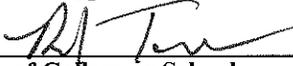
**Approved:** 

**Date:** 1/29/14

Department Head

  
 Chair, College or School Curriculum Committee

1/29/14

  
 Dean of College or School

1-29-14

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,

We are writing in support of a new course on Pauline Theology (REL 3493). The course has been approved by the Philosophy and Religion Curriculum Committee. It has been offered as a Special Topics in Religion (REL 4990) and was immensely popular. The course will provide students with a deeper understanding of the theologically and practically significant body of Pauline writings in the New Testament. The course will lay a solid foundation for advanced studies in the philosophy of religion and ethics, as well as enabling students to be better prepared to interact with the doctrinal systems of other world religions, particularly the religions covered in World Religions I and II.

This course will appeal to both to our majors and to students from across the academic disciplines. As well as being a course of general interest, the Pauline Theology course, with its focus on a historically important collection of literature, will also serve as a complement to the successful Quest course offered by the Shackouls Honors College.

We highly recommend the addition of this course in Pauline Theology to Mississippi State's University curriculum.

Yours sincerely,

John Bickle, Ph.D.  
Department Head

Albert Bisson, Th.M.  
Chair, Curriculum Committee

MISSISSIPPI STATE  
UNIVERSITY™

December 2, 2013

University Course and Curriculum Committee

To Whom It May Concern:

I am writing this letter of support for the Pauline Theology course being proposed by Prof. Albert Bisson in the Department of Philosophy and Religion. Prof. Bisson taught this course as a temporary course in the Honors College last semester. It was quite popular and a needed addition to the Religion curriculum. As an undergraduate Religious Studies minor I myself took such a course and it seems to me that Prof. Bisson has chosen the key texts in understanding the thinking of the first and perhaps most important Christian theologian. He also requires a research paper, which is a must for an upper-level Humanities course, in my opinion.

Best wishes,



Dr. Christopher A. Snyder

Dean and Professor of History

— JUDY AND BOBBY —  
**SHACKOULS**  
HONORS COLLEGE

## NEW COURSE PROPOSAL

### 1. CATALOG DESCRIPTION

REL 3493 Pauline Theology. (3) Three hours lecture. A study of the Apostle Paul's New Testament writings with the view to elucidating his theological perspective on a range of doctrinal and practical subjects.

### 2. DETAILED COURSE OUTLINE

See attached syllabus.

### 3. METHOD OF EVALUATION

See attached syllabus.

### 4. JUSTIFICATION AND LEARNING OUTCOME

This course will provide a deeper understanding of the theologically and practically significant body of Pauline writings in the New Testament. It builds upon the offerings in Old and New Testament studies. The course also complements our course in Judeo-Christian ethics which not only relies upon an understanding of the Biblical narrative as covered in the Old and New Testament courses, but also a thorough knowledge of Biblical doctrine, which is most fully presented in the Pauline corpus of Biblical literature. Furthermore, by providing a more thorough understanding of theology, the course will lay a solid foundation for advanced studies in the philosophy of religion and ethics, as well as enabling students to be better prepared to interact with the doctrinal systems of other world religions, particularly the religions covered in World Religions I and II.

This course will appeal to both to our majors and to students from across the academic disciplines. As well as being a course of general interest, the Pauline Theology course, with its focus on a historically important collection of literature, will also serve as a complement to the successful Quest course offered by the Shackouls Honors College.

Students who take this course will develop:

1. A familiarity with the breadth and content of Paul's New Testament epistles.
2. An understanding of Paul's teaching on doctrine and practice.
3. An ability to contextually analyze and understand the Biblical text.
4. A Biblical and theological framework for further study of individual Pauline Epistles, ethics and the philosophy of religion.

### 5. ACADEMIC MISCONDUCT

The following statement will appear on the syllabus:

Your attention is drawn to the university honor code: *As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.* For additional information go to: <http://students.msstate.edu/honorcode>

### 6. TARGET AUDIENCE

The course is designed for the general population of undergraduate students.

**7. SUPPORT**

This course proposal has the support of John Bickle, the Departmental Head of Philosophy and Religion, the Philosophy and Religion Curriculum Committee, and Albert Bisson, the Undergraduate Religion Coordinator. See attached letter of support.

**8. INSTRUCTOR OF RECORD**

N/A

**9. GRADUATE STUDENT REQUIREMENT**

N/A

**10. PLANNED FREQUENCY**

This course will be offered every other year.

**11. EXPLANATION OF ANY DUPLICATION**

No duplication.

**12. METHOD OF INSTRUCTION**

Instruction: C – Lecture

**13. METHOD OF DELIVERY**

Delivery: F - Face to face

**14. PROPOSED C.I.P. NUMBER**

38.0203

**15. PROPOSED 24-CHARACTER ABBREVIATION**

Pauline Theology

**16. PROPOSED SEMESTER EFFECTIVE**

Spring 2015

**17. OTHER APPROPRIATE INFORMATION**

See sample syllabus.

**18. PROPOSAL CONTACT PERSON**

Albert Bisson,  
Undergraduate Religion Coordinator,  
Department of Philosophy and Religion.  
Phone: 325-2382.  
E-mail: ABisson@philrel.msstate.edu

## PAULINE THEOLOGY (REL 3493)

### **Course Description and Aims**

This course will be focused on a study of the Apostle Paul's New Testament writings with the view to elucidating his theological perspective on a wide range of doctrinal and practical subjects. These topics include: anthropology; Christology; soteriology: justification, sanctification, glorification; ecclesiology; missiology; the state; employment; gender; marriage. We will not be able to cover every topic during a one semester course. We will focus first on Paul's theology using the Epistle to the Romans as our starting point. Having covered key theological matters, we will move on to look at various practical topics. Topics for study and discussion may be suggested by students in the class.

### **Course Requirements**

You will be expected to keep up with all readings and assignments. There will be **four** tests on the topics covered in class. Each test will be 20% of the final grade. You will submit **one research paper** on a topic to be chosen by you. The paper should be 10 pages long, typed, and double-spaced (use 12pt font and one inch margins). Citations and a bibliography are required. Please see me for approval of your paper topic. The paper is due on April 15. The paper will be 20% of the final grade. In the paper you will explore a key Pauline doctrinal or practical topic.

Summary of assessment:

All work will be graded on the following scale:

First Test	20%	A = 90-100
Second Test	20%	B = 80-89
Third Test	20%	C = 70-79
Final Exam	20%	D = 60-69
<u>Term paper</u>	<u>20%</u>	F = 0-59
<u>TOTAL</u>	<u>100%</u>	

Your attention is drawn to the university honor code: *As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.* For additional information go to: <http://students.msstate.edu/honorcode>

### **Textbooks**

#### **Required Reading**

*English Standard Version of the Bible*

*Paul and His Letters* by John B. Polhill

*Matthew Henry's Concise Commentary on the New Testament:*

<http://www.biblestudytools.com/commentaries/matthew-henry-concise/>

#### **Recommended Reading**

*Romans* by John Stott, Bible Speaks Today

*Interpreting the Pauline Epistles* by Thomas R. Schreiner

*The New Testament: Its Message and Background* by Thomas D. Lea and David A. Black.

*Systematic Theology*, Louis Berkhof, Publisher: Wm. B. Eerdmans Publishing Company (1941); ISBN-10: 0802838200 – Any later edition will be acceptable.

*Essential Truths of the Christian Faith*, R.C. Sproul, Publisher: Tyndale House Publishers, Inc. (February 1, 1998); ISBN-10: 0842320016

*Principles of Biblical Interpretation* by Louis Berkhof, Baker Academic, 2003. ISBN: 978-0801064777

*Knowing Scripture* by R. C. Sproul, Revised Edition, IVP Books, 2009. ISBN: 978-0830837236

### **Course Outline**

The class will meet twice a week for lecture/discussion over a period of 14 weeks. Time allocation: 1½ hours per topic to a total of 3 hours a week. Total contact hours, including final exam (3hrs.) = 45 hrs.

#### **Week 1 – 3 contact hours**

Reading: *Polhill*, Chapter 1; *Henry*, Acts 1-28.

T Paul's background: Acts 9:1-31; 13-15.

Th. Paul's background: Acts 16-28.

#### **Week 2 – 3 contact hours**

Reading: *Polhill*, Chapter 2; *Henry*, Romans 1-2.

T Pauline anthropology: Romans 1.

Th. Pauline anthropology: Romans 2.

#### **Week 3 – 3 contact hours**

Reading: *Polhill*, Chapter 3; *Henry*, Romans 3.

T Pauline anthropology: Romans 3:1-20.

Th. Paul's doctrine of justification: Romans 3:21-31.

#### **Week 4 – 3 contact hours**

Reading: *Polhill*, Chapter 4; *Henry*, Romans 4.

T Paul's doctrine of justification: Romans 4.

Th. **TEST 1**

#### **Week 5 – 3 contact hours**

Reading: *Polhill*, Chapter 5; *Henry*, Romans 5-6.

T Paul's doctrine of justification: Romans 5.

Th. Paul's doctrine of union with Christ: Romans 6.

#### **Week 6 – 3 contact hours**

Reading: *Polhill*, Chapter 6; *Henry*, Romans 7-8.

T Paul's doctrine of sanctification: Romans 7.

Th. Paul's doctrine of sanctification: Romans 8.

**Week 7 – 3 contact hours**

Reading: *Polhill*, Chapter 7; *Henry*, Romans 9-10.

T Paul's doctrine of election: Romans 9.

Th. Paul's doctrine of election: Romans 10.

**Week 8 – 3 contact hours**

Reading: *Polhill*, Chapter 8; *Henry*, Romans 11.

T Paul's doctrine of Israel: Romans 11.

Th. TEST 2

**Week 9 – 3 contact hours**

Reading: *Polhill*, Chapter 9; *Henry*, Romans 12-16.

T Paul's doctrine of Christian living: Romans 12-13

Th. Paul's doctrine of Christian living: Romans 14-16

**Week 10 – 3 contact hours**

Reading: *Polhill*, Chapter 10; *Henry*, I Corinthians.

T Paul's doctrine of the Church: Romans and Ephesians

Th. Paul's doctrine of the Church: I Timothy & Titus.

**Week 11 – 3 contact hours**

Reading: *Polhill*, Chapter 11; *Henry*, II Corinthians.

T Paul's teaching on the state: Romans 13, I Timothy.

Th. TEST 3

**Week 12 – 3 contact hours**

Reading: *Polhill*, Chapter 12; *Henry*, Galatians.

T Paul's teaching on physical relations: I Corinthians.

Th. Paul's teaching on men: I Corinthians, Ephesians, I Timothy & Titus.

**Week 13 – 3 contact hours**

Reading: *Polhill*, Chapter 13; *Henry*, Ephesians.

T Paul's teaching on women: I Corinthians, Ephesians, I Timothy & Titus.

Th. Paul's teaching on marriage: I Corinthians, Ephesians, I Timothy.

**Week 14 – 3 contact hours**

Reading: *Polhill*, Chapter 14; *Henry*, Philippians.

T Paul's teaching on slavery: Ephesians, Colossians, I Timothy & Titus.

Th. Paul's teaching on eschatology: I and II Thessalonians. **Paper due.**

**Week 15 – 3 contact hours**

**FINAL EXAM.**

# MSU CORE COURSES

## MISSISSIPPI STATE UNIVERSITY

**NOTE:** This form is a cover sheet that must accompany the MSU Core designation 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:** Music

**Contact Person:** Robert Damm

**Mail Stop:** 9734

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

**Nature of Change:** Modify

**Date Initiated:**

**Effective Date:**

**Proposed MSU Core Category for the Course:**

**Current Listing in Catalog:**

Symbol	Number	Title
MU/AAS	1103	African American Music

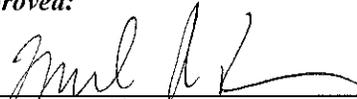
Credit Hours
( 3 )

**Description:**

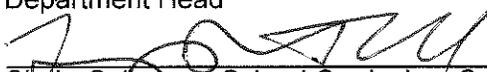
(3) Three hours lecture. A study of African musical and cultural traditions with focus on the impact of these traditions on the development and advancement of African American music.

**Approved:**

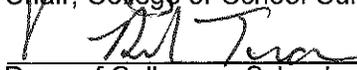
**Date:**

  
\_\_\_\_\_  
Department Head

1-29-14  
\_\_\_\_\_

  
\_\_\_\_\_  
Chair, College or School Curriculum Committee

1/29/14  
\_\_\_\_\_

  
\_\_\_\_\_  
Dean of College or School

1-29-14  
\_\_\_\_\_

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

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

APPROVAL FORM FOR

# MSU CORE COURSES

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the MSU Core designation 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: Music

Contact Person: Robert Damm

Mail Stop: 9734

E-mail: RDamm@colled.msstate.edu

Nature of Change: Modify

Date Initiated: 9/26/13 Effective Date: 1/19/14

Proposed MSU Core Category for the Course: Fine Arts

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
MU/AAS	1103	African American Music	( 3 )

Description:

MU 1103. African American Music. (3) Three hours lecture. A study of African musical and cultural traditions with focus on the impact of these traditions on the development and advancement of African American music.

Approved:

Date:

Maria R. L.  
Department Head

10/4/13

B. L.  
Chair, College or School Curriculum Committee

11-18-13

R. Johnson  
Dean of College or School

11/18/13

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

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



**MISSISSIPPI STATE  
UNIVERSITY™**

Department of Music

September 30, 2013

To: College of Education Box Council

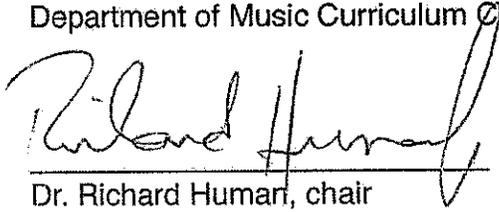
Fr: Department of Music Curriculum Committee

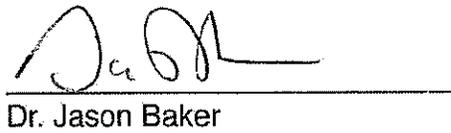
Re: Approval Form for MSU Core Courses: MU/AAC 1103 African American Music

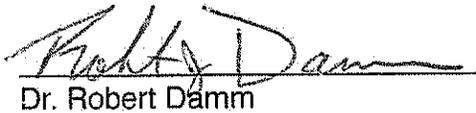
The designation of MU/AAS 1103 African American Music has the unanimous support of the Department of Music faculty. We respectfully submit the attached proposal to the Barry F. Box Council for your consideration.

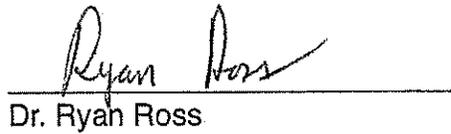
Sincerely,

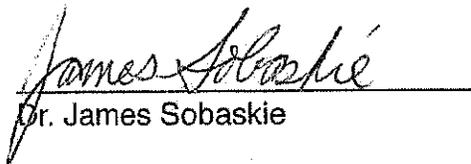
Department of Music Curriculum Committee

  
Dr. Richard Humar, chair

  
Dr. Jason Baker

  
Dr. Robert Damm

  
Dr. Ryan Ross

  
Dr. James Sobaskie



MISSISSIPPI STATE  
UNIVERSITY™

College of Arts & Sciences  
*African American Studies*

October 1, 2013

Dr. Tommy Anderson, Co-chair  
Dr. Donna Gordon, Co-chair  
Curriculum Committee  
College of Arts & Sciences  
Mississippi State University

Dear Drs. Anderson and Gordon:

The faculty in African American Studies unanimously supports the action of our colleagues in the Department of Music in petitioning the Curriculum Committee in the College of Arts & Sciences and the University Curriculum Committee to add MU/AAS 1103 African American Music to the core. We believe this course satisfies many of the same criteria as MU 1113 Music Appreciation, which is in the core.

African American Music fits in the fine arts section of the College and University Core. It provides a foundation for furthering our student's understanding of the long tradition of African American music and its connection to Africa and the rich music history of the Mississippi Delta. Given its breadth beyond the Americas and its roots in Mississippi, African American Music will provide a broad knowledge of the fine arts and humanities.

Students explore fundamental issues related to human identity in African American Music. Not only does music help shape our cultural identity, it fosters good will among people, regardless of their race or ethnicity. Music, for example, played a critical role in tearing down the wall of segregation during the civil rights movement. The Temptations, The Supremes, and many solo entertainers became ambassadors in the South, which made it easier for people to cross racial lines. Music also helped strengthen participants in the Freedom Rides and various marches for civil rights.

African American Music not only is important to the college and university core for its intrinsic value, but also is an important part of our curriculum. Students who pursue the minor in AAS are required to take African American Music as a fine art. Our students are now at a disadvantage because they have to take it as an elective. Is there a logical reason why these students do not get

credit for a general education course that is required for the minor in African American Studies?  
We do not believe so.

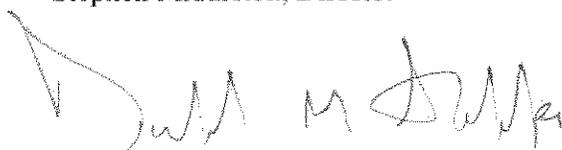
Moreover, Mississippi University affirms its commitment to diversity in its strategic plan. It also points out that approximately 20% of its enrollment is African American students. Indeed, AAS enrolls a diverse population of students in its courses. It is worthy of note that the first student to earn a minor in African American Studies was not black. However, we cannot overlook the fact that the majority of students enrolled in African American Studies are black. The vast majority of the students we serve have to make the difficult choice of pursuing the minor out of their love for the discipline. They do not get credit toward graduation.

It should be obvious that African American Studies is hurt by not having courses in the college and university core. The Music Department has taken an important step in helping us remedy the situation.

Respectfully,



Stephen Middleton, Director



Donald Shaffer,  
Chair, AAS Curriculum Committee

**Proposal to Designate MU/AAS 1103: African American Music a fine arts general education core course.**

**1. Catalog Description:** MU 1103. African American Music. (3) Three hours lecture. A study of African musical and cultural traditions with focus on the impact of these traditions on the development and advancement of African-American music.

**2. Category**

Fine Arts (Music)

**3. Detailed Course Outline**

**I. Song in a Strange Land 1619-1775 [3 contact hours]**

- A. The African Legacy/African Diaspora (*Southern*, 3-22)
- B. Music in the Colonies (*Southern*, 23-28)
- C. Congregational and Recreational Songs (*Southern*, 28-58)

**II. Songs of African-American Liberation 1776-1865 [3 contact hours]**

- A. Black Musicians in the Continental Army (*Southern*, 63-71)
- B. The Birth of the Black Church (*Southern*, 71-89)
- C. Ethiopian Minstrelsy (*Southern*, 89-96, 231-244)

**III. Antebellum America: Songs in Urban Areas [3 contact hours]**

- A. Music in the Cities (*Southern*, 97-127)
- B. Music of the Black Church (*Southern*, 127-137)
- C. Music and the Anti-Slavery Movement (*Southern*, 140-150)

**IV. Antebellum America: Songs along the Countryside [3 contact hours]**

- A. African Traditions in the South (*Southern*, 136-140)
- B. Daily Life on the Plantation (*Southern*, 153-167)
- C. Entertainment for the Southern Elite (*Southern*, 175-177)

**V. Black Music and Musicians in the Early National Period [3 contact hours]**

- A. Primary Sources of Black Music (*Southern*, 151-153)
- B. Songs of Narration and Social Comment (*Southern*, 156-161)
- C. Recreational Music (*Southern*, 167-175)

**VI. African American Life: Importance of Music [3 contact hours]**

- A. The Worship Service (*Southern*, 177-184, 262-264)
- B. Spiritual Songs (*Southern*, 184-190)
- C. Folk Songs (*Southern*, 190-204)

**VII. The American Civil War and Emancipation [3 contact hours]**

- A. Songs of the People (*Southern*, 224-227)
- B. Dissemination of the Spirituals (*Southern*, 227-231)
- C. Music after the Civil War (*Southern*, 205-217, 223-224)

- VIII. Black Performers and the Concert Stage [3 contact hours]
  - A. Itinerant and Community Musicians (*Southern*, 244-255, 259-261, 298-300)
  - B. Brass Bands and Dance Orchestras (*Southern*, 257-259)
  - C. Festivals and Extravaganzas (*Southern*, 256-257)
  
- IX. Black Music in the New Century [3 contact hours]
  - A. Concert World (*Southern*, 265-287)
  - B. Symphonies, Orchestras, and Opera Companies (*Southern*, 287-296)
  - C. Theaters and Theater Music (*Southern*, 296-298)
  
- X. Musical Styles and Forms [3 contact hours]
  - A. Vaudeville and Musical Comedies (*Southern*, 300-302)
  - B. Musicals on and off Broadway (*Southern*, 303-305)
  - C. Black Entertainment Abroad (*Southern*, 305-307)
  
- XI. The Music Business [2 contact hours]
  - A. Early Recordings of Black Musicians (*Southern*, 307-311)
  - B. Professional Organizations (*Southern*, 311-312)
  
- XII. Early Precursors to Jazz [3 contact hours]
  - A. The Emergence of Ragtime (*Southern*, 313-332)
  - B. The Blues (*Southern*, 332-340)
  - C. Brass Bands and String Bands (*Southern*, 340-358)
  
- XIII. The Great War and the Harlem Renaissance and Beyond [4 contact hours]
  - A. The Jazz Age (*Southern*, 365-403)
  - B. Gospel, Jazz, Blues, and Pop (*Southern*, 466-522)
  - C. Singers, Instrumentalists, and Composers (*Southern*, 523-566)
  
- XIV. Barry Gordy and the Motown Song [4 contact hours]
  - A. Barry Gordy (My Courses)
  - B. Smoky Robinson (My Courses)
  - C. The Temptations (My Courses)
  - D. The Supremes (My Courses)
  
- XV. Rap Music [3 contact hours]
  - A. The New Pop (*Southern*, 598-609) (My Courses)
  - B. The Business of Rap (My Courses)
  - C. Russell Wendell Simmons (My Courses)

**Course Objectives:**

- a) the student will learn the specific elements of African-American music relate it to the western musical tradition
- b) the student will hear music by representative composers of the major periods in African-American music from 1619 to the present
- c) the student will study the lives of the composers of the major periods in African-American music from 1619 to the present
- d) the student will become acquainted with representative forms of the major periods in African-American music from 1619 to the present
- e) the student will understand the stylistic characteristics of the major periods in African-American music from 1619 to the present.

**Suggested Student Activities:**

- a) Daily reading assignments
- b) Daily listening assignments
- c) Guided listening to recordings
- d) Concert attendance
- e) Class discussion
- f) Video viewing
- g) Participation in music-making and other class activities
- h) Class papers and projects
- i) Guest lectures

**Required Readings**

Southern, Eileen (1997). The music of Black Americans (Third Edition). New York: W.W. Norton.

Course Packet (Select readings will be available in My Courses)

**Honor Code**

The Mississippi State University Honor Code reads 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.*" For additional information please contact the Student Honor Code office at 662.325.9151 or visit their web at <<http://www.honorcode.msstate.edu>>.

**Disability**

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, call SSS at (662)325-335, visit the SSS office in 01 Montgomery Hall or their website at (<http://www.sss.msstate.edu/>).

### **Attendance Policy**

This course participates in the Mississippi State University Path Finder program, which reminds freshmen of the importance of class attendance. In accordance with this initiative, attendance will be taken daily.

1. Attendance is imperative; see MSU Bulletin for policy.
2. Three tardies constitute one absence.
3. Beyond two unexcused absence, each absence lowers the student's final grade by a letter.
4. Written documentation of an excused absence is to be presented within two class periods of the absence for acceptance.

### **Technology:**

Technology is used in the delivery of the course content in this class. Students will watch videos and You Tube broadcasts of selected musical styles as selected by the instructor.

### **Evaluation of Student Progress:**

1. Four written tests (including final exam)
2. Two projects

#### **Project I. Design Musical Instrument**

Musical instruments are needed to perform music. Students will design and construct a unique musical instrument that they can use to play music. We will discuss instrument design in class, so students will have sufficient context for designing an instrument to play sounds. Class time will also be spent on various strategies of improvisation and composition.

#### **Project II. Harlem Renaissance**

The Harlem Renaissance is the name given to the period from the end of World War I through the middle of the 1930's during which a group of talented African-Americans produced a sizable body of poetry, fiction, drama, essays, art, and music. Common themes included alienation, marginality, the use of folk material, and the use of the blues tradition. The Harlem Renaissance was more than a literary movement; it included racial consciousness, the "back to Africa" movement, racial integration, an explosion of music (particularly jazz, spirituals, and blues), painting, and drama. For this project, student will a) choose one prominent personality and write a three-page b) make a brief class presentation showcasing the work of the selected personality.

#### **Grading:**

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

No make-up tests will be given unless prior arrangements are made, or an **emergency** causes you to miss the test.

#### 4. Justification and Learning Outcomes

The UCCC Handbook (Appendix D) provides the Criteria for Inclusion of Courses in the Mississippi State University General Education (Core) Curriculum. Through the **Fine Arts** General Education Core Course, students will understand the formal elements of the fine art(s), and develop an awareness of both the values and functions of works within their historical and/or social contexts. The courses approved for inclusion in the **Fine Arts** category should be focused primarily on the *appreciation* of one or more of the *fields* of art, music, theater, dance, or design (and the sub-specialties within those fields), and not consist primarily of performances and/or artistic activities.

##### **Fine Arts Learning Outcomes**

Students will understand the formal elements of the fine art(s), and develop an awareness of both the values and functions of works within their historical and/or social contexts.

##### **Fine Arts Expected Outcomes**

Knowledge – understanding of the

- A. fundamental elements
- B. terminology
- C. forms

Recognition of the important artists of an historical or stylistic period

Awareness of work in an arts medium via engaging presentations

- D. live demonstration
- E. audio recordings
- F. slides
- G. videos
- H. Internet
- I. print media

Understanding of an historical overview of an arts area over a significant period of time (100 or more years)

Exposure to a cross-disciplinary view of the arts in an historical, as well as stylistic context

Skills

- J. effectively describe and critique works of art
- K. develop and use comparative criteria in both form and content to assess the arts across disciplines during an historical era

## **Justification and Learning Outcomes for MU 1103: African American Music**

*The following information is provided as a detailed explanation of how AAS/MU 1103: African American Music fosters all of the knowledge and skills outcomes associated with the General Education Core in Fine Arts.*

**MU 1103: African American Music is focused primarily on the appreciation of African American Music.** *The course does not consist primarily of performances and/or artistic activities.* The tradition of African American music is one of the most exciting and diverse aspects of the North American musical panorama. It is also, arguably, the most important ethnic vernacular tradition in America. This is so because African American musical styles make up the broadest and most enduring array of vernacular styles in America and historically, have been the most influential.

Furthermore, African American Music (MU 1103) is similar in form to music appreciation courses at Mississippi State University. It has all the course fundamentals and meets the same content and knowledge criteria. While MU 1103 does these similar things, it broadens and deepens music appreciation by adding the element of diversity in culture and tradition. In sum, while MU 1103 teaches the fundamentals of music appreciation, it infuses the subject with the unique experiences of the African and African American experience.

**Students in MU 1103: African American Music, learn the Fundamental Elements and Terminology of Music. Students also learn musical form.**

In discussing African and African American music students learn all the fundamental elements of music and the terminology to describe these concepts.

Rhythmic features discussed include rhythm, meter, time line, beat, pulse, syncopation, cross rhythms, polyrhythms, polymeters, accents, and tempo.

Melodic features discussed include pitch, interval, melody, scale, pentatonic scale, major scale, modal scale, blues scale, phrase, theme, key, and modulation.

Harmonic features discussed include harmony, chord, triad, texture, density, monophony, homophony, polyphony, heterophony, antiphony, and overlapping call-and-response.

Lyrics features vocal music are discussed including poetic language, themes, imagery, metaphor, personification, rhyme, and allusion.

Tone color features of music are discussed including timbre, vocal color, instrumental color, membranophones, idiophones, aerophones, and chordophones.

Performance Practice features of music are discussed including improvisation, call-and-response, lining out, communal participation, and scat singing.

Formal features of music are discussed including chorus, stanza, binary form, AAB phrase structure, aab form, theme and variations, and blues harmonic structure.

**Students in MU 1103: African American Music learn about and recognize important musical issues, concepts, styles, and historical events.**

A wide variety of musical and historical styles are recognized including the African heritage, the African diaspora, psalms and hymns, recreational fiddle and banjo music for dancing, patti' juba, 'Lection Day Festivities, Pinkster Day, Martial music of the fife & drum, brass band music, music of the Black Church, camp meeting spiritual songs, ring shouts, spirituals, cake walk, minstrelsy, the concert stage, concert bands and orchestras, music in theater, dancing in Congo Square, John Conny or Junkanoo Festivals, voodoo, anti-slavery songs, underground railroad songs, music of the Negro Philharmonic Society, field hollers and work songs, "red hot music" of the dance halls and dives, traveling road shows, Army Bands, ragtime, blues, jazz, swing, Harlem Renaissance, gospel, the Black Revolution, bebop, cool jazz, free jazz, Latin jazz, fusion, rhythm and blues, soul music, rock and roll, funk, disco, and rap.

**Students in MU 1103: African American Music learn about and recognize the contributions of Important African American Musicians and Composers (partial listing):**

Newport Gardner, Richard Allen, Stephen Foster, William Henry Lane, Elizabeth Taylor Greenfield, Francis Frank Johnson, Harriet Tubman, Issac Watts, Fisk Jubilee Singers, Walter Craig, James Bland, Sam Lucas, William Kersands, Gussie Lord, Marie Selika Williams, Thomas "Blind Tom" Green Bethune, Harry T. Burleigh, Will Marion Cook, Joseph Douglas, Hazel Harrison, Helen Hagen, Walker and Williams, Scott Joplin, Ferdinand Joseph "Jelly Roll" Morton, James Hubert "Eubie" Blake, W. C. Handy, Harry Pace, Gertrude Ma Rainey, Bessie Smith, "Blind Lemon" Jefferson, Edward "Kid" Ory, Joseph "King" Oliver, Buddy Bolden, Louis "Satchmo" Armstrong, Fletcher Henderson, James Reese Europe, Edward "Duke" Ellington, William "Chick" Webb, Cabell "Cab" Calloway, Lionel Hampton, Charlie Christian, William "Count" Basie, Ella Fitzgerald, Billie Holiday, Billy Eckstine, Dizzy Gillespie, Thelonious Monk, Charlie Parker, Miles Davis, James Weldon Johnson, Roland Hayes, Marian Anderson, Paul Robeson, Dorothy Maynor, Hall Johnson, Eva Jessye, Margaret Bonds, William Grant Still, Noble Sissle, Reverend Charles Albert Tindley, Thomas Dorsey, Mahalia Jackson, Clara Ward, Alex Bradford, James Cleveland, Dixie Hummingbirds, Soul Stirrers, Staple Singers, Dorothy Love Coates, Andre Watts, Leontyne Price, Ella Fitzgerald, Robert Johnson, Howlin' Wolf, Bobby Blue Bland, Smokey Robinson, Stevie Wonder, Louis Jordan, James Brown, Ray Charles, Sam Cooke, Aretha Franklin, Chuck Berry, Ray Charles, George Clinton, Michael Jackson, Run-D.M.C., and Queen Latifa.

**Students in MU: 1103 African American Music gain an awareness and appreciation of many styles and forms of musical expressions via engaging presentations including live lecture-recitals, audio recordings, document camera visuals, videos, Internet/Youtube presentations, and print media.**

During each semester, a blues musician (e.g. Jesse Robinson) and a gospel singer (e.g. Charlene Minor) visit the class to share their music and lives with the students. The guest presenters sing, lead communal singing, speak to the students, and answer questions. Every class has guided listening activities in which audio recordings or videos are used to provide musical examples. Document camera visuals and supplemental print material are sometimes used to enhance learning.

**Students in MU 1103: African American Music gain an understanding of an historical overview of music over a significant period of time (1619 – present); nearly 400 years.**

The chronological study of the history of African American music includes an overview of the African legacy, African music and culture, folk traditions, general characteristics of African American music, work songs, minstrelsy, and spirituals, the blues, gospel music, the jazz aesthetic, the emergence of ragtime, classic jazz, the emergence of swing, bebop, jazz: 1950 to 1970, jazz: 1970 to the present, popular styles since 1940, rhythm and blues, soul music, to rap and beyond.

**Students in MU 1103: African American Music are exposed to a cross-disciplinary view of the arts in an historical, as well as stylistic context.**

- \* Fundamentally, music is a human endeavor,
- \* Music practices, works, and musicianship are social-cultural constructions.
- \* A complete understanding of the meaning of music always requires a comprehension of the inter-related dimensions of the musician, the music, the music making, and the cultural/social/historical context.
- \* The study of music includes its relationship to dance, drama, story telling, literature, geography, sociology, religion, history, and heritage.

**Students in MU 1103: African American Music develop and demonstrate skills to effectively describe and critique works of art.**

Every class includes guided listening activities. The students are asked to describe the musical elements they hear, to indicate what style or genre the example represents, to explain the message of the music, and to discuss larger social issues related to the music or the artist who created it. Exams call for the students to describe specific styles, compositions, musical concepts, and performance practices they have studied.

Sample questions from exams:

1. How are drums used to “talk” in Africa?
2. Describe the method of lining out a psalm.
3. Describe the music played for a Pinkster Celebration.
4. Define and describe African Diaspora/African musical heritage.
5. Describe two characteristics of work songs.
6. List three distinctly African features of the ring shout.
7. List four characteristics of the spiritual.
8. List and describe three categories of spirituals.
9. What is the meaning of musical nationalism?
10. Describe four differences between spirituals and blues.
11. Describe/contrast two distinct performance traditions in gospel music.
12. Discuss the musical elements established in the U.S. by 1863 which contribute to the unique musical character of African American music.
13. Describe five important facts about ragtime music.
14. Describe the repertoire and performance practice of brass bands of this period (the early 1900s) and in particular the music played for funerals.
15. Name two musical characteristics of jazz that are derived from the blues and two musical characteristics of jazz that are derived from ragtime.
16. Name two distinctions of the performance practice of Shape-note Singing.
17. Write the chord names of a 12-bar blues progression in “C” in the chord progression chart provided.

**Students in MU 1103: African American Music develop and demonstrate skills to assess the arts across disciplines during an historical era using comparative criteria in both form and content.**

Class activities and exams call for the students to understand the relationships between music and other art forms, to understand the relationship between music and disciplines outside the arts, and to understand the relationship of music and history. Students in MU 1103 will be exposed to a cross-disciplinary view of the arts in an historical, as well as stylistic context. Principles and teaching strategies will include:

- Music practices, works, and musicianship are social-cultural constructions.
- A complete understanding of the meaning of music always requires a comprehension of the inter-related dimensions of the musician, the music, the music making, and the cultural/social/historical context.
- The study of music includes its relationship to dance, drama, story telling, literature, geography, sociology, religion, history, and heritage.

Sample exam questions concerning music in context:

1. List five important factors which resulted in the demand for professional Black musicians.
2. Describe dancing in the Place Congo.
3. Describe the John Conny or Junkanoo festival.
4. Define the role of music in the Underground Railroad.
5. Regarding the importance of music in Africa, list ten occasions which would call for music making.
6. What is the status (social standing) of a master musician in an African village?
7. Name 5 present day countries of African that were once the origin of Black slaves taken to the English colonies of the present day United States.
8. List three sources of information about music making by the slaves during the Colonial Era.
9. What are the coded messages found in the song "Follow the Drinking Gourd?"
10. List three important activities sponsored by Black Benevolent and Fraternal Societies
11. List five activities promoted by the Black Church.
12. Discuss Ethiopian Minstrelsy.

Class projects and activities concerning making musical instruments, the Harlem Renaissance, and Current Contemporary Music emphasize the relationship of music to other disciplines (e.g. science, history, literature, dance, film, visual arts, etc.).

**Students in MU 1103 develop and demonstrate skills to effectively describe and critique works of art.**

Every class includes guided listening activities. The students are asked to describe the musical elements they hear, to indicate what style or genre the example represents, to explain the message of the music, and to discuss larger social issues related to the music or the artist who created it. Exams call for the students to describe specific styles, compositions, musical concepts, and performance practices they have studied.

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Class activities and exams call for the students to understand the relationships between music and other art forms, to understand the relationship between music and disciplines outside the arts, and to understand the relationship of music and history.

**MU 1103: African American Music meets all requirements for a fine arts general education core course.**

#### **5. Proposal Contact Person**

Robert J. Damm, Professor of Music

**6. Support**

A letter of support from the Music Department curriculum committee is included with signatures of approval from all committee members.

**SPECIAL NOTES**

MU 1103 is cross-listed as African American Studies (AAS) 1103 . A letter of support from the Director of African American Studies is included with proposal.

**Proposal to Designate MU/AAS 1103: African American Music a fine arts general education core course.**

**1. Catalog Description:** MU 1103. African American Music. (3) Three hours lecture. A study of African musical and cultural traditions with focus on the impact of these traditions on the development and advancement of African-American music.

**2. Category**

Fine Arts (Music)

**3. Detailed Course Outline**

I. Song in a Strange Land 1619-1775 [3 contact hours]

- A. The African Legacy/African Diaspora (*Southern*, 3-22)
- B. Music in the Colonies (*Southern*, 23-28)
- C. Congregational and Recreational Songs (*Southern*, 28-58)

II. Songs of African-American Liberation 1776-1865 [3 contact hours]

- A. Black Musicians in the Continental Army (*Southern*, 63-71)
- B. The Birth of the Black Church (*Southern*, 71-89)
- C. Ethiopian Minstrelsy (*Southern*, 89-96, 231-244)

III. Antebellum America: Songs in Urban Areas [3 contact hours]

- A. Music in the Cities (*Southern*, 97-127)
- B. Music of the Black Church (*Southern*, 127-137)
- C. Music and the Anti-Slavery Movement (*Southern*, 140-150)

IV. Antebellum America: Songs along the Countryside [3 contact hours]

- A. African Traditions in the South (*Southern*, 136-140)
- B. Daily Life on the Plantation (*Southern*, 153-167)
- C. Entertainment for the Southern Elite (*Southern*, 175-177)

V. Black Music and Musicians in the Early National Period [3 contact hours]

- A. Primary Sources of Black Music (*Southern*, 151-153)
- B. Songs of Narration and Social Comment (*Southern*, 156-161)
- C. Recreational Music (*Southern*, 167-175)

VI. African American Life: Importance of Music [3 contact hours]

- A. The Worship Service (*Southern*, 177-184, 262-264)
- B. Spiritual Songs (*Southern*, 184-190)
- C. Folk Songs (*Southern*, 190-204)

VII. The American Civil War and Emancipation [3 contact hours]

- A. Songs of the People (*Southern*, 224-227)
- B. Dissemination of the Spirituals (*Southern*, 227-231)
- C. Music after the Civil War (*Southern*, 205-217, 223-224)

- VIII. Black Performers and the Concert Stage [3 contact hours]
- A. Itinerant and Community Musicians (*Southern*, 244-255, 259-261, 298-300)
  - B. Brass Bands and Dance Orchestras (*Southern*, 257-259)
  - C. Festivals and Extravaganzas (*Southern*, 256-257)
- IX. Black Music in the New Century [3 contact hours]
- A. Concert World (*Southern*, 265-287)
  - B. Symphonies, Orchestras, and Opera Companies (*Southern*, 287-296)
  - C. Theaters and Theater Music (*Southern*, 296-298)
- X. Musical Styles and Forms [3 contact hours]
- A. Vaudeville and Musical Comedies (*Southern*, 300-302)
  - B. Musicals on and off Broadway (*Southern*, 303-305)
  - C. Black Entertainment Abroad (*Southern*, 305-307)
- XI. The Music Business [2 contact hours]
- A. Early Recordings of Black Musicians (*Southern*, 307-311)
  - B. Professional Organizations (*Southern*, 311-312)
- XII. Early Precursors to Jazz [3 contact hours]
- A. The Emergence of Ragtime (*Southern*, 313-332)
  - B. The Blues (*Southern*, 332-340)
  - C. Brass Bands and String Bands (*Southern*, 340-358)
- XIII. The Great War and the Harlem Renaissance and Beyond [4 contact hours]
- A. The Jazz Age (*Southern*, 365-403)
  - B. Gospel, Jazz, Blues, and Pop (*Southern*, 466-522)
  - C. Singers, Instrumentalists, and Composers (*Southern*, 523-566)
- XIV. Barry Gordy and the Motown Song [4 contact hours]
- A. Barry Gordy (My Courses)
  - B. Smoky Robinson (My Courses)
  - C. The Temptations (My Courses)
  - D. The Supremes (My Courses)
- XV. Rap Music [3 contact hours]
- A. The New Pop (*Southern*, 598-609) (My Courses)
  - B. The Business of Rap (My Courses)
  - C. Russell Wendell Simmons (My Courses)

**Course Objectives:**

- a) the student will learn the specific elements of African-American music relate it to the western musical tradition
- b) the student will hear music by representative composers of the major periods in African-American music from 1619 to the present
- c) the student will study the lives of the composers of the major periods in African-American music from 1619 to the present
- d) the student will become acquainted with representative forms of the major periods in African-American music from 1619 to the present
- e) the student will understand the stylistic characteristics of the major periods in African-American music from 1619 to the present.

**Suggested Student Activities:**

- a) Daily reading assignments
- b) Daily listening assignments
- c) Guided listening to recordings
- d) Concert attendance
- e) Class discussion
- f) Video viewing
- g) Participation in music-making and other class activities
- h) Class papers and projects
- i) Guest lectures

**Required Readings**

Southern, Eileen (1997). The music of Black Americans (Third Edition). New York: W.W. Norton.

Course Packet (Select readings will be available in My Courses)

**Honor Code**

The Mississippi State University Honor Code reads 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.*" For additional information please contact the Student Honor Code office at 662.325.9151 or visit their web at <<http://www.honorcode.msstate.edu>>.

**Disability**

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, call SSS at (662)325-335, visit the SSS office in 01 Montgomery Hall or their website at (<http://www.sss.msstate.edu/>).

### **Attendance Policy**

This course participates in the Mississippi State University Path Finder program, which reminds freshmen of the importance of class attendance. In accordance with this initiative, attendance will be taken daily.

1. Attendance is imperative; see MSU Bulletin for policy.
2. Three tardies constitute one absence.
3. Beyond two unexcused absence, each absence lowers the student's final grade by a letter.
4. Written documentation of an excused absence is to be presented within two class periods of the absence for acceptance.

### **Technology:**

Technology is used in the delivery of the course content in this class. Students will watch videos and You Tube broadcasts of selected musical styles as selected by the instructor.

### **Evaluation of Student Progress:**

1. Four written tests (including final exam)
2. Two projects

#### **Project I. Design Musical Instrument**

Musical instruments are needed to perform music. Students will design and construct a unique musical instrument that they can use to play music. We will discuss instrument design in class, so students will have sufficient context for designing an instrument to play sounds. Class time will also be spent on various strategies of improvisation and composition.

#### **Project II. Harlem Renaissance**

The Harlem Renaissance is the name given to the period from the end of World War I through the middle of the 1930's during which a group of talented African-Americans produced a sizable body of poetry, fiction, drama, essays, art, and music. Common themes included alienation, marginality, the use of folk material, and the use of the blues tradition. The Harlem Renaissance was more than a literary movement; it included racial consciousness, the "back to Africa" movement, racial integration, an explosion of music (particularly jazz, spirituals, and blues), painting, and drama. For this project, student will a) choose one prominent personality and write a three-page page b) make a brief class presentation showcasing the work of the selected personality.

#### **Method of Evaluation**

First Exam	16.67%
First Project	16.67%
Second Exam	16.67%
Second Project	16.67%
Third Exam	16.67%
Final Exam	16.67%
<hr/>	
Total	100%

**Grading:**

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

No make-up tests will be given unless prior arrangements are made, or an **emergency** causes you to miss the test.

**4. Justification and Learning Outcomes**

The UCCC Handbook (Appendix D) provides the Criteria for Inclusion of Courses in the Mississippi State University General Education (Core) Curriculum. Through the **Fine Arts** General Education Core Course, students will understand the formal elements of the fine art(s), and develop an awareness of both the values and functions of works within their historical and/or social contexts. The courses approved for inclusion in the **Fine Arts** category should be focused primarily on the *appreciation* of one or more of the *fields* of art, music, theater, dance, or design (and the sub-specialties within those fields), and not consist primarily of performances and/or artistic activities.

**Fine Arts Learning Outcomes**

Students will understand the formal elements of the fine art(s), and develop an awareness of both the values and functions of works within their historical and/or social contexts.

**Fine Arts Expected Outcomes**

Knowledge – understanding of the

- A. fundamental elements
- B. terminology
- C. forms

Recognition of the important artists of an historical or stylistic period

Awareness of work in an arts medium via engaging presentations

- D. live demonstration
- E. audio recordings
- F. slides
- G. videos
- H. Internet
- I. print media

Understanding of an historical overview of an arts area over a significant period of time (100 or more years)

Exposure to a cross-disciplinary view of the arts in an historical, as well as stylistic context

Skills

- J. effectively describe and critique works of art
- K. develop and use comparative criteria in both form and content to assess the arts across disciplines during an historical era

## **Justification and Learning Outcomes for MU 1103: African American Music**

*The following information is provided as a detailed explanation of how AAS/MU 1103: African American Music fosters all of the knowledge and skills outcomes associated with the General Education Core in Fine Arts.*

**MU 1103: African American Music is focused primarily on the appreciation of African American Music.** *The course does not consist primarily of performances and/or artistic activities.* The tradition of African American music is one of the most exciting and diverse aspects of the North American musical panorama. It is also, arguably, the most important ethnic vernacular tradition in America. This is so because African American musical styles make up the broadest and most enduring array of vernacular styles in America and historically, have been the most influential.

Furthermore, African American Music (MU 1103) is similar in form to music appreciation courses at Mississippi State University. It has all the course fundamentals and meets the same content and knowledge criteria. While MU 1103 does these similar things, it broadens and deepens music appreciation by adding the element of diversity in culture and tradition. In sum, while MU 1103 teaches the fundamentals of music appreciation, it infuses the subject with the unique experiences of the African and African American experience.

**Students in MU 1103: African American Music, learn the Fundamental Elements and Terminology of Music. Students also learn musical form.**

In discussing African and African American music students learn all the fundamental elements of music and the terminology to describe these concepts.

Rhythmic features discussed include rhythm, meter, time line, beat, pulse, syncopation, cross rhythms, polyrhythms, polymeters, accents, and tempo.

Melodic features discussed include pitch, interval, melody, scale, pentatonic scale, major scale, modal scale, blues scale, phrase, theme, key, and modulation.

Harmonic features discussed include harmony, chord, triad, texture, density, monophony, homophony, polyphony, heterophony, antiphony, and overlapping call-and-response.

Lyrics features vocal music are discussed including poetic language, themes, imagery, metaphor, personification, rhyme, and allusion.

Tone color features of music are discussed including timbre, vocal color, instrumental color, membranophones, idiophones, aerophones, and chordophones.

Performance Practice features of music are discussed including improvisation, call-and-response, lining out, communal participation, and scat singing.

Formal features of music are discussed including chorus, stanza, binary form, AAB phrase structure, aaab form, theme and variations, and blues harmonic structure.

**Students in MU 1103: African American Music learn about and recognize important musical issues, concepts, styles, and historical events.**

A wide variety of musical and historical styles are recognized including the African heritage, the African diaspora, psalms and hymns, recreational fiddle and banjo music for dancing, patten' juba, 'Lection Day Festivities, Pinkster Day, Martial music of the fife & drum, brass band music, music of the Black Church, camp meeting spiritual songs, ring shouts, spirituals, cake walk, minstrelsy, the concert stage, concert bands and orchestras, music in theater, dancing in Congo Square, John Conny or Junkanoo Festivals, voodoo, anti-slavery songs, underground railroad songs, music of the Negro Philharmonic Society, field hollers and work songs, "red hot music" of the dance halls and dives, traveling road shows, Army Bands, ragtime, blues, jazz, swing, Harlem Renaissance, gospel, the Black Revolution, bebop, cool jazz, free jazz, Latin jazz, fusion, rhythm and blues, soul music, rock and roll, funk, disco, and rap.

**Students in MU 1103: African American Music learn about and recognize the contributions of Important African American Musicians and Composers (partial listing):**

Newport Gardner, Richard Allen, Stephen Foster, William Henry Lane, Elizabeth Taylor Greenfield, Francis Frank Johnson, Harriet Tubman, Issac Watts, Fisk Jubilee Singers, Walter Craig, James Bland, Sam Lucas, William Kersands, Gussie Lord, Marie Selika Williams, Thomas "Blind Tom" Green Bethune, Harry T. Burleigh, Will Marion Cook, Joseph Douglas, Hazel Harrison, Helen Hagen, Walker and Williams, Scott Joplin, Ferdinand Josphe "Jelly Roll" Morton, James Hubert "Eubie" Blake, W. C. Handy, Harry Pace, Gertrude Ma Rainey, Bessie Smith, "Blind Lemon" Jefferson, Edward "Kid" Ory, Joseph "King" Oliver, Buddy Bolden, Louis "Satchmo" Armstrong, Fletcher Henderson, James Reese Europe, Edward "Duke" Ellington, William "Chick" Webb, Cabell "Cab" Calloway, Lionel Hampton, Charlie Christian, William "Count" Basie, Ella Fitzgerald, Billie Holiday, Billy Eckstine, Dizzy Gillespie, Thelonious Monk, Charlie Parker, Miles Davis, James Weldon Johnson, Roland Hayes, Marian Anderson, Paul Robeson, Dorothy Maynor, Hall Johnson, Eva Jessye, Margaret Bonds, William Grant Still, Noble Sissle, Reverend Charles Albert Tindley, Thomas Dorsey, Mahalia Jackson, Clara Ward, Alex Bradford, James Cleveland, Dixie Hummingbirds, Soul Stirrers, Staple Singers, Dorothy Love Coates, Andre Watts, Leontyne Price, Ella Fitzgerald, Robert Johnson, Howlin' Wolf, Bobby Blue Bland, Smokey Robinson, Stevie Wonder, Louis Jordan, James Brown, Ray Charles, Sam Cooke, Aretha Franklin, Chuck Berry, Ray Charles, George Clinton, Michael Jackson, Run-D.M.C., and Queen Latifa.

**Students in MU: 1103 African American Music gain an awareness and appreciation of many styles and forms of musical expressions via engaging presentations including live lecture-recitals, audio recordings, document camera visuals, videos, Internet/Youtube presentations, and print media.**

During each semester, a blues musician (e.g. Jesse Robinson) and a gospel singer (e.g. Charlene Minor) visit the class to share their music and lives with the students. The guest presenters sing, lead communal singing, speak to the students, and answer questions. Every class has guided listening activities in which audio recordings or videos are used to provide musical examples. Document camera visuals and supplemental print material are sometimes used to enhance learning.

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**Students in MU 1103: African American Music are exposed to a cross-disciplinary view of the arts in an historical, as well as stylistic context.**

- \* Fundamentally, music is a human endeavor,
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**Students in MU 1103: African American Music develop and demonstrate skills to effectively describe and critique works of art.**

Every class includes guided listening activities. The students are asked to describe the musical elements they hear, to indicate what style or genre the example represents, to explain the message of the music, and to discuss larger social issues related to the music or the artist who created it. Exams call for the students to describe specific styles, compositions, musical concepts, and performance practices they have studied.

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6. List three distinctly African features of the ring shout.
7. List four characteristics of the spiritual.
8. List and describe three categories of spirituals.
9. What is the meaning of musical nationalism?
10. Describe four differences between spirituals and blues.
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14. Describe the repertoire and performance practice of brass bands of this period (the early 1900s) and in particular the music played for funerals.
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8. List three sources of information about music making by the slaves during the Colonial Era.
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**MU 1103: African American Music meets all requirements for a fine arts general education core course.**

**5. Proposal Contact Person**

Robert J. Damm, Professor of Music

**6. Support**

A letter of support from the Music Department curriculum committee is included with signatures of approval from all committee members.

**SPECIAL NOTES**

MU 1103 is cross-listed as African American Studies (AAS) 1103 . A letter of support from the Director of African American Studies is included with proposal.

## **Bibliography**

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# 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: Music

Contact Person: Michael Brown

Mail Stop: 9734

E-mail: mbrown@colled.msstate.edu

Nature of Change: Add + Distance

Date Initiated: 7/24/12

Effective Date: 8/2014

Current Listing in Catalog:

Symbol Number Title

Credit Hours

( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol Number Title

MU 1123 History and Appreciation of American Music

Credit Hours

( 3 )

New or Modified Catalog Description:

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

Approved: Michael R. Brown

Date: 2/14/13

Department Head MB

11-13-13

Chair, College or School Curriculum Committee

11/13/13

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 Music

February 14, 2013

To: College of Education Box Council

Fr: Department of Music Curriculum Committee

Re: Course Additions:  
MU 1123 History and Appreciation of American Music (traditional)  
MU 1123 History and Appreciation of American Music (online)

The addition of two new courses, MU 1123 History and Appreciation of American Music (traditional and online) has the full support of the Department of Music Faculty. We respectfully submit this proposal to the Barry F. Box Council for your consideration.

Sincerely,

Richard Human, Jr., D.A.  
Associate Professor of Music  
Chair, Department of Music Curriculum Committee  
[richard.human@msstate.edu](mailto:richard.human@msstate.edu)  
662-617-2610  
Mailstop 9734

Course Addition  
History and Appreciation of American Music (MU 1123)  
Traditional Campus Course  
Department of Music

1. Catalog Description

(MU 1123) Historical development of the music of the United States; individual investigation of related American music special topics; individual and directed listening to musical examples

2. Detailed Course Outline

See attached course syllabus

3. Method of Evaluation

**Writing Assignment:** Must be completed at any point during the first four weeks in the course and may be repeated for an improved grade during that period. 5% of Final Grade. Writing assignment must be submitted via Mycourses. The writing assignment will consist of a short essay (3-5 pages) contrasting the differences between American Popular Music and American Art Music.

**Concert Attendance:** Attendance at a two designated live concerts is required. Attendance will be verified by the instructor of two designated concerts within the semester. One (Concert A) of the two concerts must be a concert of art music and the other concert (Concert B) may be a program of popular music. Both concerts must be approved via email by the instructor prior to attending. 6% of Final Grade. (3% per concert)

**Discussion Board Participation:** During a window of 24 hours after the close of the concert, students must participate in a discussion board on Mycourses. Participation credit will be given if a student completes a discussion of the concert with a minimum of 3 well written paragraphs during this 24 hour period at the end of the concert. An outline of these three paragraphs is included in the modules for this class. 4% of Final Grade. (2% per concert).

**Exam 1, Midterm Exam, Exam 3 – 50% of Final Grade (15% for Exam 1 and 3, 20% for Midterm Exam). Final Exam and Listening Exam – 35% of Final Grade (10% of the final grade will be a music recognition exam that will test the music listening assignments.)**

Grading

A	100.00 - 90.00
B	89.00 - 80.00
C	79.00 - 70.00
D	69.00 - 60.00
F	59.00 - 0.00

4. Justification and Learning Outcomes

See attached course syllabus, "Instructional Objectives."

5. Academic Misconduct

Students will be referred to the MSU Honor Code on the first day of class and the Honor Code is also included in the syllabus of the course.

6. Target Audience

Students from all colleges who have an interest in American Music and wish to fulfill the Fine Arts requirement in the General Education curriculum. Bachelor of Arts music majors and other students seeking a humanities course may also wish to take this course.

7. Support

This request comes from the Department of Music and would provide General Education support across the University.

8. Instructor of Record

Dr. Michael Brown

9. Graduate Students Requirements

Not applicable

10. Planned Frequency

Offered each semester

11. Explanation of Duplication

While there would be some slight duplication of information in this course to the latter stages of The History and Appreciation of Music (MU 1113), the duplication would be minimal. MU 1113 considers all music in Western Culture; this course is specific to music of the United States.

12. Method of Instruction Code

L

13. Method of Delivery

F, O

14. Proposed CIP Number

13.1312

15. Proposed 24-Character Abbreviation

American Music App.

16. Proposed Semester Effective

Summer 2014

17. Other Appropriate Information

The required textbook for the class will be Roots: American Music by Michael Brown

18. Proposal Contact Person  
Michael Brown

Course Addition  
 History and Appreciation of American Music (MU 1123)  
 Online (Campus 5) Course  
 Department of Music

1. Catalog Description

(MU 1123) Historical development of the music of the United States; individual investigation of related American music special topics; individual and directed listening to musical examples

2. Justification for Distance Learning Offering

MU 1123 is being proposed for distance learning to allow those students engaged in online degree programs to enroll in MU 1123 to fulfill the MSU general core curriculum fine arts requirement.

3. Learning Outcomes

See attached course syllabus, "Instructional Objectives."

4. Detailed Course Outline of Campus 1

See combined chart under number 5, "Detailed Course Outline of Campus 5"

5. Detailed Course Outline of Campus 5

For both the on campus and online course exams and assignments will be submitted through myCourses. The primary difference for the distance learning course will be the delivery of lecture materials (online text/video for campus 5 as opposed to face-to-face lectures for campus 1)

Content Area	On campus (Campus 1)	Online (Campus 5)
Chapter 1 Introduction Native Americans Music of the Colonies Moravians and Shakers Music of the Revolution	3 contact hours Lecture, quizzes, feedback, discussion	3 contact hours Online video lecture, quizzes, email and discussion room feedback
Chapter 2 Shaped Note Music Eastern Seaboard "European" Music Art Music before 1860 Minstrelsy and Stephen Foster Music of the Frontier and Appalachia Music of the Civil War	2 contact hours Lecture, quizzes, feedback, discussion	2 contact hours Online video lecture, quizzes, email and discussion room feedback

Content Area	On campus (Campus 1)	Online (Campus 5)
Chapter 3 Early Art Music of the United States The Bands Minstrelsy after Emancipation/Vaudeville/Burlesque/Reviews	2 contact hours Lecture, quizzes, feedback, discussion	2 contact hours Online video lecture, quizzes, email and discussion room feedback
Chapter 4 African American Influences Ragtime The Publishing Business and Capitalism	3 contact hours Lecture, quizzes, feedback, discussion	3 contact hours Online video lecture, quizzes, email and discussion room feedback
Chapter 5 New Orleans Chicago Jazz Louis Armstrong The Swing Era Duke Ellington Bebop	3 contact hours Lecture, quizzes, feedback, discussion	3 contact hours Online video lecture, quizzes, email and discussion room feedback
Chapter 6 Ives Gershwin Copland Bernstein Other Major American Art Composers Opera Ballet Music	2 contact hours Lecture, quizzes, feedback, discussion	2 contact hours Online video lecture, quizzes, email and discussion room feedback
Chapter 7 Operetta The Musical Opera versus Musical Comedy The Great Shows	2 contact hours Lecture, quizzes, feedback, discussion	2 contact hours Online video lecture, quizzes, email and discussion room feedback
Chapter 8 Appalachian Folk Music The Carter Family Music of the Deep South Jimmy Rodgers The Grand Old Opry The Cowboys	3 contact hours Lecture, quizzes, feedback, discussion	3 contact hours Online video lecture, quizzes, email and discussion room feedback
Chapter 9 The Spiritual The Fisk Jubilee Singers Thomas Dorsey Gospel Music: A House Divided Gospel Quartets	3 contact hours Lecture, quizzes, feedback, discussion	3 contact hours Online video lecture, quizzes, email and discussion room feedback
Chapter 10 Serialism Electronic Music The Avant Garde	3 contact hours Lecture, quizzes, feedback, discussion	3 contact hours Online video lecture, quizzes, email and discussion room feedback

Content Area	On campus (Campus 1)	Online (Campus 5)
Chapter 11 Rhythm and Blues Chicago – Chess Records Memphis – Stax Records The Early Stars – Elvis, Chuck, Jerry Lee, and Little Richard The Day the Music Died Country Music of the 1950s Gospel Music of the 1950s Jazz – The further splintering of Bop	3 contact hours Lecture, quizzes, feedback, discussion	3 contact hours Online video lecture, quizzes, email and discussion room feedback
Chapter 12 Progressive Rock Motown Soul Music Festivals The Sophistication of Country Gospel Music in the 1960s The Dilution of Jazz	3 contact hours Lecture, quizzes, feedback, discussion	3 contact hours Online video lecture, quizzes, email and discussion room feedback
Chapter 13 Disco Country Rock Reggae The Growth of Country Fusion Arena Music The Development of CCM	3 contact hours Lecture, quizzes, feedback, discussion	3 contact hours Online video lecture, quizzes, email and discussion room feedback
Chapter 14 World Music Rap/Hip-Hop The Rise of the Celebrity The Consistency of Country The Further Splintering of Jazz The Collectivization of Gospel Music	3 contact hours Lecture, quizzes, feedback, discussion	3 contact hours Online video lecture, quizzes, email and discussion room feedback
Chapter 15 Technology Issues Alternative Music The Dominance of Hip-Hop The Confusion of Country The Death of Jazz The Rise of CCM	2 contact hours Lecture, quizzes, feedback, discussion	3 contact hours Online video lecture, quizzes, email and discussion room feedback
Chapter 16 Hip-Hop Rock Country Pop Music Crossover Success	2 contact hours Lecture, quizzes, feedback, discussion	2 contact hours Online video lecture, quizzes, email and discussion room feedback
Chapter 17 Minimalism Neo Classism Opera Film Music Media	2 contact hours Lecture, quizzes, feedback, discussion	2 contact hours Online video lecture, quizzes, email and discussion room feedback

Content Area	On campus (Campus 1)	Online (Campus 5)
Chapter 18 Future Trends The Culture War Musical Capitalism Technology Trends A Moral Compass	1 contact hour Lecture, quizzes, feedback, discussion	1 contact hour Online video lecture, quizzes, email and discussion room feedback

## 6. Method of Evaluation

**Writing Assignment:** Must be completed at any point during the first four weeks in the course and may be repeated for an improved grade during that period. 5% of Final Grade. Writing assignment must be submitted via Mycourses. The writing assignment will consist of a short essay (3-5 pages) contrasting the differences between American Popular Music and American Art Music.

**Concert Attendance:** Attendance at a two designated live concerts is required. Attendance will be verified by the instructor of two designated concerts within the semester. One (Concert A) of the two concerts must be a concert of art music and the other concert (Concert B) may be a program of popular music. Both concerts must be approved via email by the instructor prior to attending. 6% of Final Grade. (3% per concert)

**Discussion Board Participation:** During a window of 24 hours after the close of the concert, students must participate in a discussion board on Mycourses. Participation credit will be given if a student completes a discussion of the concert with a minimum of 3 well written paragraphs during this 24 hour period at the end of the concert. An outline of these three paragraphs is included in the modules for this class. 4% of Final Grade. (2% per concert).

**Exam 1, Midterm Exam, Exam 3 – 50% of Final Grade (15% for Exam 1 and 3, 20% for Midterm Exam). Final Exam and Listening Exam – 35% of Final Grade (10% of the final grade will be a music recognition exam that will test the music listening assignments.) All exams will be presented online via Mycourses.**

For evaluation details, see attached course syllabus, page 6, "Grading"

## 7. Academic Misconduct

Students will be referred to the MSU Honor Code on the first day/online video lecture of class and the Honor Code is also included in the syllabus of the course. To prevent misconduct for exams 1-4 and the listening exam these will be timed exams, the questions of which will be randomly presented from a bank of questions.

## 8. Target Audience

Students from all colleges who have an interest in American Music and wish to fulfill the Fine Arts requirement in the General Education curriculum, in particular those enrolled in online undergraduate degree programs. Bachelor of Arts music majors and other students seeking an additional humanities course may also wish to take this course.

9. Method of Instruction

L

10. Method of Delivery

F, O

11. Delivery Statement

This proposed online (campus 5) course does not violate the Provost's policies on campus 5 offerings.

12. Support

This request comes from the Department of Music and has unanimous support by the department's curriculum committee. No additional staff, library support, laboratories, equipment or funds are required to support this course.

Special Notes

1. Cross Listing

This course is not cross-listed.

2. Effective Date

N/A

3. Effect on Other Courses

While there would be minimal duplication of information of this course with MU 1113 (History and Appreciation of Music). MU 1113 considers western art music from 450 AD to the present day, including popular music in the 20th century. MU 1123 considers music specific to the United States, just prior to and after the formal founding of the country.

4. Contact Person

Michael Brown

[mbrown@colled.msstate.edu](mailto:mbrown@colled.msstate.edu)

662-617-3070

5. Master Schedule

The beginning of this course is flexible dependent upon approval by UCCC and implementation to the MSU master schedule.

## **History and Appreciation of American Music — MU 1123**

**Instructor: Dr. Michael R. Brown**

**(O) 662-325-3070**

**mbrown@colled.msstate.edu**

### **Catalog Description**

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

### **Instructional Objectives**

1. The development of appreciation for the history of American Music.  
(INTASC #7, CFPO #1)
2. An introduction to composers and forms significant in American Culture.  
(INTASC #2, CFPO #2)
3. The development of an appreciation for American Art music with an emphasis on symphony, opera, chamber music with an historical approach.  
(INTASC #1, CFPO #1)
4. The development of an appreciation for traditional swing, jazz, blues, and other popular styles of music with an historical approach.  
(INTASC #1, CFPO #1)

### **Methods of Instruction**

1. Modules will have an introductory essay and glossary list for student perusal and study.
2. Modules will contain text assignments
3. Modules will contain music listening examples
4. Modules will be evaluated with four exams including the final exam. The four exams will be offered on-line through **Mycourses**. There will be an opening date for the exams and a closing date for the exams during a week long period. The dates are listed on the class schedule. The exams must be taken during this narrow window of opportunity. **No make up exams will be allowed.** The final exam will be available during the scheduled exam period.
5. Course will contain a writing assignment.
6. Course will contain two concert attendances and Discussion Board requirements.
7. Course will conclude with a comprehensive final exam that will include a listening exam.

### **Textbook**

***Roots American Music***, First Edition, Michael Brown, NSS Press

### **Field Experience Information**

Attendance at two pre-approved concerts will be required. Students will be expected to complete a review posting of the two concerts.

## Assessment of Concepts and Skills/Evaluation of Student Progress

Communication in this course must be done through Mycourses.

**Writing Assignment** – Must be completed at any point during the first four weeks in the course and may be repeated for an improved grade during that period. 5% of Final Grade. Writing assignment must be submitted via **Mycourses**. The writing assignment will consist of a short essay (3-5 pages) contrasting the differences between American Popular Music and American Art Music.

**Concert Attendance** – Attendance at a two designated live concerts is required. Two concerts will be designated by the instructor within the semester and attendance verified by the instructor. One (Concert A) of the two concerts must be a concert of art music and the other concert (Concert B) may be a program of popular music. Both concerts must be approved via email by the instructor prior to attending. 6% of Final Grade. (3% per concert)

**Discussion Board Participation** - During a window of 24 hours after the close of the concert, students must participate in a discussion board on **Mycourses**. Participation credit will be given if a student completes a discussion of the concert with a **minimum of 3 well written paragraphs** during this 24 hour period at the end of the concert. An outline of these three paragraphs is included in the modules for this class. 4% of Final Grade. (2% per concert).

**Final Exam and Listening Exam** – 35% of Final Grade (10% of the final grade will be a music recognition exam that will test the music listening assignments.) **Note:** Please read the "Quiz/Exam Instructions" which can be accessed through the "Homepage" for this course prior to taking any on-line exam.

### Course Outline and Topics by Chapter

#### Module 1: Early American Music, Chapters 1-3

Chapter 1	America before the United States	3 hours
Chapter 2	The Birth of a Nation	2 hours
Chapter 3	Post Civil War until 1900	2 hours

#### Module 2: Twentieth Century American Music Prior to 1950, Chapters 4-9

Chapter 4	The Essential Elements of American Popular Music	3 hours
Chapter 5	The Birth and Apex of Jazz	3 hours
Chapter 6	Art Music before 1950	2 hours
Chapter 7	Broadway	2 hours
Chapter 8	Country Music until 1950	3 hours
Chapter 9	Gospel Music until 1950	3 hours

#### Module 3: American Music 1950-1970, Chapters 10-13

Chapter 10	Art Music 1950-1970	3 hours
Chapter 11	The Birth of Rock	3 hours
Chapter 12	The Turbulent 1960s	3 hours
Chapter 13	The Reactionary 1970s	3 hours

#### Module 4: American Music from 1980, Chapters 14-18

Chapter 14	The Expansive 1980s	3 hours
Chapter 15	The Retroactive 1980s	2 hours
Chapter 16	The Too Close to Call 2000s	2 hours
Chapter 17	Art Music from 1980	2 hours
Chapter 18	Prologue	1 hour

Chapter 1 America before the United States

Introduction  
 Native Americans  
 Music of the Colonies  
 Moravians and Shakers  
 Music of the Revolution

Chapter 2 The Birth of a Nation

Shaped Note Music  
 Eastern Seaboard "European" Music  
 Art Music before 1860  
 Minstrelsy and Stephen Foster  
 Music of the Frontier and Appalachia  
 Music of the Civil War

Chapter 3 Post Civil War Until 1900

Early Art Music of the United States  
 The Bands  
 Minstrelsy after Emancipation/Vaudeville/Burlesque/Reviews

Chapter 4 The Essential Elements of American Popular Music

African American Influences  
 Ragtime  
 The Publishing Business and Capitalism

Chapter 5 The Birth and Apex of Jazz – America's Original Art Form

New Orleans  
 Chicago Jazz  
 Louis Armstrong  
 The Swing Era  
 Duke Ellington  
 Bebop

Chapter 6 Art Music of the 20<sup>th</sup> Century before 1950

Ives  
 Gershwin  
 Copland  
 Bernstein  
 Other Major American Art Composers  
 Opera

Ballet Music

Chapter 7 Broadway

- Operetta
- The Musical
- Opera versus Musical Comedy
- The Great Shows

Chapter 8 Country Music until 1950

- Appalachian Folk Music
- The Carter Family
- Music of the Deep South
- Jimmy Rodgers
- The Grand Old Opry
- The Cowboys

Chapter 9 Gospel Music until 1950

- The Spiritual
- The Fisk Jubilee Singers
- Thomas Dorsey
- Gospel Music: A House Divided
- Gospel Quartets

Chapter 10 Art Music 1950 - 1970

- Serialism
- Electronic Music
- The Avant Garde

Chapter 11 The Birth of Rock – The 1950s

- Rhythm and Blues
- Chicago – Chess Records
- Memphis – Stax Records
- The Early Stars – Elvis, Chuck, Jerry Lee, and Little Richard
- The Day the Music Died
- Country Music of the 1950s
- Gospel Music of the 1950s
- Jazz – The further splintering of Bop

Chapter 12 The Turbulent 1960s

- Progressive Rock
- Motown
- Soul
- Music Festivals
- The Sophistication of Country
- Gospel Music in the 1960s
- The Dilution of Jazz

Chapter 13 The Reactionary 1970s

- Disco
- Country Rock
- Reggae
- The Growth of Country
- Fusion
- Arena Music
- The Development of CCM

Chapter 14 The Expansive 1980s

- World Music
- Rap/Hip-Hop
- The Rise of the Celebrity
- The Consistency of Country
- The Further Splintering of Jazz
- The Collectivization of Gospel Music

Chapter 15 The Retroactive 1990s

- Technology Issues
- Alternative Music
- The Dominance of Hip-Hop
- The Confusion of Country
- The Death of Jazz
- The Rise of CCM

Chapter 16 The Too Close to Call 2000s

- Hip-Hop
- Rock
- Country
- Pop Music
- Crossover Success

Chapter 17 Art Music from 1980

- Minimalism
- Neo Classism
- Opera
- Film Music
- Media

Chapter 18 Prologue

- Future Trends
- The Culture War
- Musical Capitalism
- Technology Trends
- A Moral Compass

### **Honor Code**

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

For an entire description of the Mississippi State University Student’s Honor Code visit the following website: <http://students.msstate.edu/honorcode/>

### **Technology**

This is a traditional class including the use of online text, lectures, websites, YouTube videos, and Naxos Music Library CDs for listening exams. Everything other than lectures in class is presented through the use of *myCourses* program and internet.

**CFPO 4, 5, 7, 8, 10, 11, 12**

### **Diversity**

By studying the music of different periods and countries, the student will be exposed to different cultures and historical events. Diversity is accomplished through the study of repertoire from various cultures, countries and style.

**CFPO 1, 2, 3, 4, 6, 8, 10, 11, 12**

### **Academic Accommodations for Students with Disability**

According to the university academic operating policy and procedure:

“Students with disabilities requesting academic accommodations must identify themselves to the office of Student Support Services. Current documentation, verifying the disability must be submitted.” Specific guidelines for this documentation occur at <http://www.msstate.edu/dept/audit/91130.html>

Disability Support Services within the office of Student Support Services generates Notification of Disability letters for the student. Students may visit the office to receive their letters. Distribution of the letters to their individual faculty/instructors occurs once the semester has begun. The student identifies himself/herself to the instructor as needing accommodation by delivering the corresponding Notification of Disability letter to them. The instructor, as a representative of the university, is obligated to provide reasonable accommodation. Prior to the academic advisement period, students may request a Notification of Disability letter for their advisor.”

### **Field Component**

Attendance at two pre-approved concerts will be required. Students will be expected to complete a review discussion board posting of the two concerts.

### **Grading**

There are 8 evaluations during the course:

5 exams

Exam 1	100 points
Exam 2 (midterm)	100 points

Exam 3	100 points
Exam 4 (final)	100 points
Listening Exam	100 points

1 Research Paper 50 points

2 Concert Attendance and Discussion

Concert 1	25 points
Concert 2	25 points

The student's final grade will be compiled according the following evaluation area percentages:

Exams:	85% of the final grade
Research Paper:	5% of the final grade
Concert/Discussion:	10% of the final grade
	100% Total

Example

Exams:	92% of total points achieved x .85 category weight = 79.05
Paper:	72% of total points achieved x .05 category weight = 3.06
Concerts:	84% of total points achieved x .10 category weight = 8.40
FINAL GRADE:	90.96

Grading Scale

100.00-90.00	A
89.99-80.00	B
79.99-70.00	C
69.99-60.00	D
60.00-00.00	F

It is imperative that each student take each exam during the window of opportunity announced on the course schedule, and *no make-up exams are allowed*, even with a doctor's excuse.

It is very important to turn papers and extra assignments on time and typed. Late ones *will not* be accepted being considered as *zero* even with a doctor's excuse. In case of not being able to be present, students can and should email the paper as a PDF file. Make sure the instructor receives the email before 4:00 PM.

### **Class participation/attendance**

Participation in the course by keeping up with reading assignments, exam schedule, discussion boards, paper presentation, and reading schedule is imperative.

### **Exams' Material**

Exams will cover the material from the textbook, in class lectures, and study guides. There will be *no make-up exams* (see under **Grading**). The listening exam is comprehensive.

## **Bibliography**

- Apel, Willi. & Daniel, R. (1997) *Harvard Brief Dictionary of Music*. New York: MJF Books.
- Bailie, J. M. (1999) *The Da Capo History of Western Classical Music*. New York: Da Capo Press, Inc.
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- Brown, Michael (2004) *An Introduction to the History and Literature of Music in Western Culture*, 2nd ed. Upper Saddle River, New Jersey: Pearson Education
- Brown, Michael (2010) *Forever Young: The History of Rock*, El Cajon, CA: NSS Press
- Brown, Michael (2007) *Music Appreciation: An Aesthetic Approach to Western Music*, El Cajon, CA: NSS Press
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- Duckworth, Wm. (1999) *Talking Music: Conversations with John Cage, Philip Glass, Laurie Anderson, and Five Generations of American Experimental Composers*. New York: Prentice Hall International.
- Horowitz, Joseph. (2005) *Classical Music in America: A History of Its Rise and Fall*. New York: W.W. Norton and Co., Inc.
- Hyland, Wm. (2003) *George Gershwin: a new biography*. Westport CT: Praeger Publishers.
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- Levi, E. et al. (eds.), (1996) *BBC Music Magazine Top 1000 CDs Guide*. London: British Broadcasting Corporation.
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- Sadie, Stanley. (2000) *The New Grove Dictionary of Music and Musicians* (28 vols.). New York: Oxford University Press. - This is also available on-line through Mitchell Library
- Scott, Derek. (2000) *Music, Culture, and Society*. New York: Oxford University

Press, Inc

- Simms, Bryan R. (1996) *Music of the Twentieth Century: Style and Structure*. New York: Schirmer Books
- Slonimsky, Nicholas. (1997) *Baker's Biographical Dictionary of Twentieth Century Classical Musicians*. New York: Schirmer Books.
- Slonimsky, Nicholas. (1971) *Music Since 1900*, 4th ed., New York: Schirmer Books.
- Swafford, Jan. (1997) *Charles Ives: A Life with Music*. New York: W.W. Norton & Co., Inc.
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- Walsh, Michael. (2004) *Who's Afraid of Classical Music*. Edison, N.J.: Book Sales, Inc.
- Whittall, Arnold. (2000) *Musical Composition in the 20th Century*. New York: Oxford University Press.
- White, Eric W. (1997) *Stravinsky: A Critical Survey, 1882-1946*. Mineola, NY: Dover Publications, Inc.

# MSU CORE COURSES

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the MSU Core designation 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: Music

Contact Person: Michael Brown

Mail Stop: 9734

E-mail: mbrown@colled.msstate.edu

Nature of Change: Modify

Date Initiated: 8/7/13

Effective Date: 1/13/14

Proposed MSU Core Category for the Course:

Fine Arts

Current Listing in Catalog:

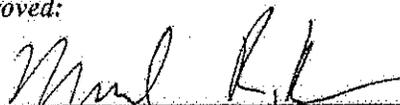
Symbol	Number	Title	Credit Hours
MU	1123	History and Appreciation of American Music	( 3 )

Description:

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

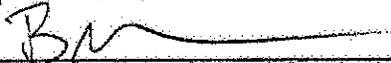
Approved:

Date:



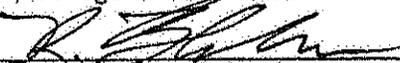
9/9/13

Department Head



11-25-13

Chair, College or School Curriculum Committee



11/26/13

Dean of College or School



Chair, University Committee on Courses and Curricula

Chair, Deans Council



MISSISSIPPI STATE  
UNIVERSITY

Department of Music

September 13, 2013

Dr. Brad Vickers, Chair  
College of Education Box Council  
Mississippi State University

RE: Re-submission of proposals for MU 1123 and MU 1123 (online)

Dr. Vickers,

This is a short note of explanation as to the resubmission of the attached proposals for MU 1123 History and Appreciation of American Music and MU 1123 (online) History and Appreciation of American Music.

The purpose of the resubmission is to address the absence of the approval form for MSU Core Courses for both of these courses. This absence was brought to my attention by Dr. Kirk Swortzel, chair of the MSU UCCC.

Both course addition proposals were approved by the Department of Music and College of Education in the Spring of 2013. For clarity, we are resubmitting those proposals along with the additional proposal for the course to be considered to meet the MSU general education curriculum requirement in the fine arts category.

Both the original course addition proposals and the added MSU Core Courses proposals have the full support of the Department of Music curriculum committee and faculty.

Thank you,

Dr. Richard Human  
Chair, Department of Music Curriculum Committee  
Associate Professor of Music  
[richard.human@msstate.edu](mailto:richard.human@msstate.edu)  
Mailstop 9734

# GENERAL EDUCATION (CORE) COURSE DESIGNATION

History and Appreciation of American Music (MU 1123)

Face to Face

Department of Music

## 1. Catalog Description

(MU 1123) Historical development of the music of the United States; individual investigation of related American music special topics; individual and directed listening to musical examples.

## 2. Category

**Fine Arts** – students will understand the formal elements of the fine art(s), and develop an awareness of both the values and functions of works within their historical and/or social contexts.

## 3. Detailed Course Outline

### I. Module 1 – Early American Music (7 hours)

- A. America before the United States – 3 hours
- B. The Birth of a Nation – 2 hours
- C. Post Civil War Until 1900 – 2 hours

### II. Module 2 – 20th Century American Music Prior to 1950 (16 hours)

- A. The Essential Elements of American Popular Music – 3 hours
- B. The Birth and Apex of Jazz – America's Original Art Form – 3 hours
- C. Art Music of the 20th Century before 1950 – 2 hours
- D. Broadway – 2 hours
- E. Country Music until 1950 – 3 hours
- F. Gospel Music until 1950 – 3 hours

### III. Module 3 – American Music 1950 – 1970 (12 hours)

- A. Art Music 1950 – 1970 – 3 hours
- B. The Birth of Rock – The 1950s – 3 hours
- C. The Turbulent 1960s – 3 hours
- D. The Reactionary 1970s – 3 hours

### IV. Module 4 – American Music from 1980 (10 hours)

- A. The Expansive 1980s – 3 hours
- B. The Retroactive 1990s – 2 hours
- C. The Too Close to Call 2000s – 2 hours
- D. Art Music from 1980 – 2 hours
- E. Prologue – 1 hour

Total – 45 hours

#### **4. Justification and Learning Outcomes**

This course will serve as fulfillment of the General Education requirement for Fine Arts. MU 1113 (Music Appreciation) has been a mainstay in the curriculum for over 50 years and is a traditional general education course. During that half century, American music has taken its place in the world as the leading exporter of music of all genres and has developed important commercial strains of music such as Jazz, Rock, Hip-Hop, and Country. Additionally, art music, composers, and musicians permeate the rosters and repertory of major symphony orchestras, opera companies, and theaters across the planet.

Interest in historical art music has waned over the past half century and students have an interest in one or more of the popular music forms. Providing them with an historical context of the music that they enjoy as well as the cultural forces that caused this music to thrive is a primary function of this course.

#### **Learning Outcomes:**

1. The development of appreciation for the history of American Music. (INTASC #7, CFPO #1)
2. An introduction to composers and forms significant in American Culture. (INTASC #2, CFPO #2)
3. The development of an appreciation for American Art music with an emphasis on symphony, opera, chamber music with an historical approach. (INTASC #1, CFPO #1)
4. The development of an appreciation for traditional swing, jazz, blues, and other popular styles of music with an historical approach. (INTASC #1, CFPO #1)

#### **5. Proposal Contact Person**

Dr. Michael Brown  
[mbrown@colled.msstate.edu](mailto:mbrown@colled.msstate.edu)  
662-617-3070

**6. Support**

See the attached course proposal for letter of support from the Department of Music 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:** Education      **Department:** Instructional Systems & Workforce Development

**Contact Person:** Connie Forde      **Mail Stop:** 9730      **E-mail:** cforde@colled.msstate.edu

**Nature of Change:** modify      **Date Initiated:** 09/20/2013      **Effective Date:** Spring 2014

**Current Listing in Catalog:**

Symbol	Number	Title	Credit Hours
TKT 4183/6183		Methods of Teaching Career Pathways Experiences	( 3 )

**Current Catalog Description:**

Three hours lecture. Principles of promotion, organization, and operation of Career Pathway Experience classes in career and technical education; instruction in analyzing needs, developing materials, evaluating the program.

**New or Modified Listing for Catalog:**

Symbol	Number	Title	Credit Hours
TKT 4493/6493		Methods of Teaching Career Pathways Experience	( 3 )

**New or Modified Catalog Description:**

*Approved:*

*Date:*

*Connie M. Forde*

*9/30/2013*

Department Head

*[Signature]*

*10-24-13*

Chair, College or School Curriculum Committee

*[Signature]*

*10/24/13*

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

APPROVAL FORM FOR  
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MISSISSIPPI STATE UNIVERSITY

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

**Contact Person:** Connie Forde      **Mail Stop** 9730 **E-mail:** cforde@colled.msstate.edu

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**New or Modified Catalog Description:**

*Approved:*

*Date:*

Connie M. Forde  
Department Head

9/30/2013

\_\_\_\_\_  
Chair, College or School Curriculum Committee

\_\_\_\_\_  
Dean of College or School

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

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Chair, Graduate Council (if applicable)

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

## **Proposal to Modify TKT 4183/6183 Methods of Teaching Career Pathways Experience**

### **A. PROPOSAL**

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

Three hours lecture. Principles of promotion, organization, and operation of Career Pathway Experience classes in career and technical education; instruction in analyzing needs, developing materials, evaluating the program.

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

Change the course number to TKT 4493/6493

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

##### **Justification**

The course modification for TKT 4183/6183 was approved by UCCC on May 29, 2013. The primary reason for the modification was to update the course to meet the licensure requirements for the revised cooperative education license—now 917 Career Pathway Experience. During the time of course revision, the faculty considered this needed change to be a course modification. They did not consider that teachers who had earned the 317 license by taking TKT 4183/6183 would want to add the 917 license to teach Career Pathway Experience. During fall 2013 registration, faculty learned of this problem in serving these teachers.

Therefore, to meet the needs of these teachers who already have a 317 license, we are requesting that TKT 4183/6183 be issued a new course number so that those teachers can add the 917 license by taking a course at Mississippi State University.

##### **Learning Outcomes**

1. Formulate a concept of the total job of the CPE coordinator.
2. Demonstrate an understanding of the terms unique to the CPE program.
3. Plan a CPE program to accomplish stated objectives.
4. Communicate with the public about the CPE program.
5. Adhere to CPE policies and guidelines in the selection and placement of students.
6. Plan and implement complete and appropriate lesson plans for the CPE program.
7. Demonstrate an understanding of how to work with an advisory committee.
8. Select and maintain occupational specific work sites that provide the best possible training.
9. Work with employers to create an initial and on-going training plan.
10. Make an effective supervision visit.
11. Explain how to serve as advisor to a student organization.
12. Evaluate the effectiveness of the local CPE program.
13. Research various topics of CPE education utilizing various resources, including the Internet.

**Topics to be Covered**

No changes are being requested.

4. ADDITIONAL INFORMATION

- a. COURSE SYMBOL—No change
- b. COURSE NUMBER—4493/6493
- c. COURSE TITLE—No change
- d. CREDIT HOURS—No change
- e. PRE-REQUISITE/CO-REQUISITE—No change.
- f. METHOD/HOURS OF INSTRUCTION—Lecture, discussion, group collaboration, debates and guest speakers.
- g. METHOD OF DELIVERY—No change
- h. COURSE DESCRIPTION—No change
- i. COURSE CONTENT—No changes

Graduate changes: No changes

5. GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)

No changes to the approved syllabus are being requested.

6. METHOD OF EVALUATION

No changes to the approved syllabus are requested.

7. SUPPORT

A letter of support from TTE program faculty area is attached.

B. SPECIAL NOTES

1. CROSS-LISTING—4493/6493
2. EFFECTIVE DATE: Spring 2014
3. GENERAL EDUCATION COURSE DESIGNATION—n/a
4. EFFECTS ON OTHER COURSES: None
5. MASTER SCHEDULE: The course TKT 4493/6493 is projected to be offered in Fall 2014.



MISSISSIPPI STATE UNIVERSITY

DEPARTMENT OF INSTRUCTIONAL SYSTEMS AND WORKFORCE DEVELOPMENT
Box 9730
MISSISSIPPI STATE, MISSISSIPPI 39762-9730
TELEPHONE: 662-325-2281 FAX: 662-325-7599

TO: Box Council and UCCC
FROM: Connie M. Forde, TTE Coordinator
DATE: September 25, 2013
SUBJECT: Support of Modified Course Proposal Teaching Business Technology

Four faculty in the Department of Instructional Systems and Workforce Development comprise the curriculum committee for the TTE degree. These faculty are Dr. Linda Cornelious, Dr. James Adams, Dr. Pamela Scott-Bracey, and Dr. Connie Forde. All members approve this proposal.

Linda Cornelious signature and date 10/1/2013

James Adams signature and date 9-25-13

P. Bracey signature and date 10-1-13

Connie M. Forde signature and date 9-30-13

## CURRENT COURSE SYLLABUS

TKT 4183/6183

Methods of Teaching Career Pathways Experience

**Credit:** 3 Semester Hours

**Type of Course:** Lecture

**Catalog Description:**

Three hours lecture. Principles of promotion, organization, and operation of Career Pathway Experience classes in career and technical education; instruction in analyzing needs, developing materials, evaluating the program.

**Objectives:**

The student will be able to:

1. Formulate a concept of the total job of the CPE coordinator. INTASC #1, CFPO # 3
2. Demonstrate an understanding of the terms unique to the CPE program. INTAS #1 7, CFPO # 3
3. Plan a CPE program to accomplish stated objectives. INTASC #1,2,3,4,5,6,7,8,9,10, CFPO # 1,2,3,4,5,6,7,8,9,10
4. Communicate with the public about the CPE program. INTASC #1, CFPO # 10
5. Adhere to CPE policies and guidelines in the selection and placement of students. INTASC #3,7,CFPO #7,8,9
6. Plan and implement complete and appropriate lesson plans for the CPE program. INTASC #1,2,3,4,5,6,7,8,9,10, CFPO # 1,2,3,4,5,6,7,8,9,10
7. Demonstrate an understanding of how to work with an advisory committee. INTASC #1,7,CFPO # 3,9
8. Select and maintain occupational specific work sites that provide the best possible training. INTASC #9, CFPO # 10
9. Work with employers to create an initial and on-going training plan. INTASC #1, CFPO # 3
10. Make an effective supervision visit. INTASC #1,9, CFPO # 3,9
11. Explain how to serve as advisor to a student organization. INTASC #1, CFPO # 3,9
12. Evaluate the effectiveness of the local CPE program. INTASC #3, 4,5, CFPO # 8
13. Research various topics of CPE education utilizing various resources, including the Internet. INTASC #4,8, CFPO #9,10

**Topics To Be Covered:**

1. Introduction (CPE, 2012) (10 hours)
  - a. Program and Course Description
  - b. Course Offerings
  - c. Components of a Quality CPE Program
  - d. Forms
  - e. Curriculum
2. School Requirements (CPE, 2012) (4 hours)
  - a. Local District Rules and Regulations
  - b. Role of Guidance
  - c. School Records
  - d. Federal and State Labor Regulations
3. Students (CPE, 2012) (2 hours)
  - a. Student Priority Enrollment Criteria
  - b. Student Enrollment Requirements
4. Coordinator (CPE, 2012) (10 hours)
  - a. Teacher Certification and Employment
  - b. Job Responsibilities
  - c. Advisory Committee
  - d. Career and Technical Student Organizations
5. Work-based Instruction (CPE, 2012) (10 hours)
  - a. Training Plan
  - b. Training Agreements
  - c. Training Stations
  - d. Work-site Training Requirements
  - e. Supervised Work Experience Hours Required for Approved Programs
  - f. Summer Employment
6. Mississippi Department of Education (CPE, 2012) (9 hours)
  - a. Program Funding
  - b. Facilities
  - c. Equipment
  - d. MDE Reports
  - e. Evaluation of CPE program
  - f. Technical Assistance

**Texts:**

Mason, R. E., & Hustad, S. W. (2002). *Cooperative occupational education*. Danville: Interstate Publishers, Inc.

Mississippi State University, Research and Curriculum Unit. (2011). Career pathway experience program guide. Retrieved February 7, 2012 from <http://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx>

Mississippi State University, Research and Curriculum Unit. (2011). *Pathways to success: counselor and administrator's guide*. Retrieved from <http://www.rcu.msstate.edu/LinkClick.aspx?fileticket=GRiIEg8JWhg%3d&tabid=350&mid=1345>

### **Methods of Instruction:**

The following methods of instruction will be used: lectures, discussions, group collaboration, debates and guest speakers.

### **Student Activities:**

1. Each class member will be responsible for mastery of the basic materials.
2. Each class member will read textbook material and complete related assignments.
3. Each class member will develop four daily lesson plans for CPE. Each plan must include correctly written behavioral objectives, teaching/learning activities and procedures, materials/resources, and evaluation methods. A copy of all materials/activities must be included. Technology must be incorporated as appropriate. One PowerPoint presentation must be included in these plans.
4. Each class member will submit a sample budget from the classroom teacher he/she visited.
5. Each class member will develop three training plans.
6. Each class member will be responsible for reading CPE information and forms as supplied by the instructor and compiling them in a notebook.
7. Each class member will submit summaries of four articles related school/work-based education. These summaries may come from a variety of resources, including the Internet
8. Each graduate student will submit a PowerPoint presentation that could be used to explain the high school course, Career Pathway Experience, to someone who knows nothing about it.

**Diversity:**

Documented in the syllabus under Objectives 1, 2, 3, and 5.

**How Technology is Addressed:**

Technology tools include the following: electronic databases for research, electronic matrices and forms, word processing, and myCourses.

**Honor Code:**

Academic misconduct is a serious offense. Academic misconduct will be dealt with in accordance with the policy and procedures delineated in the Academic Misconduct Policy. See Academic Misconduct Policy and Procedures at <http://www.msstate.edu/dept/audit/mainindex.html>

**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.”  
See Mississippi State University Honor Code at <http://students.msstate.edu/honorcode/>

**Accommodation for Students with Disabilities:**

As provided in OP 91.121: Students with Disabilities, Mississippi State University is committed to providing equal educational opportunities to all students and assisting students in making their college experiences successful and positive. Recognizing that at times generalized student services are inadequate for meeting the unique needs of students with disabilities, and to comply with federal and state laws, regulations, and guidelines, the university has established Student Support Services to provide supportive services for its students with disabilities. Moreover, in AOP 12.35 - Academic Accommodation for Students with Disabilities:

Students with disabilities requesting academic accommodations must identify themselves to the office of Student Support Services. Current documentation, verifying the disability must be submitted. Specific guidelines for this documentation occur at <http://www.msstate.edu/dept/audit/91130.html>. Disability Support Services within the office of Student Support Services generates Notification of Disability letters for the student. Students may visit the office to receive their letters. Distribution of the letters to their individual faculty/instructors occurs once the semester has begun. The student identifies himself/herself to the instructor as needing accommodation by delivering the corresponding Notification of Disability letter to them. The instructor, as a representative of the university, is obligated to provide reasonable accommodation. Prior to the academic advisement period, students may request a Notification of Disability letter for their advisor.

**Field Component:**

No field component.

**Evaluation of Student Progress:**

Assignments will be awarded points as follows. The final grade will be based on a 10-point scale.

**Undergraduates:**

Article Summaries	10 points
Lesson Plans	20 points
Report	20 points
Training Plan	20 points
Textbook Assignments	15 points
Notebook	<u>15 points</u>
Total Points	100 points

**Graduates:**

Article Summaries	10 points
Lesson Plans	20 points
Report	20 points
Training Plan	20 points
Textbook Assignments	15 points
Notebook	15 points
Graduate Project	<u>10 points</u>
Total Points	110 points

Graduate Student Project—PowerPoint presentation as described in Student Activities.

**Grading Scale:**

- 90% and above = A (Excellent)
- 80-89% = B (Good)
- 70-79% = C (Satisfactory)
- 60-69% = D (Poor)
- Below 60% = F (Fail)

**Bibliography:**

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## PROPOSED COURSE SYLLABUS

TKT 4493/6493

Methods of Teaching Career Pathways Experience

**Credit:** 3 Semester Hours

**Type of Course:** Lecture

### **Catalog Description:**

Three hours lecture. Principles of promotion, organization, and operation of Career Pathway Experience classes in career and technical education; instruction in analyzing needs, developing materials, evaluating the program.

### **Objectives:**

The student will be able to:

1. Formulate a concept of the total job of the CPE coordinator. INTASC #1, CFPO # 3
2. Demonstrate an understanding of the terms unique to the CPE program. INTAS #1 7, CFPO # 3
3. Plan a CPE program to accomplish stated objectives. INTASC #1,2,3,4,5,6,7,8,9,10, CFPO # 1,2,3,4,5,6,7,8,9,10
4. Communicate with the public about the CPE program. INTASC #1, CFPO # 10
5. Adhere to CPE policies and guidelines in the selection and placement of students. INTASC #3,7,CFPO #7,8,9
6. Plan and implement complete and appropriate lesson plans for the CPE program. INTASC #1,2,3,4,5,6,7,8,9,10, CFPO # 1,2,3,4,5,6,7,8,9,10
7. Demonstrate an understanding of how to work with an advisory committee. INTASC #1,7,CFPO # 3,9
8. Select and maintain occupational specific work sites that provide the best possible training. INTASC #9, CFPO # 10
9. Work with employers to create an initial and on-going training plan. INTASC #1, CFPO # 3
10. Make an effective supervision visit. INTASC #1,9, CFPO # 3,9
11. Explain how to serve as advisor to a student organization. INTASC #1, CFPO # 3,9
12. Evaluate the effectiveness of the local CPE program. INTASC #3, 4,5, CFPO # 8
13. Research various topics of CPE education utilizing various resources, including the Internet. INTASC #4,8, CFPO #9,10

**Topics To Be Covered:**

1. Introduction (CPE, 2012) (10 hours)
  - f. Program and Course Description
  - g. Course Offerings
  - h. Components of a Quality CPE Program
  - i. Forms
  - j. Curriculum
2. School Requirements (CPE, 2012) (4 hours)
  - a. Local District Rules and Regulations
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3. Students (CPE, 2012) (2 hours)
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  - d. Work-site Training Requirements
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  - f. Summer Employment
6. Mississippi Department of Education (CPE, 2012) (9 hours)
  - a. Program Funding
  - b. Facilities
  - c. Equipment
  - d. MDE Reports
  - e. Evaluation of CPE program
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**Texts:**

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### **Methods of Instruction:**

The following methods of instruction will be used: lectures, discussions, group collaboration, debates and guest speakers.

### **Student Activities:**

1. Each class member will be responsible for mastery of the basic materials.
2. Each class member will read textbook material and complete related assignments.
3. Each class member will develop four daily lesson plans for CPE. Each plan must include correctly written behavioral objectives, teaching/learning activities and procedures, materials/resources, and evaluation methods. A copy of all materials/activities must be included. Technology must be incorporated as appropriate. One PowerPoint presentation must be included in these plans.
4. Each class member will submit a sample budget from the classroom teacher he/she visited.
5. Each class member will develop three training plans.
6. Each class member will be responsible for reading CPE information and forms as supplied by the instructor and compiling them in a notebook.
7. Each class member will submit summaries of four articles related school/work-based education. These summaries may come from a variety of resources, including the Internet
8. Each graduate student will submit a PowerPoint presentation that could be used to explain the high school course, Career Pathway Experience, to someone who knows nothing about it.

**Diversity:**

Documented in the syllabus under Objectives 1, 2, 3, and 5.

**How Technology is Addressed:**

Technology tools include the following: electronic databases for research, electronic matrices and forms, word processing, and myCourses.

**Honor Code:**

Academic misconduct is a serious offense. Academic misconduct will be dealt with in accordance with the policy and procedures delineated in the Academic Misconduct Policy. See Academic Misconduct Policy and Procedures at <http://www.msstate.edu/dept/audit/mainindex.html>

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**Accommodation for Students with Disabilities:**

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**Field Component:**

No field component.

**Evaluation of Student Progress:**

Assignments will be awarded points as follows. The final grade will be based on a 10-point scale.

**Undergraduates:**

Article Summaries	10 points
Lesson Plans	20 points
Report	20 points
Training Plan	20 points
Textbook Assignments	15 points
Notebook	<u>15 points</u>
Total Points	100 points

**Graduates:**

Article Summaries	10 points
Lesson Plans	20 points
Report	20 points
Training Plan	20 points
Textbook Assignments	15 points
Notebook	15 points
Graduate Project	<u>10 points</u>
Total Points	110 points

Graduate Student Project—PowerPoint presentation as described in Student Activities.

**Grading Scale:**

- 90% and above = A (Excellent)
- 80-89% = B (Good)
- 70-79% = C (Satisfactory)
- 60-69% = D (Poor)
- Below 60% = F (Fail)

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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: Engineering

Department: CSE

Contact Person: Donna Reese

Phone: 5-2756 E-mail: dreese@cse.msstate.edu

Nature of Change: Distance Approval

Date Initiated: 11/19/13 Effective Date: Fall 2014

**Current Listing in Catalog:**

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

**Current Catalog Description:**

(Prerequisite: CSE 1213 or CSE 1233 or CSE 1273 or CSE 1284 with a grade of C or better, or permission of instructor) Three hours lecture. Foundational concepts of computational algorithm design and analysis. (No credit for students in Computer Science, Computer Engineering, or Software Engineering degree programs).

**New or Modified Listing for Catalog:**

Symbol	Number	Title	Credit Hours
			( )

**New or Modified Catalog Description:**

Approved: Donna Reese  
 Department Head

Date: 11/19/13

J. E. Za  
 Chair, College or School Curriculum Committee

December 20, 2013

for M. Hous - Rabani  
 Dean of College or School

1/13/14

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

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

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

## **Proposal to Offer CSE 6753 *Foundations in Computation* via Distance Education**

### **1. Catalog Description**

CSE 6753: Foundations in Computation. (Prerequisite: CSE 1213 or CSE 1233 or CSE 1273 or CSE 1284 with a grade of C or better, or permission of instructor) Three hours lecture. Foundational concepts of computational algorithm design and analysis. (No credit for students in Computer Science, Computer Engineering, or Software Engineering degree programs).

### **2. Justification**

There is a growing need for graduate students outside of the computer science program to gain access to computation oriented graduate level CSE classes. However, many of these classes require a long chain of undergraduate prerequisite knowledge that present a significant barrier to these multidisciplinary graduate students. This class would provide a single course where the core computer science knowledge specific to the area of computation would be introduced in an accelerated setting. This course is intended for non-Computer Science, Computer Engineering, and Software Engineering majors. It can be taken by Computer Science, Computer Engineering, and Software Engineering majors for remedial reasons but not for credit. The course also cannot be taken to meet any CSE degree program prerequisites.

Prospective students from the various National Laboratories (*e.g.*, ERDC, MSFC, and ORN) have expressed interest in the Computational Engineering PhD degree program at Mississippi State University. These students are expected to take the distance version of this course in order to complete their prerequisite requirements. Expected enrollment is one to three students for the first two offerings, increasing to five thereafter.

### **3. Learning Outcomes**

Learning outcomes for Campus 5 and Campus 1 are identical. Students will gain the skills and knowledge of computational algorithms needed to successfully complete advanced computation oriented CSE classes. Specifically, students will gain the following skills:

- a. Ability to apply asymptotic analysis to compare the relative performance of selected algorithms
- b. Understanding of basic linear and non-linear data structures
- c. Ability to develop programs that manage advanced linear and nonlinear data-structures such as lists, stacks, queues, and trees
- d. An ability to apply foundational mathematical concepts such as set theory and combinatorics to the analysis of computational algorithms
- e. Ability to build software using basic Object-Oriented application programming interfaces (API)

#### 4. Detailed Course Outline of Campus 1

The course outlines for campus 1 and campus 5 are identical. The campus 5 course will be offered synchronously with the campus 1 course (*i.e.*, the campus 1 content will be broadcast in real-time to the campus5 students). Campus 5 students will have the ability to interact with the instructor in real-time. The content will also be recorded and archived for the benefit of those students who are unable to attend the live sessions. Therefore, no specific online contact time is needed for the campus 5 offering.

1. Course introduction, syllabus review	1 hour
2. Pointers & arrays	3 hours
3. Introduction to asymptotic analysis & linear structures	9 hours
a. Lists	
b. Stacks	
c. Queues	
4. Sets & combinatorics	3 hours
5. Logic	3 hours
6. Proof methods	3 hours
7. Graph structures	6 hours
a. Graphs and Trees	
b. Algorithms	
c. Recurrence	
8. Binary relations, functions, and equivalences	3 hours
9. Hash tables	1 hour
10. Multidimensional structures and graphs	6 hours
a. Arrays	
b. Lists	
c. Graphs	
11. Application programming interfaces (API)	4 hours
a. Using APIs	
b. Object-oriented Interfaces	
12. Exams	3 hours

#### 5. Detailed Course Outline of Campus 5

The course outlines for campus 1 and campus 5 are identical. The campus 5 course will be offered synchronously with the campus 1 course (*i.e.*, the campus 1 content will be broadcast in real-time to the campus5 students). Campus 5 students will have the ability to interact with the instructor in real-time. The content will also be recorded and archived for the benefit of those students who are unable to attend the live sessions.

Topic	Campus 1	Campus 5
Introduction	1 contact hour (lecture)	1 contact hour (remote lecture)
Pointers & Arrays	3 contact hours(lecture)	3 contact hours (remote lecture)
Linear structures	9 contact hours (lecture)	9 contact hours (remote lecture)
Sets	3 contact hours (lecture)	3 contact hours (remote lecture)
Logic	3 contact hours (lecture)	3 contact hours (remote lecture)

Proof methods	3 contact hours (lecture)	3 contact hours (remote lecture)
Graph Structures	6 contact hours (lecture)	6 contact hours (remote lecture)
Binary Relations	3 contact hours (lecture)	3 contact hours (remote lecture)
Hash Tables	1 contact hour (lecture)	1 contact hour (remote lecture)
Multidimensional struc	6 contact hours (lecture)	6 contact hours (remote lecture)
APIs	4 contact hours (lecture)	4 contact hours (remote lecture)
Exams	3 contact hours	3 contact hours

## 6. Method of Evaluation

Grades will be assigned on a standard 100 point scale (90-100 is an A, 80-89 is a B, 70-79 is a C, 60-69 is a D and 0-59 is an F). The assignments for this class and their contribution to the final average are shown below.

30% - Programming Assignments  
40% - Exams  
10% - Homework  
20% - Final Exam

### Graduate Student Requirement

This course will only be offered at the graduate level (there is no CSE 4753).

## 7. Academic Misconduct

All exams are proctored in order to deter academic misconduct. Students will work with the instructor in order to establish acceptable proctors (*e.g.*, at place of employment or libraries). The national laboratories have educational offices that provide on-site assets for delivery of course content and professional staff for oversight of classroom functions, such as exam proctoring and local supervision of course projects.

## 8. Target Audience

This course is intended for students enrolled in the distance Computational Engineering PhD program. These students are professionals, typically employed at the various national laboratories sites.

## 9. Method of Instruction

C (lecture)

## 10. Method of Delivery

F (Face-to-face) and O (On-line, Internet, Web-based)

## 11. Delivery Statement

This course will not violate the Provost's policies on Campus 5 offerings.

## 12. Support

No additional support is required for this course.

**13. Instructor of Record**

Ed Luke

**14. Planned Frequency**

This course will be taught once every year in the Fall semester.

**15. Explanation of Duplication**

This course duplicates materials spread across CSE 1384, CSE 2383, and CSE 2813. However, these courses also includes material preparing computer science students for engineering large software systems such as advanced object oriented development methodologies. This course, conversely, will provide a compact route to gain the background specifically needed for non-majors interested in computational methods.

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: Engineering Department: Electrical & Computer Engineering  
 Contact Person: James E. Fowler Phone: 5-3640 E-mail: fowler@ece.msstate.edu  
 Nature of Change: Distance Approval Date Initiated: 1/8/2014 Effective Date: 8/16/2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
ECE	3413	Intro to Electronic Circuits	( 3 )

Current Catalog Description:  
 (Prerequisites: Credit or registration in ECE 1002, MA 3113, and PH 2223). Three hours lecture. Fundamentals of electric circuits and network analysis. Transient analysis and frequency response of networks. Introduction to operational amplifiers. AC power.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
			( )

New or Modified Catalog Description:

Approved: Nicolas Youman  
 Department Head

Date: 1/8/13

J. S. John  
 Chair, College or School Curriculum Committee

January 27, 2014

James E. Fowler Rais Rehman  
 Dean of College or School

1/27/2014 1-28-2014

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

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

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

## 1. CATALOG DESCRIPTION

ECE3413 Intro to Electronic Circuits. (Prerequisites: Credit or registration in ECE 1002, MA 3113, and PH 2223). Three hours lecture. Fundamentals of electric circuits and network analysis. Transient analysis and frequency response of networks. Introduction to operational amplifiers. AC power.

## 2. JUSTIFICATION FOR DISTANCE LEARNING OFFERING

ECE3413 is a fundamental course in the undergraduate studies of Electrical and Computer Engineering students, and it forms a crucial course in the undergraduate core in the Department of Electrical and Computer Engineering. However, students entering the graduate programs in the Department of Electrical and Computer Engineering from disciplines other than Electrical and Computer Engineering may not have taken an equivalent to this course as an undergraduate. Such students are typically required to take ECE3413 as a formal prerequisite to the awarding of their graduate degree. Additionally, some graduate students may want to take ECE3413 in preparation for the doctoral qualifying examination if their undergraduate preparation in the subject matter is weak. While Campus 1 graduate students can easily enroll in the Campus 1 section of the course, Campus 5 graduate students needing ECE3413 have traditionally been required to seek an equivalent course at some other university.

## 3. LEARNING OUTCOMES

Students completing this course will be able to:

- analyze circuits with ideal resistors, capacitors, inductors, and operational amplifiers using both time- and frequency-domain techniques
- apply simulation software to circuits with resistors, capacitors, inductors, and operational amplifiers
- construct, test and debug simple circuits with practical resistors, capacitors, inductors, and operational amplifiers
- measure the performance of constructed circuits
- practice self-assessment and interpretation of work by comparing measured results for simple circuits with results from analysis and simulation

## 4. DETAILED COURSE OUTLINE OF CAMPUS 1

- I. Fundamentals of Electric Circuits (6 contact hours)
  - A. Definitions of Circuit Elements and Terminology
  - B. Charge, Current, and Kirchoff's Current Law
  - C. Voltage and Kirchoff's Voltage Law
  - D. Electric Power and Sign Convention
  - E. Circuit Elements and their  $i-v$  Characteristics
  - F. Resistance and Ohm's Law
    1. Open and Short Circuits
    2. Series Resistors and the Voltage Divider Rule
    3. Parallel Resistors and the Current Divider Rule
  - G. Practical Voltage and Current Sources
  - H. Measuring Devices
    1. The Ohmmeter

2. The Ammeter
  3. The Voltmeter
- II. Resistive Network Analysis (6 contact hours)
- A. Network Analysis
  - B. The Node Voltage Method
  - C. The Mesh Current Method
  - D. Node and Mesh Analysis with Controlled Sources
  - E. The Principle of Superposition
  - F. One-Port Networks and Equivalent Circuits
    1. Thévenin and Norton Equivalent Circuits
    2. Determination of Norton or Thévenin Equivalent Resistance
    3. Computing the Thévenin Voltage
    4. Computing the Norton Current
    5. Source Transformations
    6. Experimental Determination of Thévenin and Norton Equivalents
  - G. Maximum Power Transfer
- III. Ideal Operational Amplifiers (1 contact hour)
- A. The loop model
  - B. Closed-loop mode
- IV. AC Network Analysis (8 contact hours)
- A. Energy-Storage (Dynamic) Circuit Elements
    1. The Ideal Capacitor
    2. Energy Storage in Capacitors
    3. The Ideal Inductor
    4. Energy Storage in Inductors
  - B. Time-Dependent Signal Sources
    1. Sinusoids
    2. Average and RMS Values
  - C. Solution of Circuits Containing Energy Storage Elements (Dynamic Circuits)
    1. Forced Response of Circuits Excited by Sinusoidal Sources
  - D. Phasors Solution of Circuits with Sinusoidal Excitation
    1. Euler's Identity
    2. Phasors
    3. Superposition of AC Signals
    4. Impedance
    5. The Resistor
    6. The Inductor
    7. The Capacitor
    8. Admittance
  - E. AC Circuit Analysis Methods and Equivalent Circuits
- V. Transient Analysis (7 contact hours)

- A. Writing Differential Equations for Circuits Containing Inductors and Capacitors
- B. DC Steady-State Solution of Circuits Containing Inductors and Capacitors: Initial and Final Conditions
  - 1. DC Steady-State Solution
  - 2. Continuity of Inductor Currents and Capacitor Voltages, and Initial Conditions
- C. Transient Response of First-Order Circuits
  - 1. Elements of the Transient Response
  - 2. General Solution of First-Order Circuits
  - 3. Natural Response
  - 4. Forced Response
  - 5. Complete Response
  - 6. Energy Storage in Capacitors and Inductors
- D. Transient Response of Second-Order Circuits
  - 1. Deriving the Differential Equations for Second-Order Circuits
  - 2. Solution of Second-Order Circuits
  - 3. Elements of the Transient Response
  - 4. Natural Response of a Second-Order System
  - 5. Forced Response
  - 6. Complete Response
- VI. Frequency Response and System Concepts (6 contact hours)
  - A. Sinusoidal Frequency Response
  - B. Fourier Analysis
    - 1. Computation of Fourier Series Coefficients
    - 2. Response of Linear Systems to Periodic Inputs
  - C. Filters
    - 1. Low-Pass Filters
    - 2. High-Pass Filters
    - 3. Bandpass Filters, Resonance, and Quality Factor
    - 4. Resonance and Bandwidth
  - D. Bode Plots of Higher-Order Filters
- VII. Operational Amplifiers Circuits and Applications (5 contact hours)
  - A. Active Filters
  - B. Integrator and Differentiator Circuits
    - 1. The Ideal Integrator
    - 2. The Ideal Differentiator
  - C. Physical Limitations of Operational Amplifiers
    - 1. Voltage Supply Limits
    - 2. Frequency Response Limits
    - 3. Input Offset Voltage
    - 4. Input Bias Currents
    - 5. Output Offset Adjustment
    - 6. Slew Rate Limit

- 7. Short-Circuit Output Current
- 8. Common-Mode Rejection Ratio (CMRR)

VIII. AC Power (2 contact hours)

- A. Power
- B. Complex Power
- C. Transformers

IX. Midterm Exams (3 contact hours)

X. Final Exam (3 contact hours)

5. DETAILED COURSE OUTLINE OF CAMPUS 5

Topic	Face-to-Face	Online
Fundamentals of Electric Circuits	6 contact hours (lectures)	6 contact hours (video lectures)
Resistive Network Analysis	6 contact hours (lectures)	6 contact hours (video lectures)
Ideal Operational Amplifiers	1 contact hour (lectures)	1 contact hour (video lecture)
AC Network Analysis	8 contact hours (lectures)	8 contact hours (video lectures)
Transient Analysis	7 contact hours (lectures)	7 contact hours (video lectures)
Frequency Response and System Concepts	6 contact hours (lectures)	6 contact hours (video lectures)
Operational Amplifiers Circuits and Application	5 contact hours (lectures)	5 contact hours (video lectures)
AC Power	2 contact hours (lectures)	2 contact hours (video lectures)
Midterm Exams (3 1-hr proctored exams)	3 contact hours	3 contact hours
Final Exam (1 3-hr proctored exam)	3 contact hours	3 contact hours

6. METHOD OF EVALUATION

Homework Assignments	10%
Projects	10%
Midterm Exam I	20%
Midterm Exam II	20%
Midterm Exam III	20%
Final Exam	20%

Distance-learning students will be required to obtain a suitable proctor in order to take the Midterm Exams and the Final Exam. Distance-learning students will submit homework assignments by emailing a PDF document.

There will be several projects assigned throughout the semester. These projects will involve PSpice computer simulations of practical circuits and will require the submission of a project report containing circuit and simulation printouts. Distance-learning students will conduct the projects using PSpice software installed on their own computer, turning in reports by emailing a PDF document.

7. ACADEMIC MISCONDUCT

Academic misconduct will be discouraged through the use of proctored examinations as well as thorough revision of the examinations each semester.

8. TARGET AUDIENCE

The distance-learning section of this course will target distance-learning students enrolled in the graduate program of Department of Electrical and Computer Engineering who have been admitted with ECE3413 as a prerequisite to the awarding of their graduate degree. These students will typically be professionals working in industry who have an undergraduate background from outside of the Electrical and Computer Engineering fields.

9. METHOD OF INSTRUCTION

C – Lecture

10. METHOD OF DELIVERY

I & O

11. DELIVERY STATEMENT

The distance-learning course will not violate the Provost's policies on Campus 5 offerings.

12. SUPPORT

A letter of support from the Department of Electrical and Computer Engineering is included with the course proposal. A member of the Electrical and Computer Engineering faculty will teach the course. All required resources are currently available within the Department of Electrical and Computer Engineering, and no additional support is needed.

January 8, 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 distance-learning approval of ECE 3413 Intro to Electronic Circuits. ECE 3413 is a common undergraduate prerequisite that is given to graduate students enrolling in our MS and PhD programs from outside of the field of electrical and computer engineering. Our Campus 1 students have always been able to take the course at MSU if they needed to fulfill a prerequisite; however, lack of a distance-learning offering has forced our Campus 5 students with this prerequisite to seek credit for this course from another university.

Both the undergraduate and graduate committees of the Department of Electrical and Computer Engineering approve 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.

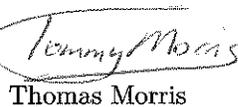
Sincerely,

The Graduate Committee of the Department of Electrical & Computer Engineering

  
James E. Fowler

 Yong Fu  
 Bryan Jones

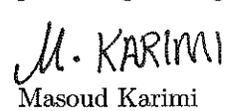
  
Michael Mazzola

  
Thomas Morris

The Undergraduate Committee of the Department of Electrical & Computer Engineering

  
KW Bruce

  
Randolph Follett

  
M. KARIMI  
Masoud Karimi

  
Robert Reese



APPROVAL FORM FOR  
**COURSES**  
 MISSISSIPPI STATE UNIVERSITY

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College or School: Engineering  
 Contact Person: James E. Fowler  
 Nature of Change: Add

Department: Electrical & Computer Engineering  
 Mail Stop: 9571      E-mail: fowler@ece.msstate.edu  
 Date Initiated: 01/16/14      Effective Date: 08/16/14

Current Listing in Catalog:  
 Symbol      Number      Title

Credit Hours  
 (      )

Current Catalog Description:

New or Modified Listing for Catalog:  
 Symbol      Number      Title

Credit Hours  
 (      )

ECE      4433/6433      Introduction to Radar

New or Modified Catalog Description:

(Prerequisite: ECE3443 or permission of instructor). Three hours lecture. An overview of the basic concepts of radar including transmitters, receivers, target detection, antennas, signal processing, and tracking.

Approved: Nicholas Younan  
 Department Head

Date: 1/17/14

J. E. John  
 Chair, College or School Curriculum Committee

January 27, 2014

James Fowler      Luis-Roberto  
 Dean of College or School

1/27/2014      1-28-2014

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

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

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

## 1. Catalog description

ECE 4433/6433. Introduction to Radar. (3) (Prerequisite: ECE3443 or permission of instructor). Three hours lecture. An overview of the basic concepts of radar including transmitters, receivers, target detection, antennas, signal processing, and tracking.

## 2. Detailed course outline

Course outline:

- 1) Introduction (6 hours)
  - a) Radar concepts, nomenclature, block diagrams
  - b) Math Review
  - c) Matlab Review
  - d) Radar Range Equation - Blake Sheets, Search, Track
- 2) Propagation and Targets (9 hours)
  - a) Propagation
  - b) Probability Review
  - c) Clutter
  - d) Target reflectivity
  - e) Doppler effects
  - f) Doppler processing
- 3) Radar Antennas and Transmitters (6 hours)
  - a) Antenna overview
  - b) Antenna tapering
  - c) Antenna error effects
  - d) Transmitters
  - e) Midterm exam (in-class portion)
- 4) Receivers and Signal Processor (6 hours)
  - a) Receivers
  - b) Performance modeling
  - c) Review of digital filtering
  - d) Integration techniques
  - e) Matched and mismatched filtering
- 5) Radar Waveforms (3 hours)
  - a) Waveform nomenclature
  - b) Linear Frequency Modulated (LFM) and sinusoidal pulsed waveforms
  - c) Phase coded waveforms
- 6) Target Detection (6 hours)
  - a) Probability Review
  - b) How detection works
  - c) Optimal detection
  - d) Constant False Alarm Rate (CFAR) detection
- 7) Measurements and Tracking (6 hours)
  - a) Radar measurements
  - b) Basics of tracking
  - c) Track filtering

- d) Motion Models
- 8) Final Exam (in-class portion) (3 hours)

### 3. Method of evaluation

Students will be evaluated based on homework exercises, a mid-term examination, a final project, and a comprehensive final exam. The grading breakdown for graduate and undergraduate students is shown below.

For graduate students, there will be additional homework problems, a take-home portion of the mid-term and the final exam, and additional reviews of scholarly articles in the radar field.

Area	Undergraduates	Graduates
Homework	20 %	20 %
Mid-term exam (in-class)	20 %	10 %
Final Project Report	20 %	20 %
Final Project Updates	10 %	5 %
Comprehensive Final Exam (in-class)	30 %	20 %
Scholarly Article Reviews	-	5 %
Mid-term exam (take-home)	-	10 %
Comprehensive Final Exam (take-home)	-	10 %

Grading will be based on a 100-point scale:

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

### 4. Justification and learning outcome

There is interest in this course because of several companies in the Mississippi area that work with Radar and develop radar products. Enrollment is expected to be 10-15 students based on prior contact with potential students both on and off campus.

Learning outcomes – Students completing this course will be able to:

- Understand the block diagram of a radar system.
- Understand and utilize the radar equation to predict system performance and perform design tradeoffs.
- Understand waveforms and how waveform parameters affect performance.
- Understand, implement, and model basic radar signal processing algorithms.
- Understand and analyze measurement capabilities of a radar system.
- Understand basics of target tracking.

## **7. Academic misconduct**

To deter academic misconduct, all examinations for distance students will be proctored. The individual nature of the presentation and project likewise deters misconduct, because these items cannot be copied from classmates or based on materials from previous semesters. In addition, all student will sign the academic honor code on each test to remind them of their responsibilities.

## **8. Instructor of record**

John E. Ball, jeball@ece.msstate.edu, Assistant Professor of Electrical and Computer Engineering

## **9. Graduate student requirements**

For graduate students, there will be additional homework problems, a take-home portion of the mid-term and the final exam, and additional reviews of scholarly articles in the radar field.

## **10. Planned frequency**

Once every two years in the fall semester.

## **11. Explanation of any duplication**

This course does not duplicate, in content or approach, any other course offered at the university.

## **12. Method of instruction code**

C – Lecture

Method of delivery:

F – Face-to-face

## **13. Proposed C.I.P. number**

14.1001

## **14. Proposed 24-character abbreviation**

Introduction to Radar

## **15. Proposed semester effective**

Fall 2014

## **16. Other appropriate information**

None.

## **17. Proposal contact person**

John E. Ball

Assistant Professor of Electrical and Computer Engineering

Simrall 233

Ph. 325-4169

E-mail: [jeball@ece.msstate.edu](mailto:jeball@ece.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: Engineering

Department: Electrical & Computer Engineering

Contact Person: James E. Fowler

Phone: 5-3640 E-mail: fowler@ece.msstate.edu

Nature of Change: Distance Approval

Date Initiated: 01/16/14 Effective Date: 08/16/14

Current Listing in Catalog:

Symbol Number Title

Credit Hours  
( )

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol Number Title

ECE 6433 Introduction to Radar

Credit Hours  
( 3 )

New or Modified Catalog Description:

(Prerequisite: ECE3443 or permission of instructor). Three hours lecture. An overview of the basic concepts of radar including transmitters, receivers, target detection, antennas, signal processing, and tracking.

Approved: Nicolas Younan

Date: 1/17/14

Department Head

[Signature]  
Chair, College or School Curriculum Committee

January 27, 2014

[Signature]  
Dean of College or School

1-28-2014

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

## **1. Catalog description**

ECE 6433. Introduction to Radar. (3) (Prerequisite: ECE3443 or permission of instructor). Three hours lecture. An overview of the basic concepts of radar including transmitters, receivers, target detection, antennas, signal processing, and tracking.

## **2. Justification for distance learning offering**

Graduate students who enroll as radar systems professionals or as members of the military find it difficult to participate in traditional campus 1 offerings due to their non-academic duties. The ability to enroll at a course then engage in its material during times the student is available without the necessity of traveling to the MSU campus provides significant value for these students.

## **3. Learning outcomes**

Students completing this course will be able to:

- Understand the block diagram of a radar system.
- Understand and utilize the radar equation to predict system performance and perform design tradeoffs.
- Understand waveforms and how waveform parameters affect performance.
- Understand, implement, and model basic radar signal processing algorithms.
- Understand and analyze measurement capabilities of a radar system.
- Understand basics of target tracking.

## **4. Detailed course outline of campus 1**

Course outline:

- 1) Introduction (6 hours)
  - a) Radar concepts, nomenclature, block diagrams
  - b) Math Review
  - c) Matlab Review
  - d) Radar Range Equation - Blake Sheets, Search, Track
- 2) Propagation and Targets (9 hours)
  - a) Propagation
  - b) Probability Review
  - c) Clutter
  - d) Target reflectivity
  - e) Doppler effects
  - f) Doppler processing
- 3) Radar Antennas and Transmitters (6 hours)
  - a) Antenna overview
  - b) Antenna tapering
  - c) Antenna error effects
  - d) Transmitters
  - e) Midterm exam (in-class portion)

- 4) Receivers and Signal Processor (6 hours)
  - a) Receivers
  - b) Performance modeling
  - c) Review of digital filtering
  - d) Integration techniques
  - e) Matched and mismatched filtering
- 5) Radar Waveforms (3 hours)
  - a) Waveform nomenclature
  - b) Linear Frequency Modulated (LFM) and sinusoidal pulsed waveforms
  - c) Phase coded waveforms
- 6) Target Detection (6 hours)
  - a) Probability Review
  - b) How detection works
  - c) Optimal detection
  - d) Constant False Alarm Rate (CFAR) detection
- 7) Measurements and Tracking (6 hours)
  - a) Radar measurements
  - b) Basics of tracking
  - c) Track filtering
  - d) Motion Models
- 8) Final Exam (in-class portion) (3 hours)

## 5. Detailed course outline of campus 5

Course outline:

Content area	Face-to-Face	Web-based
1) Introduction (6 hours) <ol style="list-style-type: none"> <li>a) Radar concepts, nomenclature, block diagrams</li> <li>b) Math Review</li> <li>c) Matlab Review</li> <li>d) Radar Range Equation - Blake Sheets, Search, Track</li> </ol>	6 hours (lectures)	6 hours (video lectures)
2) Propagation and Targets (9 hours) <ol style="list-style-type: none"> <li>a) Propagation</li> <li>b) Probability Review</li> <li>c) Clutter</li> <li>d) Target reflectivity</li> <li>e) Doppler effects</li> <li>f) Doppler processing</li> </ol>	9 hours (lectures, feedback, discussion)	9 hours (video lectures)
3) Radar Antennas and Transmitters (6 hours) <ol style="list-style-type: none"> <li>a) Antenna overview</li> <li>b) Antenna tapering</li> <li>c) Antenna error effects</li> <li>d) Transmitters</li> <li>e) Midterm exam (in-class portion)</li> </ol>	6 hours (lectures, feedback, discussion)	6 hours (video lectures)

4) Receivers and Signal Processor (6 hours) a) Receivers b) Performance modeling c) Review of digital filtering d) Integration techniques e) Matched and mismatched filtering	6 hours (lectures, feedback, discussion)	6 hours (video lectures)
5) Radar Waveforms (3 hours) a) Waveform nomenclature b) Linear Frequency Modulated (LFM) and sinusoidal pulsed waveforms c) Phase coded waveforms	3 hours (lectures, feedback, discussion)	3 hours (video lectures)
6) Target Detection (6 hours) a) Probability Review b) How detection works c) Optimal detection d) Constant False Alarm Rate (CFAR) detection	6 hours (lectures, feedback, discussion)	6 hours (video lectures)
7) Measurements and Tracking (6 hours) a) Radar measurements b) Basics of tracking c) Track filtering d) Motion Models	6 hours (lectures, feedback, discussion)	6 hours (video lectures)
8) Final Exam (in-class portion) (3 hours)	3 hours (in-class exam)	3 hours (proctored exam)

## 6. Method of evaluation

Students will be evaluated based on homework exercises, a mid-term examination, a final project, and a comprehensive final exam. The final project grade is based on the final project report and project update grades. Homework will be emailed to the instructor as a scanned PDF. Exams will be proctored. Completed exams will be emailed to the instructor as a scanned PDF.

Area	Graduates
Homework	20 %
Mid-term exam (in-class)	10 %
Final Project Report	20 %
Final Project Updates	5 %
Comprehensive Final Exam (in-class)	20 %
Scholarly Article Reviews	5 %
Mid-term exam (take-home)	10 %
Comprehensive Final Exam (take-home)	10 %

Grading will be based on a 100-point scale:

A 90-100

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

## **7. Academic misconduct**

To deter academic misconduct, all examinations for distance students will be proctored. The individual nature of the presentation and project likewise deters misconduct, because these items cannot be copied from classmates or based on materials from previous semesters. In addition, all student will sign the academic honor code on each test to remind them of their responsibilities.

## **8. Target audience**

This course targets professional engineers and engineering managers who want to learn radar fundamentals, in addition to military personnel involved in designing, using, evaluating or assessing radars.

## **9. Method of instruction**

C – Lecture

## **10. Method of delivery**

I & O – Interactive Video, Online Internet

Lectures will be given on-campus and recorded for the distance students. Distance students will be able to watch lectures live or view them later. Interactive video, or telephone calls can be arranged as needed to provide additional interactive support. Emails will also be used to communicate.

## **11. Delivery statement**

This course will not violate the Provost's policies on Campus 5 offerings.

## ECE 4433 / 6443 — Introduction to Radar — Syllabus

**Instructor:** Dr. John E. Ball  
**Office:** Simrall 233  
**Phone:** 662-325-4169  
**Email:** [jeball@ece.msstate.edu](mailto:jeball@ece.msstate.edu)  
**Office Hours:** By appointment

**Prerequisite:** ECE 3443 or Permission of Instructor.

**Objectives:** To provide an overview of the basic concepts of radar including transmitters, receivers, target detection, antennas, signal processing, and tracking.

**Text:** Principles of Modern Radar: Basic Principles, M. A. Richards, J. A. Scheer, and W. A. Holm, eds., ISBN: 978-1891121524.

**It is required that all chapters covered be read diligently and understood.**

### Matlab:

Matlab will be utilized for in-class examples, homework and for simulations. Matlab exercises can include problems where students code the entire project/problem/simulation, partially-developed code that students finish, and fully-developed code where students run the code and analyze the results. Students can purchase a student version of Matlab (does not require VPN), or use a free version provided by university ITS (requires VPN).

### Class Materials:

1. Blackboard is the official repository for class materials.
2. Download the app 'Blackboard Mobile Learn' for free to access on phones, iPads, etc.
3. For assistance with blackboard – call the helpdesk at 662-325-1403 or email [help@ctl.msstate.edu](mailto:help@ctl.msstate.edu).
4. Students are expected to *check blackboard regularly*.

### Grading:

Students will be evaluated based on homework exercises, a mid-term examination, a final project, and a comprehensive final exam. The grading breakdown for graduate and undergraduate students is shown below.

**Graduate students:** There will be additional homework problems, a take-home portion of the mid-term and the final exam, and additional reviews of scholarly articles in the radar field.

Area	Undergraduates	Graduates
Homework	20 %	20 %
Mid-term exam (in-class)	20 %	10 %
Final Project Report	20 %	20 %
Final Project Updates	10 %	5 %
Comprehensive Final Exam (in-class)	30 %	20 %
Scholarly Article Reviews	-	5 %
Mid-term exam (take-home)	-	10 %
Comprehensive Final Exam (take-home)	-	10 %

**Overall grade:** The overall grade is based on a ten-point scale.

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

**Homework:** Six homework assignments will be given covering the class topics. Homework may be worked on in groups, but each student is responsible for their understanding. The homework will be a mixture of problem-solving and computer simulations.

**Homework must be emailed to the instructor as a scanned PDF.** This policy applies to both distance and local MSU students.

**Graduate Students:** In addition to the regular homework assignments, graduate students will work additional problems or computer simulations appropriate for a master's level class.

**Final Projects:** Project groups will be assigned by the instructor.

**Undergraduate students:** Grading is based on the final report and on progress reports turned in during the semester.

**Graduate Students:** In addition to the semester project final report and progress report grades, graduate students will also have grades based on scholarly article reviews.

**Exams:** An in-class mid-term exam and an in-class final exam will be given to both undergraduate and graduate students.

**Graduate students:** Graduate students will also have a take-home portion of the mid-term and final exams.

**Honor Code:**

Mississippi State University has an approved Honor Code that applies to all students. The 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."*

**Schedule:**

Class	Topic	Chapter	Homework
1	Syllabus, Radar Concept Overview, Math Review	1	
2	Radar nomenclature, operating bands, block diagram	1	
3	Matlab Review		
4	Radar Range Equation : Blake Sheet, Review of decibel	2	
5	Radar Range Equation : Search	2, 3	
6	Radar Range Equation : Track	2	
7	Propagation: Atmosphere, Diffraction, Multipath	4	#1 Due
8	Probability Review		
9	Clutter – Distributed & Volume	5	
10	Clutter – Modeling	5	
11	Target Reflectivity – Swerling Targets	6, 7	
12	Target Reflectivity – Modeling Target Returns	6, 7	
13	Doppler – Review of Fourier Transform	8	#2 Due
14	Doppler – Doppler Effect	8	
15	Doppler – Doppler Processing	8	
16	Radar Antennas – Review of antennas	9	
17	Radar Antennas – Antenna tapering and beamforming	9	
18	Radar Antennas – Errors and error effects	9	
19	Radar Transmitters – Overview	10	
20	Radar Transmitters	10	#3 Due
21	<b>Midterm Exam (in-class portion)</b>		
22	Radar Receivers – Overview	11	
23	Radar Receivers – Performance modeling	11	
24	Radar Signal Processor – Overview, and Review of digital filtering and random signals	14	
25	Radar Signal Processor – Coherent Integration	14	
26	Radar Signal Processor – non-coherent Integration	14	
27	Radar Signal Processor – matched and mismatched filtering	14	
28	Radar Waveforms – Pulsed sinusoid, LFM Pulse	20	# 4 Due
29	Radar Waveforms – Pulse Compression	20	
30	Radar Waveforms – Phase Coded Waveforms	20	
31	Probability Review	15	
32	Simulating targets	15	
33	Target Detection – Optimal Detection	15	
34	Target Detection – Statistical models and threshold detection	15	
35	CFAR Detection – Why CFAR? Block Diagram.	16	# 5 Due
36	CFAR Detection – Variants of CFAR	16	
37	Radar Measurements – What can the radar measure?	18	
38	Radar Measurements – Range, RCS, Angle estimation	18	
39	Tracking – Basics, Track Filtering	19	
40	Tracking – Motion Models	19	
41	Tracking – Tracker	19	
42	Review for Final	19	# 6 Due



**ELECTRICAL & COMPUTER ENGINEERING**

Box 9571

Mississippi State, MS 39762

Tel: (662) 325-3912 Fax: (662) 325-2298

Department of Electrical &  
Computer Engineering  
Mississippi State University  
Box 9571, 406 Hardy Rd.  
Mississippi State, MS 39762

January 16, 2014

University Committee on Courses and Curricula  
281 Garner Hall  
Mailstop 9702  
Mississippi State University

UCCC Committee:

With this letter, the Department of Electrical and Computer Engineering requests approval to add ECE 4433/6433 Introduction to Radar and to offer the graduate course through Campus 5 distance education. The graduate committee of the Department of Electrical and Computer 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 Electrical & Computer Engineering

James E. Fowler

Yong Fu

Bryan Jones

Michael Mazzola

Thomas Morris





# Mississippi State UNIVERSITY

Department of Forestry  
Box 9681  
Mississippi State, MS 39762-9681  
(662) 325-2946 FAX (662) 325-8726

MEMO TO: Dr. Kirk Swortzel, Chair, University Committee on Courses and Curricula (UCCC)  
FROM: Dr. Stephen C. Grado, Chair, Department of Forestry Undergraduate Committee (UC)  
DATE: January 17, 2014  
SUBJECT: Course Modifications and Deletions

As per UCCC policy, I am providing documentation that the Department of Forestry's UC has reviewed and approved the course modifications and deletions to the undergraduate courses (and their graduate complements) as proposed by Dr. Joseph Fan. The changes, requested by Dr. Joseph Fan, can be summarized as a modification to the GIS Nat Res Management (FO 4472/6472) courses and deletions of the GIS Natural Resource Management Lab (FO 4471/6471) courses. This will result in modified courses titled GIS Nat Res Management (FO 4473/6473). We are now submitting the programmatic modification to the Forestry Major for the above changes for the GIS Nat Res Management (FO 4472/6472) and GIS Nat Res Management Lab (FO 4471/6471) courses along with previously approved and similar changes for Remote Sensing Applications (FO 4453/FO 6453).

The UC members have indicated below their approval or disapproval relative to these modifications and deletions. All committee members approved the proposed course changes and the packets that were developed. All faculty voted to support these changes.

Approve

Disapprove

Print Name

Signature

Stephen C. Grado

LAURA A. GRACE

Courtney Siegert

Emily B. Schultz

Scott Roberts

David Evans

Changyou Sun

DONALD L. Grebner

ANDREW EZELL

Print Name

Signature

College of Forest Resources  
Forest and Wildlife Research Center  
Extension Service

APPROVAL FORM FOR  
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College or School: Forest Resources

Department: Forestry

Contact Person: Zhaofei Fan

Mail Stop: 9681 E-mail: zfan@cfr.msstate.edu

Nature of Change: Delete

Date Initiated: 11/18/13 Effective Date: 7/1/14

**Current Listing in Catalog:**

Symbol	Number	Title	Credit Hours
FO	4471	GIS for Natural Resource Management Lab	( 1 )

**Current Catalog Description:** (Do not repeat symbol, number, title, or credits)

Geographic Information Systems (GIS), are an operational component of many natural resource organizations. A GIS is a collection of geographically referenced data, personnel and tools designed to efficiently provide information that is used to assist in spatial analysis and decision making processes. This laboratory provides hands-on experiences in geographic data handling that include: collection, encoding, storage, retrieval, and analysis. These procedures will be addressed as they pertain to computer processing of geographic information.

**New or Modified Listing for Catalog:**

Symbol	Number	Title	Credit Hours
			( )

**New or Modified Catalog Description:** (Do not repeat symbol, number, title, or credits)

Deletion

Approved: Andrew Egel  
 Department Head

Date: 1/9/14

Reset

Jim R. Hodel  
 Chair, College or School Curriculum Committee

21 January 2014

De A. Mun  
 Dean of College or School

1/22/14

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

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

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

APPROVAL FORM FOR  
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**College or School:** Forest Resources                      **Department:** Forestry  
**Contact Person:** Zhaofei Fan                              **Mail Stop:** 9681      **E-mail:** zfan@cfr.msstate.edu  
**Nature of Change:** Modify                                  **Date Initiated:** 11/18/13      **Effective Date:** 7/1/14

**Current Listing in Catalog:**

Symbol	Number	Title	Credit Hours
FO	4472	GIS for Natural Resource Management	( 2 )

**Current Catalog Description:** (Do not repeat symbol, number, title, or credits)

Geographic Information Systems (GIS) are prevalent in natural resource organizations that have responsibilities to manage large tracts of land. A GIS is a collection of geographically referenced data, personnel, and computational tools designed to efficiently provide information that is used to assist in spatial analysis and decision making processes. This course introduces the concepts of geographic data and handling that include: collection, encoding, storage, retrieval, and analysis. We will also address some of the organizational and management issues of designing, building and maintaining a GIS.

**New or Modified Listing for Catalog:**

Symbol	Number	Title	Credit Hours
FO	4473	GIS for Natural Resource Management	( 3 )

**New or Modified Catalog Description:** (Do not repeat symbol, number, title, or credits)

(Prerequisite: Junior standing or consent of instructor) Two hours lecture, introducing basic concepts and theories of geospatial data models, coordinate systems and map projection, and geospatial data analysis and modeling. Three hours lab, focusing on geospatial data preparation and entry, data conversion and manipulation, and data analysis and modeling in natural resources and related areas.

**Approved:** Andrew Egel  
 Department Head  
Sam Hill  
 Chair, College or School Curriculum Committee  
J. A. M.  
 Dean of College or School  
 \_\_\_\_\_  
 Chair, University Committee on Courses and Curricula  
 \_\_\_\_\_  
 Chair, Graduate Council (if applicable)  
 \_\_\_\_\_  
 Chair, Deans Council

**Date:** 1/9/14 Reset  
 \_\_\_\_\_  
21 January 2014  
 \_\_\_\_\_  
1/22/14  
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 \_\_\_\_\_

## **Proposed Course Modification for FO 4472 – GIS for Natural Resource Management**

### **1. Catalog Description**

#### **Current Description**

**FO 4472 – GIS for Natural Resource Management (2) (Co-requisite: FO 4471; Prerequisite: Junior standing or consent of instructor).** Geographic Information Systems (GIS) are prevalent in natural resource organizations that have responsibilities to manage large tracts of land. A GIS is a collection of geographically referenced data, personnel, and computational tools designed to efficiently provide information that is used to assist in spatial analysis and decision making processes. This course introduces the concepts of geographic data and handling that include: collection, encoding, storage, retrieval, and analysis. We will also address some of the organizational and management issues of designing, building and maintaining a GIS.

#### **Proposed Description**

FO 4473 – GIS for Natural Resource Management (3) (Prerequisite: Junior standing or consent of instructor) Two hours lecture, introducing basic concepts and theories of geospatial data models, coordinate systems and map projection, and geospatial data analysis and modeling. Three hours lab, focusing on geospatial data preparation and entry, data conversion and manipulation, and data analysis and modeling in natural resources and related areas.

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

- A. Removed the co-requisite of FO 4471 (GIS for Natural Resource Management Lab), as it will no longer be taught as a separate course.
- B. Changed course number to FO 4473 (GIS for Natural Resource Management). The modified course will include the components from both FO 4472 (lecture) and FO4471 (lab).

### **3. Justification**

The modification is combining the separate lecture (FO 4472) and lab (FO 4471) courses into one (FO 4473). This change may ease the registration process and help students to avoid potential conflicts and problems caused by failure to register both courses simultaneously.

### **4. Additional Information**

- A. Course Symbol – No change
- B. Course Number – Change to FO 4473
- C. Course Title – No change

- D. Credit Hours – Change to 3 with the combination of both lecture and lab
- E. Pre-requisite/Co-requisite - No co-requisite is needed. The pre-requisite is same as previously
- F. Methods/Hours of Instruction - Modified to reflect that course delivery will now include 2 hours of lecture and 3 hours of laboratory
- G. Method of Delivery – Face-to-face
- H. Course Description – Modified to include prior lecture and lab descriptions
- I. Course Content – Combining the contents of prior lecture and lab

### **5. Graduate Student Requirements**

Since this is a split level course (FO 4473/6473), graduate students will register this course (FO 6473) and have an extra final project report due at the end of the final week.

### **6. Method of Evaluation**

Student grades will be based on two 1-hour exams and one 2-hour final exam, and twelve lecture/lab quizzes weighted based on the following categories:

Two 1-hour exams (20% each)	40%
Final exam	40%
Quizzes	20%

A 10 point grading scale will be used: A= 90-100, B=80-89, C=70-79, D=60-69 and F<60.

### **7. Support**

This modifications have been discussed and approved by the Department of Forestry Undergraduate Committee.

Approved:

Date:

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Stephen C. Grado

Chair, Undergraduate Committee

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 MISSISSIPPI STATE UNIVERSITY

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**College or School:** Forest Resources

**Department:** Forestry

**Contact Person:** Zhaofei Fan

**Mail Stop:** 9681      **E-mail:** zfan@cfr.msstate.edu

**Nature of Change:** Delete

**Date Initiated:** 11/18/13      **Effective Date:** 7/1/14

**Current Listing in Catalog:**

Symbol	Number	Title	Credit Hours
FO	6471	GIS for Natural Resource Management Lab	( 1 )

**Current Catalog Description:** (Do not repeat symbol, number, title, or credits)

Geographic Information Systems (GIS) are an operational component of many natural resource organizations. A GIS is a collection of geographically referenced data, personnel, and tools designed to efficiently provide information that is used to assist in spatial analysis and decision making processes. This laboratory provides hands-on experiences in geographic data handling that include: collection, encoding, storage, retrieval, and analysis. These procedures will be addressed as they pertain to computer processing of geographic information.

**New or Modified Listing for Catalog:**

Symbol	Number	Title	Credit Hours
			(   )

**New or Modified Catalog Description:** (Do not repeat symbol, number, title, or credits)

Deletion

**Approved:** Andrew Eull  
 Department Head

Sam Riffell  
 Chair, College or School Curriculum Committee

J. A. M.  
 Dean of College or School

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

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 Chair, Graduate Council (if applicable)

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

**Date:** 1/9/14

21 January 2014

1/22/14

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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:** Forest Resources                      **Department:** Forestry  
**Contact Person:** Zhaofei Fan                              **Mail Stop:** 9681      **E-mail:** zfan@cfr.msstate.edu  
**Nature of Change:** Modify                                  **Date Initiated:** 11/18/13      **Effective Date:** 7/1/14

**Current Listing in Catalog:**

Symbol	Number	Title	Credit Hours
FO	6472	GIS for Natural Resource Management	( 2 )

**Current Catalog Description:** (Do not repeat symbol, number, title, or credits)

Geographic Information Systems (GIS) are prevalent in natural resource organizations that have responsibilities to manage large tracts of land. A GIS is a collection of geographically referenced data, personnel, and computational tools designed to efficiently provide information that is used to assist in spatial analysis and decision making processes. This course introduces the concepts of geographic data and handling that include: collection, encoding, storage, retrieval, and analysis. We will also address some of the organizational and management issues of designing, building and maintaining a GIS.

**New or Modified Listing for Catalog:**

Symbol	Number	Title	Credit Hours
FO	6473	GIS for Natural Resource Management	( 3 )

**New or Modified Catalog Description:** (Do not repeat symbol, number, title, or credits)

Two hours lecture, introducing basic concepts and theories of geospatial data models, coordinate systems and map projection, and geospatial data analysis and modeling. Three hours lab, focusing on geospatial data preparation and entry, data conversion and manipulation, and data analysis and modeling in natural resources and related areas.

**Approved:** Andrew Gill  
 Department Head

Jim Poff  
 Chair, College or School Curriculum Committee

[Signature]  
 Dean of College or School

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

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

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

**Date:** 1/9/14

21 January 2014

1/22/14

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## **Proposed Course Modification for FO 6472 – GIS for Natural Resource Management**

### **1. Catalog Description**

#### **Current Description**

**FO 6472 – GIS for Natural Resource Management (2) (Co-requisite: FO 6471; Prerequisite: Junior standing or consent of instructor).** Geographic Information Systems (GIS) are prevalent in natural resource organizations that have responsibilities to manage large tracts of land. A GIS is a collection of geographically referenced data, personnel, and computational tools designed to efficiently provide information that is used to assist in spatial analysis and decision making processes. This course introduces the concepts of geographic data and handling that include: collection, encoding, storage, retrieval, and analysis. We will also address some of the organizational and management issues of designing, building and maintaining a GIS.

#### **Proposed Description**

**FO 6473 – GIS for Natural Resource Management (3) (Prerequisite: Junior standing or consent of instructor)** Two hours lecture, introducing basic concepts and theories of geospatial data models, coordinate systems and map projection, and geospatial data analysis and modeling. Three hours lab, focusing on geospatial data preparation and entry, data conversion and manipulation, and data analysis and modeling in natural resources and related areas.

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

- A. Removed the co-requisite of FO 6471 (GIS for Natural Resource Management Lab), as it will no longer be taught as a separate course.
- B. Changed course number to FO 6473 (GIS for Natural Resource Management). The modified course will include the components from both FO 6472 (lecture) and FO6471 (lab).

### **3. Justification**

The modification is combining the separate lecture (FO 6472) and lab (FO 6471) courses into one (FO 6473). This change may ease the registration process and help students to avoid potential conflicts and problems caused by failure to register both courses simultaneously.

### **4. Additional Information**

- A. Course Symbol – No change
- B. Course Number – Change to FO 6473
- C. Course Title – No change

D. Credit Hours – Change to 3 with the combination of both lecture and lab

E. Pre-requisite/Co-requisite - No co-requisite is needed. The pre-requisite is same as previously

F. Methods/Hours of Instruction - Modified to reflect that course delivery will now include 2 hours of lecture and 3 hours of laboratory

G. Method of Delivery – Face-to-face

H. Course Description – Modified to include prior lecture and lab descriptions

I. Course Content – Combining the contents of prior lecture and lab

## **5. Graduate Student Requirements**

Since this is a split level course (FO 4473/6473), graduate students will register this course (FO 6473) and have an extra final project report due at the end of the final week.

## **6. Method of Evaluation**

Student grades will be based on two 1-hour exams, one 2-hour final exam, one final project, and twelve lecture/lab quizzes weighted based on the following categories:

Two 1-hour exams (20% each)	40%
Final exam	40%
Quizzes	10%
Final project	10%

A 10 point grading scale will be used: A= 90-100, B=80-89, C=70-79, D=60-69 and F<60.

## **7. Support**

This modification has been recommended and supported by the Department of Forestry. As this modification is simply a combination of two previously offered lecture and lab courses and has no change in total credit hours, content and other aspects, it, by nature, is not necessary to request additional support.



**MISSISSIPPI STATE**  
**UNIVERSITY™**

**College of Veterinary Medicine**

January 21, 2014

University Courses and Curricula Committee:

The College of Veterinary Medicine Curriculum Committee unanimously supports the course proposal for CVM 5182 Veterinary Disaster Management. The committee believes that the addition of this course will help veterinary students become better prepared to respond to natural or man-made disasters and allow them to take on leadership role in their community if such an event occurs. Thank you for considering this course proposal.

Approved:

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Heath King, DVM, DACT  
Assistant Clinical Professor  
Chair, CVM Curriculum Committee





## Proposal to ADD a course:

The Department of Pathobiology and Population Medicine of the College of Veterinary Medicine recommends the addition of CVM 5182 Veterinary Disaster Management.

### 1. Catalog Description

**CVM 5182.** Veterinary Disaster Management. (2) (Prerequisite: Enrollment in the professional veterinary degree program. Not open to students who have completed CVM 4180/CVM6180). Veterinary disaster management concerning animal health and well-being before, during, and after disasters. Includes general incident management training for local, state and federal levels.

### 2. Detailed Course Outline

The course will be delivered through approved and publicly available web-based lecture modules. Students will individually register for the appropriate course loads and complete the course exercises, tests, and evaluations. In addition to modules that specifically address animal issues in disaster management, all enrolled students will participate in the National Incident Management System (NIMS) and Incident Command System (ICS) modules required for participation in disaster management activities at local, state and federal levels.

- I. IS 100.b Introduction to the Incident Command System (ICS) (3 contact hours)
  - A. History of ICS
  - B. ICS Features and principles
  - C. ICS Organizational structure
  - D. ICS and the NIMS
- II. IS 200.b ICS for Single Resource and Initial Action Incidents (3 contact hours)
  - A. Incident command leadership and management
  - B. Delegation of authority and management by objectives
  - C. ICS Functional areas and positions
  - D. ICS Organizational briefings and flexibility
- III. ICS 700.a National Incident Management System (NIMS) (3 contact hours)
  - A. Understanding NIMS
  - B. NIMS preparedness
  - C. NIMS Communications and information management
  - D. NIMS Resource management
  - E. NIMS Command and management
  - F. Additional resources and course summary
- IV. ICS 800.b National Response Framework (NRF): An Introduction (3 contact hours)
  - A. Purpose of the NRF
  - B. Roles and responsibilities under the NRF
  - C. Response organizations used for multi-agency coordination
- V. IS 2900 National Disaster Recovery Framework (NDRF) (2 contact hours)
  - A. Understanding the NDRF
  - B. NDRF Recovery continuity
  - C. NDRF Nine recovery principles
  - D. Stakeholder roles and responsibilities in recovery
  - E. Recovery Support functions
- VI. IS 42 Social Media in Emergency Management (3 contact hours)
  - A. Major functions and features of common social media sites
  - B. The use of social media during 5 phases of emergency management
  - C. Capacity-building through social media sites

- VII. IS 10.a Animals in Disasters: Awareness and Preparedness (3.5 contact hours)
  - A. Awareness of disaster issues
  - B. Typical hazards affecting animals
  - C. Mitigating the effect of disasters on animal populations
- VIII. IS 11.a Animals in Disasters: Community Planning (4.5 contact hours)
  - A. Developing a community plan for animal management
  - B. Mitigating hazards and threats at the community level
  - C. The use of ICS in the community planning
  - D. Resources available for animal management following a disaster
- IX. IS 111.a Livestock in Disasters (3.5 contact hours)
  - A. Recognition of issues that may affect livestock
  - B. Farm susceptibility to hazards following a disaster
  - C. Actions to reduce human and animal suffering
  - D. Actions to mitigate economic losses
- X. HazMat Awareness (3 contact hours)
  - A. Hazardous substances definitions
  - B. Recognition of hazardous material exposures
  - C. Health hazards of hazardous substances
  - D. Resources for prevention of and response to hazardous material exposure
  - E. Protective actions against hazardous materials

### 3. Method of Evaluation:

All students are required to complete the listed course modules. The materials are available on-line through the FEMA website and have their own formative evaluations as well as summative examinations. The student will complete a quiz at the end of each module. Students will submit certificates of completion through the campus Blackboard system.

On-time completion of the modules will account for 80% of the total grade. If all modules are completed on time, the student will receive 80%. Late submissions will receive a 5% deduction for each late module. An on-line final exam will be given through Blackboard and will account for 20% of the final grade.

- A ≥ 90%
- B 80-90%
- C 70-89%
- D 65-69%
- F ≤ 65%

Completion of modules	80%
Final exam	20%
Total	100%

### 4. Justification and Learning Outcomes:

This course is designed for third and fourth-year veterinary students. A similar course (CVM 4180/6180) has been available for DVM dual-degree and graduate students that have a health-oriented background or interest since 2010. The materials are available on-line through FEMA and other websites and have their own formative evaluations as well as summative examinations that have been extensively validated. The course is intended make veterinary students of animal health and management aware of the organization and operations in various disaster situations. This course will also increase our students' preparedness to contribute to their communities in the event of natural or man-made disasters. As an initial responder to animal related disaster events, this course provides the participant training necessary to assume a leadership role in the event of an emergency.

The delivery of disaster management education supports the mission statement of the College of Veterinary Medicine to meet societal needs of improving the quality of life for producers and pet owners through a conscientious and ethical approach regarding the stewardship of human, animal, and fiscal resources. This course also helps to fulfill the Veterinarian's Oath by demonstrating a commitment to the benefit of society through the protection of animal health, relief of animal suffering, conservation of resources, and promotion of public health.

## **5. Academic Misconduct**

Students are required to individually register and log in to the respective web sites containing the learning modules. All web-based modules utilize randomly-ordered questions for their comprehensive evaluations. The final exam will be revised between each course offering to deter academic misconduct.

## **6. Target Audience**

This course is designed specifically for third and fourth-year veterinary students.

## **7. Support**

Letter of support from department curriculum committee: See attached letter.

The materials for this course are available from the Federal Emergency Management Administration (FEMA) web site and National Fire Academy –approved training web pages at no cost. FEMA lists this material on its website for college credit and encourages its use and dissemination. The materials are not copy written and completely within public domain. Students will require an internet connection and are expected to submit materials through the university-supported Blackboard system.

## **8. Instructor of Record:**

Carla L. Huston, D.V.M., PhD Associate Professor, MSU College of Veterinary Medicine

## **9. Graduate Student Requirement:** Not applicable

## **10. Planned Frequency:**

The course will be offered throughout the year in 2-week blocks corresponding to DVM student elective schedules.

## **11. Explanation of any Duplication:**

This is not a duplication of any course currently offered. A graduate course of this topic (CVM 4180/6180) is currently offered as a full-semester course of variable instruction modules and credit. The proposed course is specifically offered in a two-week format to allow for completion of consistent materials within a block, as designed in the DVM curriculum.

## **12. Method of instruction:** C – Lecture

## **13. Method of delivery:** O – Online

## **14. Proposed C.I.P Number:** 51.2401

## **15. Proposed 24- Character Abbreviation:** Vet Disaster Management

## **16. Proposed Semester Effective:** Summer 2014

## **17. Other Appropriate Information:** None submitted

## **18. Proposal Contact Person**

Instructor of record, Dr. Carla L. Huston, [huston@cvm.msstate.edu](mailto:huston@cvm.msstate.edu) 662-325-1183



**MISSISSIPPI STATE**  
UNIVERSITY™

College of Veterinary Medicine

January 24, 2014

University Courses and Curricula Committee:

The College of Veterinary Medicine Curriculum Committee unanimously supports the course proposal for CVM 5552 Veterinary Cardiology. The addition of this course will help the college fulfill the growing need for instruction in veterinary cardiology and allow the college to continue to meet the curricular standards set forth by the AVMA Council on Education. Thank you for considering this course proposal.

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: College of Veterinary Medicine

Department:

Contact Person: Dr. Jack D. Smith

Mail Stop 9825 E-mail: smith@cvm.msstate.edu

Nature of Change: ADD

Date Initiated: 11/2013 Effective Date: Fall 2014

Current Listing in Catalog:  
Symbol Number Title

Credit Hours  
( )

Current Catalog Description:

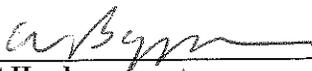
New or Modified Listing for Catalog:  
Symbol Number Title  
CVM 5552 Veterinary Cardiology

Credit Hours  
(2)

New or Modified Catalog Description:

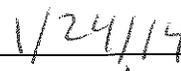
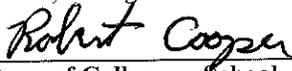
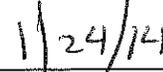
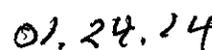
CVM 5552. Veterinary Cardiology. (2) (Prerequisite: Enrollment in the professional veterinary degree program). 2 hours lecture. Senior year elective class focusing on the diagnosis, treatment, management and prevention of diseases or conditions affecting the cardiovascular system of veterinary patients.

Approved:



Department Head

Date:

  
Chair, College or School Curriculum Committee  
Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

Proposal to ADD a course:

The Department of Pathobiology and Population Medicine of the College of Veterinary Medicine recommends the addition of CVM 5552 Veterinary Cardiology.

**1. Catalog Description**

CVM 5552. Veterinary Cardiology. (2) (Prerequisite: Enrollment in the professional veterinary degree program). 2 hours lecture. Senior year elective class focusing on the diagnosis, treatment, management and prevention of diseases or conditions affecting the cardiovascular system of veterinary patients.

**2. Detailed Course Outline**

Lecture Topics and Contact Hours

- Taking a Thorough History in the Cardiac Patient (1 hour)
- Cardiac Physical Examination (1 hour)
- Electrocardiogram 101 (1 hour)
- Echocardiography 101 (2 hours)
- Pathophysiology of Heart Failure (2 hours)
- Acute Congestive Heart Failure Management –Dog and Cat (1 hour)
- Arrhythmias and Heart Sounds (1 hour)
- Pharmacology of Heart Failure Medications (2 hours)
- Mitral Valve Disease-Pathophysiology (1.5 hours)
- Dilated Cardiomyopathy-Pathophysiology (1.5 hours)
- Antiarrhythmics-Vaughn-Williams System (1 hour)
- Pharmacogenomics- Cardiac specific with general discussion (1 hour)
- Hypertrophic Cardiomyopathy- Pathophysiology (1 hour)
- Pericardial Effusion/Tamponade- Pathophysiology and Treatment (1 hour)
- NTproBNP Discussion/Utility (1 hour)
- Interventional Radiology/Cardiology/Urology/Oncology Discussion (1 hour)
- Pacemaker Therapy (1 hour)
- Arrhythmogenic Right Ventricular Cardiomyopathy (AVARC) (1 hour)
- Chronic Congestive Heart Failure Management- Canine (1 hour)
- Chronic Congestive Heart Failure Management- Feline (1 hour)
- Patent Ductus Arteriosus- Pathophysiology and Surgical Correction (1.5 hours)
- Pulmonic Stenosis- Pathophysiology, Medical and Surgical Management (2 hours)
- Assorted Congenital Diseases (VSD, ASD, Valve Dysplasia) (1 hour)
- Subaortic Stenosis- Pathophysiology and Management (1 hour)
- Systemic Hypertension and Pulmonary Arterial Hypertension (1 hour)
- Heartworm Disease/Medical Management/Surgical Management (1 hour)
- Atrial Fibrillation (Dog, Cat, Cow, Horse) (1 hour)
- Cardiopulmonary Cerebral Resuscitation (Advanced Discussion) (2 hours)

Equine Cardiology (1 hour)  
Questions/Review/Cardio Pearls (1 hour)  
Course Quiz (2 hours)

Additionally, each student will be assigned the following:

- 2 packets of ECG leads
- 1 packet of radiographs
- 1 packet of echocardiograms.

These packets will be completed independent of lecture time by the students or small groups. Each student or group will present their “cases” to their classmates in a supervised environment where question and answers are encouraged. There will be at least 6 hours of class time devoted to these supervised case presentations.

### 3. Method of Evaluation

Students will be administered a comprehensive exam on the final day of class covering all of the material encompassed in the lectures and case presentations. Students will also be graded on their participation in class and the quality and depth of their “case presentations.” A breakdown of total points in the course is as follows:

Course Quiz	60%
Class attendance and participation	10%
Case Presentations	30%
<b>Total</b>	<b>100%</b>

<b>A</b>	<b>90---100%</b>
<b>B</b>	<b>80---89%</b>
<b>C</b>	<b>70---79%</b>
<b>D</b>	<b>60---69%</b>
<b>F</b>	<b>Below 60%</b>

### 4. Justification and Learning Outcomes

This course is needed to help fulfill the growing need for cardiology instruction in veterinary medicine as well as help us to continue to meet curricular standards set forth by the AVMA Council on Education (COE). Expected enrollment will likely be up to 35 students during each session and will likely be limited only by classroom size. Adding a comprehensive veterinary cardiology course to the curriculum will only further enhance the breadth of the CVM’s curriculum and allow us to have a similar course to peer institutions.

This elective will allow veterinary students the opportunity to learn from Board-certified specialist and gain in-depth instruction on a much deeper level than in the past. Learning opportunities during the elective will consist primarily in the in-depth coverage of the most common and most important diseases and conditions affecting the cardiovascular system of veterinary patients in a lecture setting. Additionally, review of mock and prior clinical cases will allow the student the opportunity to demonstrate their understanding of the material presented in lecture to a clinical case.

Learning outcomes will specifically include improved proficiency in the student's ability to recognize, diagnose and treat/manage the various disease states of the cardiovascular system of veterinary patients which are covered in this course.

**5. Academic Misconduct**

Students will sign the MSU Honor Code and acknowledge they have read and understand the Honor Code on all exams.

**6. Target Audience**

3<sup>rd</sup> and 4<sup>th</sup> year veterinary students

**7. Support**

Please see attached letter of support from the College of Veterinary Medicine's curriculum committee.

**8. Instructor of Record**

Dr. Jack D. Smith

**9. Graduate Students Requirements**

N/A

**10. Planned Frequency**

The course will be offered semi-annually in the Fall and Spring semesters.

**11. Explanation of Duplication**

There is no duplication of material in this course. Content in this course will build upon and be in much greater depth than similar material elsewhere in the veterinary curriculum.

**12. Method of Instruction Code**

F

**13. Proposed CIP Number**

51.2401

**14. Proposed 24-Character Abbreviation**

Veterinary Cardiology

**15. Proposed Semester Effective**

Fall 2014

**16. Other Appropriate Information**

**17. Proposed Contact Person**

Dr. Jack D. Smith

# 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 & Sciences

**Department:** Geosciences

**Contact Person:** Kathleen Sherman-Morris

**Mail Stop:** 9537 **E-mail:** kms5@msstate.edu

**Nature of Change:** Modify

**Date Initiated:** 1/9/14 **Effective Date:** 8/1/14

**Degree to be offered at:** Starkville and Distance Education

**Current Degree Program Name:** BS

**Major:** Geosciences

**Concentrations:** Professional Geology, Environmental Geoscience, Geography, Broadcast Meteorology, Professional Meteorology, Geographic Information Systems, and Operational Meteorology

**New Degree Program Name:** BS

**Major:** Geosciences

**Concentrations:** Professional Geology, Environmental Geoscience, Geography, Broadcast Meteorology, Professional Meteorology, Geographic Information Systems, and Broadcast and Operational Meteorology

**Summary of Proposed Changes:**

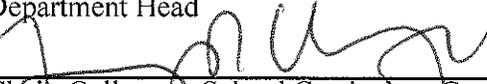
- 1) Adds Gamma Theta Upsilon to catalog description
- 2) Renames the Operational Meteorology concentration "Broadcast and Operational Meteorology"
- 3) Removes courses that are no longer being taught regularly and adds new courses
- 4) Makes changes to multiple concentrations regarding departmental electives and concentration requirements.
- 5) Adds ST 2113 Intro to Statistics and/or ST 3123 Intro to Statistical Inference as alternatives to GR 4633, Statistical Climatology in most concentrations.

**Approved:**

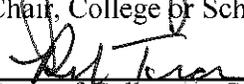
**Date:**

  
\_\_\_\_\_  
Department Head

1/28/14  
\_\_\_\_\_

  
\_\_\_\_\_  
Chair, College or School Curriculum Committee

1/27/14  
\_\_\_\_\_

  
\_\_\_\_\_  
Dean of College or School

1-28-14  
\_\_\_\_\_

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

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

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

IHL Action Required

SACS Letter Sent

## DEGREE MODIFICATION

### 1. CATALOG DESCRIPTION

The Modification proposes the following changes:

- 1) **Adds Gamma Theta Upsilon** to the catalog description.
- 2) **Renames the Operational Meteorology concentration** the Broadcast and Operational Meteorology concentration.
- 3) **Removes courses that are no longer being taught regularly**, including GR 4103 Geography of Tourism and GR 4273 Geography of Mississippi from the Geography concentration; removing GR 3311 Geospatial Applications and GR 3313 Introduction to Geodatabases from the degree requirements.
- 4) **Makes the following changes in the Broadcast meteorology on-campus concentration.** A. Moves GG 3613 Water Resources from a concentration requirement to a 'choose two of the following' course. B. Replaces Water Resources as a concentration requirement with 3 hours of 3-4000 level departmental elective. C.. Adds ST 3123 Intro to Statistical Inference as an alternative to GR 4633 Statistical Climatology.
- 5) **Makes the following changes to the Professional Meteorology concentration:** A. Adds ST 3123 Intro to Statistical Inference as an alternative to GR 4633 Statistical Climatology. B. Adds any 1000-level CSE course and GR 4363 GIS Programming to the 'choose 2 of the following' list and offers computer literacy credit for it. C. Corrects a typo in the word 'cartographic.'
- 6) **Makes the following changes to the GIS concentration:** A. Removes GR 4990 special topics from the list of required courses in the catalog and replaces it with three additional departmental electives. B. Deletes the 'Choose three of the following' list. C. Adjusts the number of electives to maintain 124 hours. D. Deletes ECE 4423 E. Removes GG 1133 from "Choose two of the following". F. Moves PSS 4411 from "Choose three of the following" to a required class. G. Adds existing departmental geospatial courses to the curriculum, including GR 4363 GIS Programming, and GR 4343 Advanced Remote Sensing. H. Adds GR 4633 Statistical Climatology as an alternative to ST 3123 Intro to Statistical Inference.
- 7) **Makes the following changes to the renamed Broadcast and Operational Meteorology concentration:** A. lists its requirements in the catalog. B. Replaces GR 4663 Satellite Meteorology and GR 4673 Radar Meteorology with GR 4473 Numerical Weather Prediction and GR 4753 Satellite and Radar Meteorology. C. Corrects the course number of CO 3313 Newswriting for Electronic Media. D. Removes World Geography from the concentration requirements because it is already listed as a general education requirement. E. Adjusts the number of electives to maintain 124 hours. F. Changes concentration abbreviation to BOMP.
- 8) **Makes the following changes to the Geography concentration:** A. Changes the "Six hours 4000 level departmental courses" to 12 hours of departmental courses. B. Makes GR 1603 Intro to Meteorology required (moved to required list, take out of "Choose four of the following". C. Deletes GG 1133 Planetary Geology from the list of "Choose four of the following". D. Changes the "choose one of the following" to "Choose four of the following" E. Add to the list of (now) "Choose four of the following" other existing regional courses, including GR 4283 Geography of Islamic World and GR 4123 Urban Geography. F. Adjusts the number of electives to maintain 124 hours. G. Adds GR 4633, or alternatives ST 2113 or ST 3123 as concentration requirements.
- 9) Adds ST 2113 Intro to Statistics and ST 3123 Intro to Statistical Inference as alternatives to GR 4633, Statistical Climatology in the **Environmental Geosciences and Professional Geology concentrations.**

CURRENT Catalog Description	PROPOSED Catalog Description
<p>B.S., M.S. and Ph.D. degrees in Geoscience are offered with emphasis in sub-disciplines described below. Minors are offered at both B.S. and M.S. levels in Geoscience.</p> <p>The Department of Geosciences strives for an integrated, interdisciplinary study of the whole Earth <i>at both the bachelor and master of science</i> levels. Course offerings are grouped into six areas of emphasis:</p> <p>Professional Geology - physical, biological, and chemical aspects of the Earth;  Geography - distribution of physical features and human interaction with the Earth;  Environmental Geoscience - conservation and management of Earth resources and remediation of natural and human hazards;  Broadcast Meteorology/Climatology - radio/television weathercasting;  Professional Meteorology/Climatology - atmospheric processes and climatic variability; and  Geographical Information Systems - spatial analysis and topological relationships of geographic data.</p> <p>A general program of study is built upon a foundation of natural and social sciences, humanities, and computer applications. The Geoscience curriculum provides fundamental training for future employment in the petroleum and environmental industries; education; state and federal government agencies; environmental consulting; meteorological/climatological consulting; weathercasting on radio and television; and advanced studies in graduate school.</p> <p>Within the six areas of emphasis outlined above, a student may further focus interests in a variety of areas including: water resources, hydrogeology and environmental clean-up and monitoring, petroleum exploration and services, construction and urbanization involving geological applications, geophysics and geochemistry, sedimentary geology and paleontology, Quaternary geology and karst processes, <i>paleomagnetism</i>, Geographic Information Systems or analysis and prediction of weather and climate. A minimum of 40 credit hours in geoscience courses is required for the geoscience degree. A grade of C or higher is required on all departmental courses to satisfy graduation requirements. Students in the professional geology concentration are required to take the Association</p>	<p>B.S., M.S. and Ph.D. degrees in Geoscience are offered with emphasis in sub-disciplines described below. Minors are offered at both B.S. and M.S. levels in Geoscience.</p> <p>The Department of Geosciences strives for an integrated, interdisciplinary study of the whole Earth <b>from the bachelor's through Ph.D.</b> levels. Course offerings are grouped into six areas of emphasis:</p> <p>Professional Geology - physical, biological, and chemical aspects of the Earth;  Geography - distribution of physical features and human interaction with the Earth;  Environmental Geoscience - conservation and management of Earth resources and remediation of natural and human hazards;  Broadcast Meteorology/Climatology - radio/television weathercasting;  Professional Meteorology/Climatology - atmospheric processes and climatic variability; and  Geographical Information Systems - spatial analysis and topological relationships of geographic data.</p> <p>A general program of study is built upon a foundation of natural and social sciences, humanities, and computer applications. The Geoscience curriculum provides fundamental training for future employment in the petroleum and environmental industries; education; state and federal government agencies; environmental consulting; meteorological/climatological consulting; weathercasting on radio and television; and advanced studies in graduate school.</p> <p>Within the six areas of emphasis outlined above, a student may further focus interests in a variety of areas including: water resources, hydrogeology and environmental clean-up and monitoring, petroleum exploration and services, construction and urbanization involving geological applications, geophysics and geochemistry, sedimentary geology and paleontology, Quaternary geology and karst processes, Geographic Information Systems or analysis and prediction of weather and climate. A minimum of 40 credit hours in geoscience courses is required for the geoscience degree. A grade of C or higher is required on all departmental courses to satisfy graduation requirements. Students in the professional geology concentration are required to take the Association of State Board of Geologists</p>

of State Board of Geologists Fundamentals of Geology (ASBOG-FG) exam.

A minor in geoscience consists of a minimum of 14 credit hours in courses numbered 2000 and above, in addition to the first year courses. The following are examples of variations within a geoscience minor. A minor with a Geology emphasis should include physical (GG 1113/GG 1111) and historical geology (GG 1123/GG 1121) plus 14 hours 2000 and above for a total of 22 hours; for an Environmental Geoscience emphasis, physical and historical geology with laboratory plus introduction to environmental geology (GG 3133) and other course work 2000 and above for a total of 22 hours; for emphasis in Geography, cultural geography (GR 2013), world geography (GR 1123) and other course work 2000 and above; and Broadcast Meteorology/climatology, physical geography (GR 1114) and either introduction to environmental geology (GG 3133) or conservation of natural resources (GR 3113) and other course work 2000 and above for a total of 21 hours; for emphasis in Geographic Information Systems, physical geography (GR 1114) or physical geology (GG 1113/GG 1111, maps and remote sensing (GR 2313), Principles of GIS (GR 4303) and other course work 2000 and above for a total of 22 hours. Minors in Geoscience are also available at the M.S. level.

Three educational enhancement awards and five scholarships are available to students majoring in Geoscience, namely the F.F. Mellen, Forrest W. Pace, and Summer Geology Educational Enhancement awards, and the Gordon W. Gulmon, the John H. Richards, the Sistrunk Endowed, the Worthey Endowed, and the Dunn Memorial Scholarships. The three Educational Enhancement Awards provide financial assistance to those enrolled in field geology camp during the summer. The five Scholarships are awarded to students for academic excellence. All are restricted to students at junior or senior rank, with the exception of the Sistrunk Endowed Scholarship and the Worthey Endowed Scholarships.

The Department of Geosciences encourages involvement in Sigma Gamma Epsilon, a nationally recognized honorary Earth Science society. *Requirements for acceptance include a grade-point average of at least 3.00 in 12 or more hours of geoscience and a cumulative average of 2.67.*

Fundamentals of Geology (ASBOG-FG) exam.

A minor in geoscience consists of a minimum of 14 credit hours in courses numbered 2000 and above, in addition to the first year courses. The following are examples of variations within a geoscience minor. A minor with a Geology emphasis should include physical (GG 1113/GG 1111) and historical geology (GG 1123/GG 1121) plus 14 hours 2000 and above for a total of 22 hours; for an Environmental Geoscience emphasis, physical and historical geology with laboratory plus introduction to environmental geology (GG 3133) and other course work 2000 and above for a total of 22 hours; for emphasis in Geography, cultural geography (GR 2013), world geography (GR 1123) and other course work 2000 and above; and Broadcast Meteorology/climatology, physical geography (GR 1114) and either introduction to environmental geology (GG 3133) or conservation of natural resources (GR 3113) and other course work 2000 and above for a total of 21 hours; for emphasis in Geographic Information Systems, physical geography (GR 1114) or physical geology (GG 1113/GG 1111, maps and remote sensing (GR 2313), Principles of GIS (GR 4303) and other course work 2000 and above for a total of 22 hours. Minors in Geoscience are also available at the M.S. level.

Three educational enhancement awards and five scholarships are available to students majoring in Geoscience, namely the F.F. Mellen, Forrest W. Pace, and Summer Geology Educational Enhancement awards, and the Gordon W. Gulmon, the John H. Richards, the Sistrunk Endowed, the Worthey Endowed, and the Dunn Memorial Scholarships. The three Educational Enhancement Awards provide financial assistance to those enrolled in field geology camp during the summer. The five Scholarships are awarded to students for academic excellence. All are restricted to students at junior or senior rank, with the exception of the Sistrunk Endowed Scholarship and the Worthey Endowed Scholarships.

The Department of Geosciences encourages involvement in Sigma Gamma Epsilon, a nationally recognized honorary Earth Science society **and Gamma Theta Upsilon, international honor society in geography.** **Requirements for acceptance in Sigma Gamma Epsilon include a grade-point average of at**

<p>The Department of Geosciences participates with the National Weather Association (NWA) and the American Meteorological Society (AMS) in training individuals for the respective "Weathercaster Seals of Approval". The Office of the State Climatologist and the MSU Climatology Laboratory are housed in the Department and are strongly involved in programs for all students with interests in broadcast meteorology and climatology.</p> <p><b>DISTANCE LEARNING PROGRAMS</b> The Department of Geosciences offers three distance learning programs listed below. Each program utilizes recorded lectures and the Internet for course instruction.</p> <p><i>Operational Meteorology Program.</i> A three-year, 17 course, 52 credit hour program of study that can lead to a B.S. degree in Geosciences. <i>Enrollment is restricted to members of the United States Armed Forces.</i></p> <p><i>Teachers In Geoscience Program.</i> A two-year, 12 course, 36 credit hour program of study that leads to a M.S. degree in Geosciences. Primarily for K-12 teachers. An additional two-year, 10 course, 30 credit hour program of advance course work is available.</p> <p><i>Applied Meteorology Program.</i> A two-year, 12 course 36 credit hour program of study that can lead to a M.S. degree in Geosciences. Primarily for individuals with meteorological, environmental, or hazards-related careers.</p>	<p><b>least 3.00 in 12 or more hours of geoscience and a cumulative average of 2.67. Requirements for Gamma Theta Upsilon are a grade-point average of at least 3.3 overall as well as in at least 9 hours of "GR" courses.</b></p> <p>The Department of Geosciences participates with the National Weather Association (NWA) and the American Meteorological Society (AMS) in training individuals for the respective "Weathercaster Seals of Approval". The Office of the State Climatologist and the MSU Climatology Laboratory are housed in the Department and are strongly involved in programs for all students with interests in broadcast meteorology and climatology.</p> <p><b>DISTANCE LEARNING PROGRAMS</b> The Department of Geosciences offers three distance learning programs listed below <b>that can lead to a degree in Geosciences.</b> Each program utilizes recorded lectures and the Internet for course instruction.</p> <p><b>Broadcast and Operational Meteorology Program.</b> A three-year, 17 course, 52 credit hour program of study that can lead to a B.S. degree in Geosciences.</p> <p><i>Teachers In Geoscience Program.</i> A two-year, 12 course, 36 credit hour program of study that leads to a M.S. degree in Geosciences. Primarily for K-12 teachers. An additional two-year, 10 course, 30 credit hour program of advance course work is available.</p> <p><i>Applied Meteorology Program.</i> A two-year, 12 course 36 credit hour program of study that can lead to a M.S. degree in Geosciences. Primarily for individuals with meteorological, environmental, or hazards-related careers.</p>
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## 2. CURRICULUM OUTLINE

The proposed change is to eliminate the campus 5 concentration called "Broadcast Meteorology". No changes are proposed to the campus 1 concentrations. The current campus 5 concentrations are not detailed in the 2013-14 catalog, but are described as they appear below.

CURRENT Curriculum Outline	Required hours	PROPOSED Curriculum Outline	Required hours
Degree: Bachelor of Science Major: Geosciences		Degree: Bachelor of Science Major: Geosciences	
General Education and College Requirements	Total 27	General Education and College Requirements	Total 27
English Composition EN 1103 English Comp I OR	6	<b>No proposed changes to gen-ed requirements.</b>	

EN 1163 Accelerated Comp I			
EN 1113 English Comp II OR EN 1173 Accelerated Comp II			
Foreign Language 2 semesters one Foreign Language (see advisor)	6		
Humanities 3 hours Literature—see General Education courses 3 hours History—see General Education courses	6		
Mathematics Specified under concentration areas	(6) <sup>1</sup>		
Fine Arts CO 1503 Intro to Theatre (for Broadcast meteorology) See A&S Core requirements (for other concentrations)	3		
Natural Sciences Specified under concentration areas	(9-12)		
Social Sciences GR 1123 World Geography CO 1403 Mass Media (for Broadcast Meteorology) 3 hours see Gen. Ed./A&S Core (other concentrations)	6		
<b>Major Core</b>	<b>Total 7</b>	<b>Major Core</b>	<b>Total 7</b>
Basic Courses GG 1113 Earth Science and GG 1111 Earth Science Lab OR GR 1114 Physical Geography	4	<b>No proposed changes to major core</b>	
Oral Communication Requirement CO 1003 Fundamental of Public Speaking	3		
Choose one of the following Concentrations:		Choose one of the following Concentrations:	
Professional Geology Concentration (GEOL)		Professional Geology Concentration (GEOL)	
Mathematics MA 1713 Calculus I MA 1723 Calculus II	6	Mathematics MA 1713 Calculus I MA 1723 Calculus II	6

Natural Sciences CH 1213 Chemistry I CH 1211 Investigations in CH I CH 1223 Chemistry II CH 1221 Investigations in CH II PH 1113 Physics I PH 1123 Physics II PH 1133 Physics III OR GG 4233 Applied Geophysics	17	Natural Sciences CH 1213 Chemistry I CH 1211 Investigations in CH I CH 1223 Chemistry II CH 1221 Investigations in CH II PH 1113 Physics I PH 1123 Physics II PH 1133 Physics III OR GG 4233 Applied Geophysics	17
Concentration Requirements GG 1121 Earth Sciences II Lab GG 1123 Survey of Earth Sciences II GG 3133 Intro to Environmental Geology GG 3613 Water Resources* GG 4114 Mineralogy GG 4123 Petrology GG 4201 Practicum in Paleontology GG 4304 Principles of Sedimentary Deposits I GG 4413 Structural Geology GG 4333 Geowriting** GG 4443 Principles of Sedimentary Deposits II GG 4503 Geomorphology GR 2313 Maps and Remote Sensing ST 3123 Intro to Statistical Inference OR GR 4633 Statistical Climatology*	43	Concentration Requirements GG 1121 Earth Sciences II Lab GG 1123 Survey of Earth Sciences II GG 3133 Intro to Environmental Geology GG 3613 Water Resources* GG 4114 Mineralogy GG 4123 Petrology GG 4201 Practicum in Paleontology GG 4304 Principles of Sedimentary Deposits I GG 4413 Structural Geology GG 4333 Geowriting** GG 4443 Principles of Sedimentary Deposits II GG 4503 Geomorphology GR 2313 Maps and Remote Sensing ST 3123 Intro to Statistical Inference OR GR 4633 Statistical Climatology* <b>OR ST 2113 Intro to Statistics</b> <b>OR ST 3123 Introduction to</b> <b>Statistical Inference</b>	43
6 hours Summer Field Camp***	6	6 hours Summer Field Camp***	6
Choose one of the following: GG 4203 Principles of Paleobiology GG 4113 Micropaleontology GG 4133 Principles of Paleoecology	3	Choose one of the following: GG 4203 Principles of Paleobiology GG 4113 Micropaleontology GG 4133 Principles of Paleoecology	3
Choose two of the following: GG 1133 Planetary Geology GG 3603 Intro to Oceanography GG 4523 Coastal Environments GR 1603 Intro to Meteorology	6	Choose two of the following: GG 1133 Planetary Geology GG 3603 Intro to Oceanography GG 4523 Coastal Environments GR 1603 Intro to Meteorology	6
Choose three of the following: GG 4063 Dev of Fossil Fuel Resources GG 4153 Engineering Geology GG 4433 Subsurface Methods GG 4613 Physical Hydrogeology GR 4303 Principles of GIS	9	Choose three of the following: GG 4063 Dev of Fossil Fuel Resources GG 4153 Engineering Geology GG 4433 Subsurface Methods GG 4613 Physical Hydrogeology GR 4303 Principles of GIS	9
General Electives - 3 hours	3	General Electives - 3 hours	3

<p>Total hours needed for major: 124  * Fulfills Computer Literacy Requirement.  ** Fulfills Computer Literacy Requirement and Writing Requirement.  *** From an approved university. See advisor.</p>		<p>Total hours needed for major: 124  * Fulfills Computer Literacy Requirement.  ** Fulfills Computer Literacy Requirement and Writing Requirement.  *** From an approved university. See advisor.</p>	
<p>Environmental Geoscience Concentration (ENGS)</p> <p>Mathematics  MA 1313 College Algebra  MA 1323 Trigonometry</p> <p>6</p> <p>Natural Sciences  6-8 hours Science with lab (CH, PH, BIO)  3 hours Science without lab (CH, PH, BIO)</p> <p>9-11</p> <p>Concentration Requirements  GG 3603 Intro to Oceanography  GG 3613 Water Resources*  GG 4333 Geowriting**  GR 1603 Intro to Meteorology  GR 4633 Statistical Climatology*</p> <p>33</p> <p>18 hours 4000 level departmental courses</p> <p>Choose one of the following:  GG 1133 Planetary Geology  GG 3133 Intro to Environmental Geology  GG 4523 Coastal Environments  GR 2313 Maps and Remote Sensing  GR 3113 Conservation of Natural Resources  GR 4813 Natural Hazards</p> <p>3</p> <p>General Electives  39 hours Consult advisor</p> <p>39</p> <p>Total hours needed for major: 124  * Fulfills Computer Literacy Requirement.  ** Fulfills Computer Literacy Requirement and Writing Requirement.</p>		<p>Environmental Geoscience Concentration (ENGS)</p> <p>Mathematics  MA 1313 College Algebra  MA 1323 Trigonometry</p> <p>6</p> <p>Natural Sciences  6-8 hours Science with lab (CH, PH, BIO)  3 hours Science without lab (CH, PH, BIO)</p> <p>9-11</p> <p>Concentration Requirements  GG 3603 Intro to Oceanography  GG 3613 Water Resources*  GG 4333 Geowriting**  GR 1603 Intro to Meteorology  GR 4633 Statistical Climatology*  <b>OR ST 2113 Intro to Statistics</b>  <b>OR ST 3123 Introduction to Statistical Inference</b></p> <p>33</p> <p>18 hours 4000 level departmental courses</p> <p>Choose one of the following:  GG 1133 Planetary Geology  GG 3133 Intro to Environmental Geology  GG 4523 Coastal Environments  GR 2313 Maps and Remote Sensing  GR 3113 Conservation of Natural Resources  GR 4813 Natural Hazards</p> <p>3</p> <p>General Electives  39 hours Consult advisor</p> <p>39</p> <p>Total hours needed for major: 124  * Fulfills Computer Literacy Requirement.  ** Fulfills Computer Literacy Requirement and Writing Requirement.</p>	
<p>Geography Concentration (GPHY)</p> <p>Mathematics  MA 1313 College Algebra  MA 1323 Trigonometry</p> <p>6</p>		<p>Geography Concentration (GPHY)</p> <p>Mathematics  MA 1313 College Algebra  MA 1323 Trigonometry</p> <p>6</p>	

<p>Natural Sciences 6-9 hours Science with lab (CH, PH, BIO) 3 hours Science without lab (CH, PH, BIO)</p> <p>Concentration Requirements</p> <p>GG 4333 Geowriting* GR 2013 Cultural Geography GR 2313 Maps and Remote Sensing <i>GR 4103 Geography of Tourism</i> GR 4203 Geography of North America GR 4303 Principles of GIS</p> <p>6 hours 4000 level departmental courses</p> <p>Choose four of the following: <i>GG 1133 Planetary Geology</i> GG 3133 Intro to Environmental Geology GG 3603 Intro to Oceanography GG 3613 Water Resources** GG 4523 Coastal Environments <i>GR 1603 Intro to Meteorology</i> GR 3113 Conservation of Natural Resources GR 4813 Natural Hazards</p> <p>Choose <i>one</i> of the following: GR 4213 Geography of Latin America GR 4223 Geography of Europe GR 4233 Geography of Asia GR 4243 Geography of Russia GR 4253 Geography of Africa GR 4263 Geography of the South <i>GR 4273 Geography of Mississippi</i></p> <p>General Electives 36 hours Consult Advisor</p> <p>Total hours needed for major: 124 * Fulfills Computer Literacy Requirement. ** Fulfills Computer Literacy Requirement and Writing Requirement.</p>	<p>9-12</p> <p>24</p> <p>12</p> <p>3</p> <p>36</p>	<p>Natural Sciences 6-9 hours Science with lab (CH, PH, BIO) 3 hours Science without lab (CH, PH, BIO)</p> <p>Concentration Requirements <b>GR 1603 Intro to Meteorology</b> GG 4333 Geowriting* GR 2013 Cultural Geography GR 2313 Maps and Remote Sensing</p> <p>GR 4203 Geography of North America GR 4303 Principles of GIS <b>GR 4633 Statistical Climatology</b> <b>OR ST 2113 Intro to Statistics</b> <b>OR ST 3123 Introduction to Statistical Inference</b> <b>12</b> hours 4000 level departmental courses</p> <p>Choose four of the following: GG 3133 Intro to Environmental Geology GG 3603 Intro to Oceanography GG 3613 Water Resources** GG 4523 Coastal Environments</p> <p>GR 3113 Conservation of Natural Resources GR 4813 Natural Hazards</p> <p>Choose <b>four</b> of the following: GR 4213 Geography of Latin America GR 4223 Geography of Europe GR 4233 Geography of Asia GR 4243 Geography of Russia GR 4253 Geography of Africa GR 4263 Geography of the South <b>GR 4282 Geography of Islamic World</b> <b>GR 4123 Urban Geography</b></p> <p>General Electives <b>15-18</b> hours Consult Advisor</p> <p>Total hours needed for major: 124 * Fulfills Computer Literacy Requirement. ** Fulfills Computer Literacy Requirement and Writing Requirement.</p>	<p>9-12</p> <p><b>33</b></p> <p>12</p> <p><b>12</b></p> <p><b>15-18</b></p>
<p>Broadcast Meteorology Concentration (BMP)</p>		<p>Broadcast Meteorology Concentration (BMP)</p>	

Mathematics MA 1713 Calculus I MA 1723 Calculus II	6	Mathematics MA 1713 Calculus I MA 1723 Calculus II	6
Natural Sciences CH 1043 Survey of Chemistry I PH 1113 General Physics I w/ lab PH 1123 General Physics II w/ lab	9	Natural Sciences CH 1043 Survey of Chemistry I PH 1113 General Physics I w/ lab PH 1123 General Physics II w/ lab	9
Concentration Requirements GG 3613 <i>Water Resources*</i> GR 1603 Intro to Meteorology GR 4402 Weather Analysis I GR 4412 Weather Analysis II GR 4422 Weather Forecasting I GR 4432 Weather Forecasting II GR 4613 Applied Climatology GR 4623 Physical Meteorology GR 4633 Statistical Climatology*	61	Concentration Requirements  GR 1603 Intro to Meteorology GR 4402 Weather Analysis I GR 4412 Weather Analysis II GR 4422 Weather Forecasting I GR 4432 Weather Forecasting II GR 4613 Applied Climatology GR 4623 Physical Meteorology GR 4633 Statistical Climatology* <b>OR ST 3123 Introduction to Statistical Inference</b> GR 4733 Synoptic Meteorology GR 4753 Satellite and Radar Meteorology GR 4813 Natural Hazards GR 4823 Dynamic Meteorology I GR 4933 Dynamic Meteorology II GR 4963 Mesoscale Meteorology GR 4502 Practicum in Broadcast Meteorology I GR 4512 Practicum in Broadcast Meteorology II GR 4522 Practicum in Broadcast Meteorology III GR 4532 Practicum in Broadcast Meteorology IV CO 2013 Voice and Articulation CO 3313 News Writing for Electronic Media** CO 2333 TV Production CO 3333 Advanced Television Production	61
GR 4733 Synoptic Meteorology GR 4753 Satellite and Radar Meteorology GR 4813 Natural Hazards GR 4823 Dynamic Meteorology I GR 4933 Dynamic Meteorology II GR 4963 Mesoscale Meteorology GR 4502 Practicum in Broadcast Meteorology I GR 4512 Practicum in Broadcast Meteorology II GR 4522 Practicum in Broadcast Meteorology III GR 4532 Practicum in Broadcast Meteorology IV CO 2013 Voice and Articulation CO 3313 News Writing for Electronic Media** CO 2333 TV Production CO 3333 Advanced Television Production		GR 4733 Synoptic Meteorology GR 4753 Satellite and Radar Meteorology GR 4813 Natural Hazards GR 4823 Dynamic Meteorology I GR 4933 Dynamic Meteorology II GR 4963 Mesoscale Meteorology GR 4502 Practicum in Broadcast Meteorology I GR 4512 Practicum in Broadcast Meteorology II GR 4522 Practicum in Broadcast Meteorology III GR 4532 Practicum in Broadcast Meteorology IV CO 2013 Voice and Articulation CO 3313 News Writing for Electronic Media** CO 2333 TV Production CO 3333 Advanced Television Production <b>3 hours in 3000 or 4000-level departmental elective</b>	
Choose two of the following: GG 1133 Planetary Geology GG 3133 Intro to Environmental Geology GG 3603 Intro to Oceanography GG 4523 Coastal Environments GR 3113 Conservation of Natural Resources GR 4203 Geography of North America	6	Choose two of the following: GG 1133 Planetary Geology GG 3133 Intro to Environmental Geology GG 3603 Intro to Oceanography GG 4523 Coastal Environments GR 3113 Conservation of Natural Resources GR 4203 Geography of North America <b>GG 3613 Water Resources*</b>	6

<p>General Electives 8 hours Consult Advisor</p> <p>Total hours needed for major: 124 * Fulfills Computer Literacy Requirement. ** Fulfills Writing Requirement.</p>	8	<p>General Electives 8 hours Consult Advisor</p> <p>Total hours needed for major: 124 * Fulfills Computer Literacy Requirement. ** Fulfills Writing Requirement.</p>	8
<p>Professional Meteorology Concentration (PMET)</p> <p>Mathematics MA 1713 Calculus I MA 1723 Calculus II MA 2733 Calculus III MA 3253 Differential Equations</p> <p>Natural Sciences CH 1213 Chemistry I CH 1211 Investigations in CH I PH 2213 Physics I PH 2223 Physics II w/ lab</p> <p>Concentration Requirements GG 4333 Geowriting** GR 1603 Intro to Meteorology GR 4402 Weather Analysis I GR 4412 Weather Analysis II GR 4422 Weather Forecasting I GR 4432 Weather Forecasting II GR 4613 Applied Climatology GR 4623 Physical Meteorology GR 4633 Statistical Climatology*</p> <p>GR 4733 Synoptic Meteorology GR 4753 Satellite and Radar Meteorology GR 4823 Dynamic Meteorology I GR 4933 Dynamic Meteorology II GR 4963 Mesoscale Meteorology</p> <p>Choose two of the following: GG 1133 Planetary Geology GG 3133 Intro to Environmental Geology GG 3603 Intro to Oceanography GG 3613 Water Resources GG 4523 Coastal Environments GR 4813 Natural Hazards GR 3113 Conservation of Natural Resources GR 4203 Geography of North America</p>	12  10  38  6	<p>Professional Meteorology Concentration (PMET)</p> <p>Mathematics MA 1713 Calculus I MA 1723 Calculus II MA 2733 Calculus III MA 3253 Differential Equations</p> <p>Natural Sciences CH 1213 Chemistry I CH 1211 Investigations in CH I PH 2213 Physics I PH 2223 Physics II w/ lab</p> <p>Concentration Requirements GG 4333 Geowriting** GR 1603 Intro to Meteorology GR 4402 Weather Analysis I GR 4412 Weather Analysis II GR 4422 Weather Forecasting I GR 4432 Weather Forecasting II GR 4613 Applied Climatology GR 4623 Physical Meteorology GR 4633 Statistical Climatology* <b>OR ST 3123 Introduction to Statistical Inference</b> GR 4733 Synoptic Meteorology GR 4753 Satellite and Radar Meteorology GR 4823 Dynamic Meteorology I GR 4933 Dynamic Meteorology II GR 4963 Mesoscale Meteorology</p> <p>Choose two of the following: GG 1133 Planetary Geology GG 3133 Intro to Environmental Geology GG 3603 Intro to Oceanography GG 3613 Water Resources* GG 4523 Coastal Environments GR 4813 Natural Hazards GR 3113 Conservation of Natural Resources GR 4203 Geography of North America</p>	12  10  38  6-7

<p>Specified Electives (20-23 hours) - See advisor</p> <p>AMS (Broadcast Meteorology)  GR 4502 Practicum in Broadcast Meteorology I  GR 4512 Practicum in Broadcast Meteorology II  GR 4522 Practicum in Broadcast Meteorology III  GR 4532 Practicum in Broadcast Meteorology IV  GG 3613 Water Resources  GR 4813 Natural Hazards  CO 2333 TV Production  CO 3333 Advanced Television Production</p> <p>GIS  GR 2313 Maps and Remote Sensing  GR 3303 Survey of Geospatial Tech  <i>GR 3313 Intro to Geodatabases</i>  GR 4303 Principles of GIS  GR 4313 Advanced GIS  GR 4333 Remote Sensing of the Physical Envir.  GR 4323 <i>Cartographic Science</i></p> <p>ROTC  AS 1012 The Air Force Today I  AS 1022 The Air Force Today II  AS 2012 The Development of Air Power I  AS 2022 The Development of Air Power II  AS 3013 Air Force Leadership Studies I  AS 3023 Air Force Leadership Studies II  AS 4013 Prep for Active Duty I  AS 4023 Prep for Active Duty II</p> <p>General Electives  1-4 hours Consult advisor</p> <p>Total hours needed for major: 124  * Fulfills Computer Literacy Requirement.  ** Fulfills Writing Requirement.</p>	<p>20-23</p> <p>1-4</p>	<p><b>GR 4363 GIS Programming*</b>  <b>CSE 1xxx (any 1000-level class)*</b></p> <p>Specified Electives (20-23 hours) - See advisor</p> <p>AMS (Broadcast Meteorology)  GR 4502 Practicum in Broadcast Meteorology I  GR 4512 Practicum in Broadcast Meteorology II  GR 4522 Practicum in Broadcast Meteorology III  GR 4532 Practicum in Broadcast Meteorology IV  GG 3613 Water Resources*  GR 4813 Natural Hazards  CO 2333 TV Production  CO 3333 Advanced Television Production</p> <p>GIS  GR 2313 Maps and Remote Sensing  GR 3303 Survey of Geospatial Tech</p> <p>GR 4303 Principles of GIS  GR 4313 Advanced GIS  GR 4333 Remote Sensing of the Physical Envir.  GR 4323 <b>Cartographic Science</b>  <b>GR 4353 Geodatabase Design</b></p> <p>ROTC  AS 1012 The Air Force Today I  AS 1022 The Air Force Today II  AS 2012 The Development of Air Power I  AS 2022 The Development of Air Power II  AS 3013 Air Force Leadership Studies I  AS 3023 Air Force Leadership Studies II  AS 4013 Prep for Active Duty I  AS 4023 Prep for Active Duty II</p> <p>General Electives  1-4 hours Consult advisor</p> <p>Total hours needed for major: 124  * Fulfills Computer Literacy Requirement.  ** Fulfills Writing Requirement.</p>	<p>20-23</p> <p>1-4</p>
<p>Geographic Information Systems (GIS)</p>		<p>Geographic Information Systems (GIS)</p>	

Concentration		Concentration	
Mathematics	3	Mathematics	3
MA 1313 College Algebra	3	MA 1313 College Algebra	3
MA 1323 Trigonometry		MA 1323 Trigonometry	
Natural Sciences	6-9	Natural Sciences	6-9
Science with lab (CH, PH, BIO)	3	Science with lab (CH, PH, BIO)	3
Science without lab (CH, PH, BIO)		Science without lab (CH, PH, BIO)	
Concentration Requirements	68-71	Concentration Requirements	56
GR 1603 Introduction to Meteorology		GR 1603 Introduction to Meteorology	
GR 2313 Maps and Remote Sensing		GR 2313 Maps and Remote Sensing	
GR 3303 Survey of Geospatial Technologies		GR 3303 Survey of Geospatial Technologies	
GR 3113 Conservation of Natural Resources		GR 3113 Conservation of Natural Resources	
<i>GR 3311 Geospatial Applications</i>			
GR 4303 Principles of GIS		GR 4303 Principles of GIS	
GR 4313 Advanced GIS		GR 4313 Advanced GIS	
GR 4323 Cartographic Sciences		GR 4323 Cartographic Sciences	
GR 4333 Remote Sensing of the Physical Environment		GR 4333 Remote Sensing of the Physical Environment	
GR 4353 Geodatabase Design		GR 4353 Geodatabase Design	
GG 4333 Geowriting		GG 4333 Geowriting	
<i>GR 4990 Special Topics in Geography</i>			
4000-level departmental <i>courses</i>		<b>12 hours 3000 or 4000-level departmental electives</b>	
CSE 1284 Introduction to Computer Programming		CSE 1284 Introduction to Computer Programming	
<i>ECE 4423 Introduction to Remote Sensing Technologies</i>			
ST 3123 Introduction to Statistical Inference		ST 3123 Introduction to Statistical Inference <b>OR GR 4633 Statistical Climatology</b>	
		<b>GR 4363 GIS Programming</b>	
		<b>GR 4343 Advanced Remote Sensing</b>	
		<b>PSS 4411 Remote Sensing Seminar</b>	
Choose two of the following:		Choose two of the following:	6
<i>GG 1133 Planetary Geology</i>		GG 3133 Introduction to Environmental Geology	
GG 3133 Introduction to Environmental Geology		GG 3603 Introduction to Oceanography	
GG 3603 Introduction to Oceanography		GG 3613 Water Resources*	
GG 3613 Water Resources*		GG 4523 Coastal Environments	
GG 4523 Coastal Environments		GR 4813 Natural Hazards and Processes	
GR 4813 Natural Hazards and Processes			
Choose three of the following:			
<i>GR 4633 Statistical Climatology*</i>			

<p><i>WFA 4253 Application of Spatial Technologies to Wildlife and Fisheries Management</i>  <i>ABE 3513 The Global Positional System and Geographic Information Systems in Agriculture and Engineering</i>  <i>ST 4213 Nonparametric Methods</i>  <i>PSS 4373 Geospatial Agronomic Management</i>  <i>PSS 4411 Remote Sensing Seminar</i></p> <p><i>FO 4313 Spatial Technologies in Natural Resources Management</i>  <i>FO 4452 Remote Sensing Applications</i></p> <p>General Electives  4-5 hours Consult advisor</p> <p>Total hours needed for major: 124  * Fulfills Computer Literacy Requirement.  ** Fulfills Computer Literacy Requirement and Writing Requirement</p>	<p>4-5</p>	<p>General Electives  <b>10-13</b> hours Consult advisor</p> <p>Total hours needed for major: 124  * Fulfills Computer Literacy Requirement.  ** Fulfills Computer Literacy Requirement and Writing Requirement</p>	<p><b>10-13</b></p>
<p>Operational Meteorology Concentration (Distance Learning—currently not published in catalog, course listing is from CAPP on banner)</p> <p>Mathematics—6 hours</p> <p>Natural Sciences  6-8 hours Science with lab  3 hours Science without lab</p> <p>Other Soc Sci- 3 hours</p> <p>Concentration Requirements  GG 3603 Intro To Oceanography  GR 1123 Intro World Geography  GR 1603 Intro To Meteorology  GR 4443 Weather Prediction I  GR 4453 Weather Prediction II  GR 4603 Climatology  GR 4613 Applied Climatology  GR 4623 Physical Meteorology  GR 4633 Statistical Clim*  GR 4663 Satellite Meteorology  GR 4673 Radar Meteorology  GR 4713 Synoptic Met I  GR 4813 Natural Hazards</p>	<p>6</p> <p>9-11</p> <p>3</p> <p>51</p>	<p><b>Broadcast and Operational Meteorology Concentration (BOMP) (Distance learning degree concentration)</b></p> <p><b>Mathematics--See A&amp;S Core requirements</b></p> <p><b>Natural Sciences—See A&amp;S Core requirements</b>  6-8 hours Science with lab  3 hours Science without lab</p> <p><i>(Social Science elective listed in Gen-ed requirements)</i></p> <p>Concentration Requirements  GR 1123 Intro World Geography (Listed in Gen-ed requirements)  GR 1603 Intro To Meteorology  GR 4443 Weather Prediction I  GR 4453 Weather Prediction II  <b>GR 4473 Numerical Weather Prediction</b>  GR 4603 Climatology  GR 4613 Applied Climatology  GR 4623 Physical Meteorology  GR 4633 Statistical Clim*  GR 4713 Synoptic Met I  <b>GR 4753 Satellite and Radar</b></p>	<p>6</p> <p>9-11</p> <p>48</p>

GR 4913 Thermodynamic Met GR 4923 Severe Weather GG 3613 Water Resources* GG 4333 Geowriting** OR CO 2313 News Writing for Electronic Media**		<b>Meteorology</b> GR 4813 Natural Hazards GR 4913 Thermodynamic Met GR 4923 Severe Weather GG 3603 Intro To Oceanography GG 3613 Water Resources* GG 4333 Geowriting** OR CO <b>3313</b> News Writing for Electronic Media**	
General electives 30	30	General electives 25-27	25-27
Total hours needed for major: 124 * Fulfills Computer Literacy Requirement. ** Fulfills Writing Requirement		Total hours needed for major: 124 * Fulfills Computer Literacy Requirement. ** Fulfills Writing Requirement	

<sup>1</sup> Mathematics and Natural Sciences vary by concentration so the number of hours in these areas is included with the concentration requirements.

### 3. JUSTIFICATION

#### 3a. Individual changes:

**1) Adding Gamma Theta Upsilon to the catalog description.** MSU obtained a chapter of Gamma Theta Upsilon, the international honor society in geography in 2011. Membership information has been added under the description of Sigma Gamma Upsilon, honorary Earth Science society. We would like to make students aware of this program

**2) Renaming the Operational Meteorology concentration the Broadcast and Operational Meteorology concentration.** The Broadcast Meteorology concentration was recently deleted, but has more name recognition. Combining the two names will make a more seamless transition for the students who were in the old Broadcast Meteorology DL concentration.

**3) Removing courses that are no longer being taught,** including GR 4103 Geography of Tourism and GR 4273 Geography of Mississippi from the Geography concentration; removing GR 3311 Geospatial Applications and GR 3313 Introduction to Geodatabases from the GIS curriculum will improve the students' advising experience and make the required courses clearer.

**4) Changes in the Broadcast Meteorology on-campus concentration.**

A. Moving GG 3613 Water Resources from a concentration requirement and replacing Water Resources with 3 hours of 3-4000 level departmental elective will allow students to keep taking Water Resources, but gives them additional flexibility to take one our newer meteorology courses such as Tropical Meteorology.  
B. Adding ST 3123 Intro to Statistical Inference as an alternative to GR 4633 Statistical Climatology: GR 4633 cannot be taught as frequently as needed to meet demand therefore we have been advising our majors to take ST 3123 in its place. This will make the alternative official.

**5) Changes to the Professional Meteorology concentration:**

A. Add ST 3123 Intro to Statistical Inference as an alternative to GR 4633 Statistical Climatology (same reason as #4 above).  
B. Adds any 1000-level CSE course or GR 4363 GIS Programming to the 'choose 2 of the following' list. Many jobs students will obtain upon graduation require some knowledge of computer programming. This will allow them to take an introductory computer programming course or an advanced GIS course as a concentration elective and also receive computer literacy credit for it.

**6) Changes to the GIS concentration:**

- A. Remove GR 4990 special topics from the list of required courses in the catalog and replace it with 3 additional departmental electives. GR 4990 has been replaced by courses with permanent course numbers and students are already allowed to take 4000-level Geoscience courses so it is no longer necessary for GR 4990 to be listed in the requirements.
- B. Deleting the 'Choose 3 of the following' list will eliminate our students' dependence on other departments for required courses that are not offered frequently enough. Students can still take these outside classes as part of their ample number of electives as their schedules allow.
- C. Adjusting the number of electives to maintain 124 hours was necessary to account for other changes made.
- D. Deletes ECE 4423 because we have our own advanced remote sensing class.
- E. Removes GG 1133 from "Choose 2 of the following" to eliminate a 1000 level course and make all required 3000 level or higher.
- F. Moving PSS 4411 from "Choose three of the following" to a required class will require that students expose themselves to current research by remote sensing experts.
- G. Adding existing departmental geospatial courses to the curriculum, including GR 4313 Advanced GIS, GR 4363 GIS Programming, and GR 4343 Advanced Remote Sensing will improve the geospatial skill-set students obtain upon completing the program and will enhance their ability to apply geospatial knowledge to studying geoscience issues and problems. It will also ensure that all students completing a concentration in GIS will have taken the same geospatial applications-type classes.
- H. Adding GR 4633 Statistical Climatology as an alternative to ST 3123 will make the GIS concentration more consistent with other concentrations in the department.

**7) Changes to the renamed Broadcast and Operational Meteorology concentration:**

- A. Listing its requirements in the catalog will be helpful for students who may wish to switch between campuses and also for advisors to see the requirements side-by-side.
- B. Replace GR 4663 Satellite Meteorology and GR 4673 Radar Meteorology with GR 4473 Numerical Weather Prediction and GR 4753 Satellite Meteorology. We teach a combined satellite and radar course on-campus and have not offered satellite and radar separately for several years. We believe it better prepares the students to take the course in weather models (Numerical Weather Prediction) along with a combined satellite and radar course. Numerical Weather Prediction will provide those preparing for careers in weather forecasting a better understanding of the models they will use in forecasting careers.
- C. Changing concentration abbreviation from OMP to BOMP will reflect the combination of broadcast and operational meteorology in the new title.

**8) Changes to the Geography concentration:**

- A. Changes the "6 hours 4000 level departmental courses" to 12 hours of departmental courses to add rigor to the program.
- B. Make GR 1603 Intro to Meteorology required because most other concentrations are required to take Intro to Met.
- C. Deletes GG 1133 Planetary Geology from the list of "Choose four of the following." The justification is again to add rigor. Removing the only 1000 level class, all classes within this list will be 3000-level or higher.
- D. Changes the "choose 1 of the following" to "Choose 4 of the following" because a geography concentration should require at least 4 regional geography courses, not just one.
- E. Add to the list of (now) "Choose four of the following" other existing regional courses, including GR 4283 Geography of Islamic World and GR 4123 Urban Geography. These courses are already in the catalog, they just need to be added to the list of regional courses students can take to improve their knowledge of place-based national or global issues. Adding these courses will allow students a choice and ensure that students will be able to take one of the courses from this list each semester.
- F. Adjusts the number of electives to maintain 124 hours to account for other changes in the curriculum.
- G. Adds a statistical methods requirement to the concentration requirements. This can be met by GR 4633, Statistical Climatology or by ST 2113 or ST 3123. A statistical methods class is essential for someone who goes to graduate school or wants to work for a place like the Census Bureau.

**9) Change to the Environmental Geosciences and Geology concentrations:**

Will add ST 2113 or ST 3123 as an alternative to GR 4633, Statistical Climatology. This will help avoid substitution requests when demand for GR 4633 exceeds our ability to teach it.

### 3b. Programmatic Review Assessment:

The only concentrations that will come close to changing 15% through addition/deletion of courses from the program are the Geography and GIS concentrations.

#### **1. Comparison with leading academic program in the discipline**

The University of Georgia and Kent State University have departments similar to MSU where a student can study geography or GIS along with meteorology and climatology. University of Georgia requires a class on statistical analysis and one geography concentration has a regional sub-focus where students take classes from among five different world regions. Kent State also requires a class in statistical methods. In addition to required courses, Both Kent State and the University of Georgia require 12 credits of upper level Geography electives for one or more concentration. Urban Geography is a course required by many geography programs and is an elective in these two universities as we are proposing.

Penn State has one of the leading academic programs in GIS. Penn State requires classes in cartography, image analysis, and two courses in GIS. Students then take 18 credits of other related electives. This is similar to MSU's program in the primary GIS classes it requires (GIS, Advanced GIS, Remote Sensing and Cartographic Sciences). The new curriculum will also require related electives similar to Penn State.

#### **2. Graduate assessment and feedback on their preparedness for employment**

In 2012, the Geography and Geospatial concentration teams conducted a survey of students and recent graduates. The number of responses was very low, but there were several students who provided in depth responses to the questions, which proved very helpful. Some of the following are highlights from the student surveys.

A student mentioned the importance of Geography to develop an appreciation of place and to expand one's worldview. This can be partially accomplished through taking classes focusing on a region outside of the United States. This student also discussed the importance of courses such as the Geography of Islam to understand the background and culture of places in which the United States is involved militarily. This student currently works for the Department of Defense as a research geographer. Two other students agreed that the degree should offer more regional classes and more depth of areas of the world. This was the largest area of agreement in the survey.

The suggestion was also made that the degree should have stronger math and foreign language requirements. We are proposing to increase the statistics requirement by making it a part of every concentration in geosciences. One student stated "*mathematics (statistics included) is the foundational language of science and thinking, and it is imperative these requirements be strengthened at MSU....My position is not just GIS/RS, it is about approaching problems from a 'place' perspective. I spend a lot of time working to define the right spatial question in a given problem.*" The ability to work with statistics was also emphasized repeatedly in a focus group we conducted with our graduate students over the summer. The application of quantitative skills was ranked as an area of high satisfaction on the 2012 undergraduate exit survey, but the data are not broken down by concentrations. Most concentrations already had strong mathematics requirements.

Students had varying suggestions about which geospatial classes were most useful. Principles of or Advanced GIS were commonly cited as the most important classes, but there was little agreement beyond that.

### 3c. Required Questions:

**1. Will this program change meet local, state, regional, and national educational and cultural needs? If so, please describe.**

Graduates mentioned the need to expand one's worldview. In this sense, the addition of more regional geography courses in that concentration will help foster students' understanding of different cultures and places. In an increasingly global society, an appreciation of different places is important.

**2. Will this program change result in duplication in the System? If so, please describe.**

No. The department is not adding any new courses. Most of the courses could be taken before and applied toward the degree.

**3. Will this program change/advance student diversity within the discipline? If so, please describe.**

The changes are not likely to be significant enough to change or advance diversity in the discipline, although the selection of courses in the curriculum such as Geography of Islam can help to foster better understanding of the religious diversity and how it impacts world events.

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

The increased statistical and programming requirements may help students better succeed in the workplace. Graduates have reported lacking some skills in statistics (such as in the Geography concentration) and computer programming (such as in the Professional Meteorology concentration). These are additional skills that can help set students apart when applying for jobs and can help them succeed in graduate programs.

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

It is not likely that the changes are significant enough to be demonstrated through increases in salary, except where students acquire multiple different skills which may qualify them for higher paying positions.

#### 4. LEARNING OUTCOMES

The changes will better prepare the students to apply their advanced geoscience knowledge in their careers upon graduation. No programmatic outcome measures will change as a result of the changes, however adding the Numerical Weather Prediction requirement will have specific learning outcomes related to that class. These would include the students' ability to:

- Discuss existing numerical weather prediction (NWP) theory, platforms, and processes
- Explain how NWP is implemented
- Explain how model structure, dynamics and physics are included in models and how they influence model output
- Describe the data assimilation process
- Recognize this process using current meteorological data
- Apply this knowledge to forecast for various atmospheric scales and locations.

The changes made to the GIS concentrations will improve the students' ability to apply geospatial technology in solving geoscience problems

The changes made to the Geography concentration will increase the awareness of our Geography graduates of place-based national and world issues by requiring 9 additional regional or urban geography classes. The statistical methods requirement will also better prepare them for careers with employers such as the Census Bureau or for graduate school.

#### 5. SUPPORT

A letter of support from Dr. John Rodgers and the faculty of the Geosciences Courses and Curriculum Committee is included with this proposal. No courses are being added that are not currently being taught. Therefore, there are no additional resources required.

#### 6. EFFECTIVE DATE

Upon UCCC approval



# Mississippi State UNIVERSITY

## Department of Geosciences

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

November 21, 2013

College of Arts and Sciences and the University Courses and Curriculum Committees

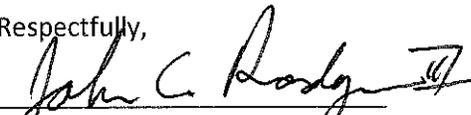
Mississippi State University

RE: Proposed Course GR 8453

Dear Curriculum Committee,

This is a letter of support for the undergraduate degree modification proposal for the Department of Geosciences that was submitted by Dr. Kathleen Sherman-Morris. The Department of Geosciences Courses and Curriculum Committee reviewed the proposal and discussed the merits of the proposal via email. Committee members Dr. Kathleen Sherman-Morris, Dr. Shrinidhi Ambinakudige, Dr. Rinat Gabitov, and Dr. John Rodgers (committee chair) voted to support the proposal. The department committee agrees that this proposed degree modification is very important for several reasons. For one, the department needs to incorporate the honors society into the degree description. Second, some concentration names need to be modified. Third, there are several extinct courses that need to be removed from the degree. Fourth, there are many new geography courses that need to be incorporated into the appropriate concentrations. Fifth, requirements for special topics courses within some concentrations need to be removed. Sixth, several concentrations needed to include Statistical Climatology as an alternative for ST 3123. With these modifications the degree program will be much improved, more compatible with modern course offerings, and easier for the student and adviser to comply with CAPP. Because this proposal makes changes to all the concentrations in our degree, the proposal was presented to the Geosciences faculty during the October 23 department faculty meeting for discussion. During the meeting the faculty agreed to support the degree modification proposal, and documentation of this can be found in the Department of Geosciences faculty meeting minutes. Therefore, I can state confidently that the Geosciences department supports this degree modification. If you have any questions or require any additional documentation, please feel free to contact me.

Respectfully,

  
\_\_\_\_\_  
John Rodgers (Committee Chair)

  
\_\_\_\_\_  
Kathleen Sherman-Morris (Committee Member)

  
\_\_\_\_\_  
Rinat Gabitov (Committee Member)

  
\_\_\_\_\_  
Shrinidhi Ambinakudige (Committee Member)

Cc: Dr. William H. Cooke, Department Head of Geosciences



# MISSISSIPPI STATE UNIVERSITY™

DEPARTMENT OF MATHEMATICS AND STATISTICS

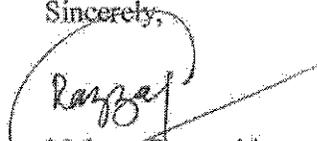
December 10, 2013

Dr. Kirk Swortzel  
Chair, University Committee on Courses and Curricula  
279 Garner Hall  
P.O. Box 5268  
Mississippi State, MS 39762

Dear Dr. Swortzel:

The Department of Mathematics and Statistics supports the proposed changes to the Department of Geosciences undergraduate degree concentrations, specifically regarding the addition of ST 3123 Introduction to Statistical Inference or ST 2113 Introduction to Statistics as an alternative to GR 4633 Statistical Climatology.

Sincerely,

  
Mohsen Razzaghi  
Professor and Head

Kathy, we are in support of this request. I'll sign the drafted letter you have prepared and send to you via campus mail. Good luck with your program!

J. Mike Phillips, Ph.D  
Department Head  
Department of Plant and Soil Sciences  
Mississippi State University  
32 Creelman Street, 117 Dorman Hall  
P.O. Box 9555  
Mississippi State, MS 39762  
Phone: 662-325-2311

Fax: 662-325-8742

On Nov 21, 2013, at 12:32 PM, "Kathy Sherman-Morris  
<kms5@geosci.msstate.edu>" <kms5@geosci.msstate.edu> wrote:

Dear Dr. Phillips,

On behalf of our faculty, I will be submitting a degree modification to UCCC that will add PSS 4411, Remote Sensing Seminar to our GIS concentration.

Currently, the students in the GIS concentration have the choice of PSS 4411 or several other courses. We would now like to make this course a requirement. There are 18 students (sophomore, junior or senior) enrolled in this concentration.

Because this could potentially affect your department, we would appreciate very much if our proposed change had your support.

I have attached a letter which begins in the format as other recent letters of support submitted to UCCC. If your department chooses to support our changes, I would appreciate if you would please return this or a different signed letter to me so I may include it with our proposal.

If you choose not to support our proposed changes, I would also appreciate your reply. If you would like to see the copy of our degree modification proposal, I will be happy to share it with you.

Thank you for your time.

Sincerely,

Kathy Sherman-Morris

--

Kathleen Sherman-Morris, Ph.D.  
Associate Professor  
Director, Geoscience Distance Learning Programs  
Dept. of Geosciences  
Mississippi State University  
662-268-1032 x242  
<Letter of Support Template PSS Dept.docx>

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 & Sciences

Department:

Contact Person: Rick Travis

Mail Stop: 9706

E-mail: rtravis@deanas.msstate.edu

Nature of Change: Modification

Date:

Program will be offered at: Select One

Current Degree Program Name: Bachelor of Science

Effective Date: 5-1-14

Major: Interdisciplinary Studies

Concentration:

New Degree Program Name: Select One

Major:

Concentration:

Summary of Proposed Changes:

Modification to the B.S. degree in Interdisciplinary Studies at Mississippi State University

1. Add the one hour Professional Seminar course (IDS 4111).
2. Reduce the total of number of free elective hours to 29.
3. Allow students to complete their program of study using General Studies courses rather than requiring 12 additional hours of coursework specifically from the University Core.
4. Allow students to count only one grade of "D" in any of their emphasis areas.
5. Add the curriculum to the University bulletin.

Department Head

1/27/14

Chair, College or School Curriculum Committee

1-27-14

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

<input type="checkbox"/>	SACS Letter Sent
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## DEGREE MODIFICATION PROPOSAL

### 1. CATALOG DESCRIPTION

See below.

### 2. CURRICULUM OUTLINE

CURRENT Degree Description	PROPOSED Degree Description
<p>Degree: B.S. Major: Interdisciplinary Studies Concentration: N/A</p>	<p>Degree: B.S. Major: Interdisciplinary Studies Concentration: N/A</p>
<p>The Bachelor of Science in Interdisciplinary Studies is a university-wide degree coordinated through the College of Arts &amp; Sciences by the Interdisciplinary Studies Committee. This multi-discipline academic program is appropriate for students motivated by specific interests not recognized in traditional majors and is not intended to compete with existing programs. All University requirements, including 31 hours of upper division course work and a year's residence, must be met for graduation.</p> <p>The Bachelor of Science in Interdisciplinary Studies is intended to allow students maximum flexibility to custom-design a curriculum to meet their personal and career goals. Such a program of study must assure depth of study as well as breadth. Therefore, it must insure that students take at least 36 upper-division hours in the areas they have chosen for emphasis and that they select a minimum of 12 hours in each of three areas or 18 hours in two. Emphasis areas must be selected from at least two colleges. General Education requirement (45 hours) must be met in addition to a general studies core of 12 hours. A total of 122 semester hours is required for graduation, along with an MSU and cumulative GPA of 2.0.</p> <p>To insure coherence in the program, the student must construct and explain in writing the rationale for the interdisciplinary studies program's direct relationship to the student's personal and career goals. Each student will be required to meet with advisors in the academic disciplines who will agree to sponsor the student in drawing up the proposed curriculum, formulating the rationale, and presenting the case in writing to the Interdisciplinary Studies Committee. This should be done prior to the senior year.</p> <p>The Interdisciplinary Studies Committee will review applications, and if approved, the student may proceed with the curriculum. The Committee will meet during the fall, spring and summer semesters, and students must make written application by September 1, February 1 or May 1. Application for a degree must be submitted to</p>	<p>The Bachelor of Science in Interdisciplinary Studies is a university-wide degree coordinated through the College of Arts &amp; Sciences by the Interdisciplinary Studies Committee. This multi-discipline academic program is appropriate for students motivated by specific interests not recognized in traditional majors and is not intended to compete with existing programs. All University requirements, including 31 hours of upper division course work and a year's residence, must be met for graduation.</p> <p>The Bachelor of Science in Interdisciplinary Studies is intended to allow students maximum flexibility to custom-design a curriculum to meet their personal and career goals. Such a program of study must assure depth of study as well as breadth. Therefore, it must insure that students take at least 36 upper-division hours in the areas they have chosen for emphasis and that they select a minimum of 12 hours in each of three areas or 18 hours in two. Emphasis areas must be selected from at least two colleges. <b>Only one grade of "D" will be accepted in each area of emphasis, and a minimum GPA of 2.0 is required in each area of emphasis.</b> General Education requirement (45 hours) must be met in addition to a general studies core of 12 hours. A total of 122 semester hours is required for graduation, along with an MSU and cumulative GPA of 2.0.</p> <p>To insure coherence in the program, the student must construct and explain in writing the rationale for the interdisciplinary studies program's direct relationship to the student's personal and career goals. Each student will be required to meet with advisors in the academic disciplines who will agree to sponsor the student in drawing up the proposed curriculum, formulating the rationale, and presenting the case in writing to the Interdisciplinary Studies Committee. This should be done prior to the senior year.</p> <p>The Interdisciplinary Studies Committee will review applications, and if approved, the student may proceed with the curriculum. The Committee will meet during the fall, spring and summer semesters, and students must</p>

the Office of the Registrar. For further information, contact:  College of Arts & Sciences 224 Allen Hall, Mail Stop 9706 Mississippi State, MS 39762 (662) 325-2646		make written application by September 1, February 1 or May 1. Application for a degree must be submitted to the Office of the Registrar. For further information, contact:  College of Arts & Sciences 224 Allen Hall, Mail Stop 9706 Mississippi State, MS 39762 (662) 325-2646	
<b>CURRENT CURRICULUM OUTLINE</b>	Required Hours	<b>PROPOSED CURRICULUM OUTLINE</b>	Required Hours
English: EN 1103 OR EN 1163 EN 1113 OR EN 1173	6	English: EN 1103 OR EN 1163 EN 1113 OR EN 1173	6
Humanities (General Education)	6	Humanities (General Education)	6
Fine Arts (General Education)	3	Fine Arts (General Education)	3
Natural Sciences 2 labs required (General Education)	6	Natural Sciences 2 labs required (General Education)	6
Social/Behavioral Science (General Education)	6	Social/Behavioral Science (General Education)	6
Math (General Education):	6	Math (General Education):	6
Math/Science Elective Lab not required. (General Education)	3	Math/Science Elective Lab not required. (General Education)	3
Oral Communication CO 1003 or CO 1013 or AS 3013 and AS 3023	3	Oral Communication CO 1003 or CO 1013 or AS 3013 and AS 3023	3
Computer Requirement (Consult Advisor)	2-3	Computer Requirement (Consult Advisor)	2-3
Writing Requirement (Consult Advisor)	3	Writing Requirement (Consult Advisor)	3
<i>Extra University Core</i> (Consult Advisor)	12	<b>General Studies</b> (Consult Advisor)	12
Concentration Area (3000-4000 level) (Consult Advisor)	36	Concentration Area (3000-4000 level) (Consult Advisor)	36
		<b>Professional Seminar IDS 4111</b>	<b>1</b>
<i>Free Electives</i>	<i>30</i>	<b>Free Electives</b>	<b>29</b>

### 3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

The BSIS program is one of the larger degree awarding programs on campus, having averaged 169 per year for the 2009-2012 period but, because of the broad diversity of academic and experiential backgrounds, many of the students are not fully prepared for success in their search for career placement or for identifying further education opportunities. Additionally, the diverse academic backgrounds make assessment of the program difficult. Thus the BSIS committee proposes to modify the current BS in Interdisciplinary Studies degree to include the addition of a required senior-level Professional Seminar course. To accommodate the new course, electives will change from 30 hours to 29 hours. The purpose of the Professional Seminar course is to ensure that BSIS graduates are equipped with skills to enhance their career and post-graduate planning efforts.

We also propose two other, minor changes to the BSIS program. One change is to allow students to complete their program of study using General Studies courses rather than requiring 12 additional hours of coursework that is specifically on the University Core. All students will still be required to meet minimum University Core requirements. The second minor change is a clarification in the program description concerning the limited ability to count a grade of "D" in any of their emphasis areas. This language ensures that students are performing at an adequate level in each of their areas of emphasis.

# MISSISSIPPI STATE UNIVERSITY™

College of Arts & Sciences

## LETTER OF SUPPORT

*Tradition with Vision*

### Modification to the B.S. degree in Interdisciplinary Studies at Mississippi State University

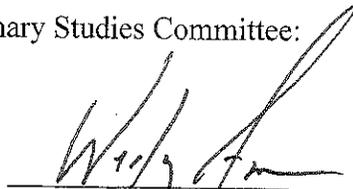
The interdisciplinary studies committee supports the request for degree modification as follows:

1. Add the one hour Professional Seminar course (IDS 4111).
2. Reduce the total of number of free elective hours to 29.
3. Allow students to complete their program of study using General Studies courses rather than requiring 12 additional hours of coursework specifically from the University Core.
4. Allow students to count only one grade of "D" in ~~each~~ of their emphasis areas.
5. Add the curriculum to the University bulletin.

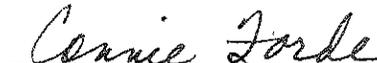
Members of the Interdisciplinary Studies Committee:



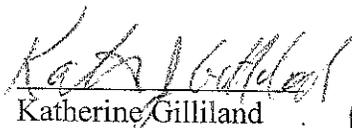
Rick Travis, Chair  
Associate Dean  
College of Arts & Sciences



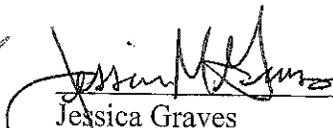
Wesley Ammon  
Director, University  
Academic Advising Center



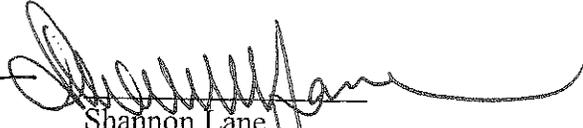
Connie Forde  
Professor and Head  
Inst. Syst. & Workforce Dev.



Katherine Gilliland  
Associate Professor  
Dept. of Kinesiology



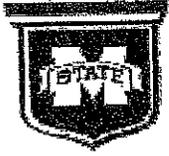
Jessica Graves  
Undergraduate Coord.  
Animal & Dairy Sciences



Shannon Lane  
Undergraduate Coord.  
Department of Sociology



Kevin Rogers  
Associate Dean  
College of Business



# MISSISSIPPI STATE University

**COLLEGE OF ARTS & SCIENCES  
DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

November 20, 2012

University Courses and Curricula Committee:

The Ph.D. Graduate Committee has reviewed the proposed changes to the Ph.D. program and the committee has given full approval for the addition of all changes submitted to the University Courses and Curricula Committee. We have reviewed all four courses (Advanced Quantitative Analysis for Public Affairs, Comparative Public Administration, Constitutional and Political Framework for Public Administration, and Foundations of Public Administration) and give approval.

K.C. Morrison, Department Chair and Committee Member

K.C. Morrison

P. Edward French, Graduate Coordinator and Comm. Chair

P. Edward French

Jerry Emison

Jerry Emison

Dragan Stanisevski

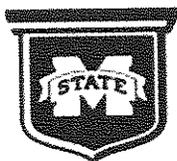
Dragan Stanisevski

Christine Rush

Christine L. Rush

Staci Zavatarro

Staci Zavatarro



# MISSISSIPPI STATE UNIVERSITY™

**COLLEGE OF ARTS & SCIENCES  
DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

November 20, 2012

University Courses and Curricula Committee:

A new modification of the Ph.D. program in Public Policy and Administration has the full support of the Department of Political Science and Public Administration. Please find attached the supporting proposal for consideration.

Thank you in advance for your time,

P. Edward French, Ph.D.  
Graduate Coordinator  
Department of Political Science and Public Administration  
P.O. Box PC 105 Bowen Hall  
Mississippi State, MS 39762  
662-325-7863  
efrench@pspa.msstate.edu

# 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: Arts & Sciences Department: Political Science & Public Administration  
 Contact Person: Eddie French Mail Stop: 9561 E-mail:efrench@pspa.msstate.edu  
 Nature of Change: Modification Date Initiated: 11-20-12 Effective Date: 7-1-13  
 Degree to be offered at: MSU Main Campus  
 Current Degree Program Name: Public Policy and Administration  
 Major: Public Administration Concentration:

New Degree Program Name: Same  
 Major: Same Concentration:

**Summary of Proposed Changes:**

Change includes adding four new classes (Constitutional and Political Framework of Public Administration, Foundations of Public Administration, Comparative Public Administration, and Advanced Quantitative Analysis for Public Affairs). These four classes will take the place of four current classes (Normative Political Analysis, American Political Institutions, American Political Behavior, and one elective). The old classes will remain as in the graduate bulletin but will not be required as core classes. Total hours for the program will remain the same.

Approved:

Date:

[Signature]  
Department Head

1.29.14

[Signature]  
Chair, College or School Curriculum Committee

1/29/14

[Signature]  
Dean of College or School

1-29-14

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

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

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

IHL Action Required

SACS Letter Sent

**Catalog Description**

Existing – The Doctor of Philosophy degree in Public Policy and Administration requires a minimum of 65 semester hours (beyond the Master’s degree) comprised of 15 hours of public administration core courses, 12 hours of public policy core courses, 9 hours in a selected concentration, 9 hours of research methodology, and 20 hours of dissertation research.

Proposed – The Doctor of Philosophy degree in Public Policy and Administration requires a minimum of 65 semester hours (beyond the Master’s degree) comprised of 27 hours of public administration core courses, 6 hours of electives, 12 hours of research methodology, and 20 hours of dissertation research.

**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: Ph.D. Major: Public Policy and Administration <i>Concentration: Selected</i>		Degree: Ph.D. Major: Public Policy and Administration <b>Concentration: None</b>	
<p>Doctorates in public policy and administration concentrate on the application of theory to administrative practices in public sector and nonprofit organizations and on the environment in which these organizations function.</p> <p>Program graduates will possess the skills to delve into the complex policy issues and create organizational conditions that enable public and nonprofit organizations to achieve their public policy objectives.</p> <p>Program graduates will be prepared to teach and conduct research in public policy, public administration, and American politics. The program strives to increase the racial and gender diversity of governmental, nonprofit, and academic organizations.</p>		<p>Doctorates in public policy and administration concentrate on the application of theory to administrative practices in public sector and nonprofit organizations and on the environment in which these organizations function.</p> <p>Program graduates will possess the skills to delve into the complex policy issues and create organizational conditions that enable public and nonprofit organizations to achieve their public policy objectives.</p> <p>Program graduates will be prepared to teach and conduct research in public policy, public administration, and American politics. The program strives to increase the racial and gender diversity of government, nonprofit, and academic organizations.</p>	
CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
Public Administration Core Courses		Public Administration Core Courses	
PPA 9603 Scope of American Public Administration	3	PPA 9603 Scope of American Public Administration	3
PPA 9703 Organization Behavior in the Public Sector	3	PPA 9703 Organization Behavior in the Public Sector	3
PPA 9713 Administration of Human Resources in a Public Sector Environment	3	PPA 9713 Administration of Human Resources in a Public Sector Environment	3
PPA 9723 Public Budgeting Processes and Their Policy Implications	3	PPA 9723 Public Budgeting Processes and Their Policy Implications	3
PPA 9613 Rural Government Administration	3	PPA 9613 Rural Government Administration	3
		<b>PPA 9203 Constitutional and Political Framework of Public Administration</b>	<b>3</b>
		<b>PPA 9303 Foundations of Public Administration</b>	<b>3</b>
		<b>PPA 9403 Comparative Public Administration</b>	<b>3</b>

		PPA 9903 Public Policy Formulation and Implementation	3
Public Policy Core Courses			
PPA 9903 Public Policy Formulation and Implementation	3		
<i>PPA/PS 9413 Normative Analysis of American Public Policy</i>	3		
<i>PPA/PS 9103 American Political Institutions</i>	3		
<i>PPA/PS 9893 American Political Behavior</i>	3		
<i>Selected Concentration</i>		<b>Elective Courses</b>	
<i>Any graduate level course approved by the student's committee</i>	9	<b>Any graduate level course approved by the student's committee</b>	6
Research Methodology		Research Methodology	
PPA 9803 Multivariate Analysis and Design for Public Affairs	3	PPA 9803 Multivariate Analysis and Design for Public Affairs	3
<i>PPA 8990 Special Topics in Public Policy Administration-Qualitative Analysis</i>	3	<b>PPA 9993 Research Design and Philosophy of Science</b>	<b>3</b>
<i>PPA 8990 Special Topics in Public Policy Administration -Research Design</i>	3	<b>PPA 9503 Qualitative Research for Public Affairs</b>	<b>3</b>
		<b>PPA 9813 Advanced Quantitative Analysis for Public Affairs</b>	<b>3</b>
Dissertation Research	20	Dissertation Research	20
Total Hours	Min. 65	Total Hours	Min. 65

### Justification and Learning Outcomes

The Ph.D. in Public Policy and Administration is an established program with graduates pursuing professional and academic positions. A survey of our graduates from the past three to four years revealed increased emphases on theoretical framework and methodological analyses were needed in the program to enhance their academic preparedness for instruction and research in the field. Also, in fall 2012 the departmental curriculum committee reviewed the programs of study at twelve of the top fifty-five public administration Ph.D. programs in the United States. Both of these processes revealed that our students would benefit from the addition of four courses focusing on the foundations and framework of public administration, comparative public administration, and more in-depth statistical analyses training. After discussion among faculty and taking into account student suggestions and the

comparative peer program study, we believe the addition of 9 more hours under the Public Administration Core, 3 more hours under the Research Methods requirement, and the elimination of a selected concentration will better prepare our graduates for teaching and research success as their focus is redirected toward the theoretical underpinnings of modern public administration and their ability to conduct original research utilizing advanced statistical techniques is further augmented. This program change will not alter how the department currently meets local, state, regional, and national educational and cultural needs, and the program change does not result in duplication in the System. On average, thirty-three percent of our students are minorities and fifty percent are females so the department does not anticipate this program will further change or advance our impact on student diversity within the discipline. The program change will result in an increase in the potential placement of these graduates as they will become more marketable and successfully compete for open faculty positions at the top schools in the discipline. This program change is intended to enhance their ability to secure these positions at research institutions which traditionally offer higher salaries than teaching or regional institutions.

PPA 9303 Foundations of Public Administration is organized around several central and overarching metaphors that guide both theory and praxis. Metaphorical analysis is used as an explanatory device to enhance student comprehension regarding the history and theoretical foundations of public administration and thought and practice in the field. PPA 9203 Constitutional and Political Framework of Public Administration examines public administration from a constitutional perspective including the social, political, historical, and institutional impacts of the three branches of government on the discipline. PPA 9403 Comparative Public Administration provides a comprehensive analysis of the various governmental, administrative, and political systems of both developed and underdeveloped countries allowing the student to gain an extensive understanding of traditional and emerging political systems and their manifestations on administrative systems. PPA 9813 Advanced Quantitative Analysis for Public Affairs is the second part of a sequence introducing statistical techniques used in modern public policy research. This course extends the single and multiple equation least squares models to include non-linear moments, bayesian, maximum likelihood, and simulation-based techniques and covers applications to a number of situations that cannot be estimated using standard regression methods.

Additional changes include converting two courses which have been taught as special topics classes, Qualitative Analysis and Research Design, into permanent courses and formally including them in the curriculum. Including these two special topics courses, these changes amount to a change in 50% of the courses listed in the current program of study thus, according to UCCC guidelines, allowing for a program modification and not a program addition/deletion.

Specific Learning Outcomes of the Program include:

<b>Expected Outcomes</b>	<b>Assessment Criteria/Procedures</b>
<ol style="list-style-type: none"> <li>1. Doctoral candidates will possess current knowledge in the public administration field.</li> <li>2. Doctoral candidates will be able to independently design and conduct meaningful research.</li> <li>3. Doctoral graduates will demonstrate the necessary skills to be successful in professional positions</li> </ol>	<ol style="list-style-type: none"> <li>1a. 95% of students examined in the diagnostic review for the first 12 hours of doctoral courses are judged satisfactory by faculty at conclusion of diagnostic review.</li> <li>1b. 90% of doctoral students sitting for the qualifying exams in public administration and public policy demonstrate both field and focus areas mastery by passing at the first sitting.</li> <li>2a. 90% of doctoral students sitting for elective field research exams at first sitting will demonstrate mastery.</li> <li>2b. 95% of the doctoral students will pass dissertation defense on first attempt</li> <li>3a. 90% of graduates who seek academic appointments find such positions within 1 year of graduation.</li> <li>3b. 90% of graduates who seek professional analytic positions find such positions within 6 months of graduation.</li> <li>3c. Doctoral graduates will complete a research manuscript. Manuscripts are evaluated for content, organization, cohesiveness, and grammar correctness by</li> </ol>

	faculty on a 2 point scale (1 being unsatisfactory and 2 be satisfactory). 90% of the students will score a 2 on the manuscript. No students will score below a 2 on any component.
--	---

**Support**

A letter of support from P. Edward French, Graduate Coordinator for the Department of Political Science and Public Administration, is included with this proposal.

**Proposed 3 – Letter Abbreviation**

PPA

**Effective Date**

08/15/14

**Department of  
Political Science and  
Public Administration**

**Ph.D. In Public Policy and  
Administration**

**Program Manual**

**July 1, 2013**

## **Program Objectives**

Doctorates in public policy and administration concentrate on the application of theory to administrative practices in public sector and nonprofit organizations and on the environment in which these organizations function. Program graduates will possess the skills to delve into the complex policy issues and create organizational conditions that enable public organizations to achieve their public policy objectives. Program graduates will be prepared to teach and conduct research in public policy, public administration, and American politics. Mississippi State's program strives to increase the racial and gender diversity of academic, governmental, and nonprofit organizations.

## **Ph.D. Committee**

The Ph.D. Committee will consist of the Graduate Coordinator, Department Head, and three other faculty members to be appointed by the Department Head. Committee responsibilities will include:

- a) Serve as the Ph.D. admissions committee. This committee will be responsible for gathering and evaluating all relevant data and for admitting students to the Ph.D. program.
- b) Review and recommend changes to the Ph.D. program and policies affecting the program to the faculty.
- c) Serve as an appeals Board for Ph.D. students.
- d) Serve as the finance committee for determining all scholarships.

## **Ph.D. Requirements and Procedures**

The Graduate Coordinator will advise all students for their first semester of doctoral courses. A program of study will be developed after the major professor is designated and the student's preliminary committee is formed. The program of study will list all courses that the student must take to fulfill degree requirements. The major professor and the student's preliminary exam committee must approve programs of study. The program of study should be sent to the Office of the Graduate School when the preliminary written exams are scheduled (See Graduate School Bulletin p. 66).

### **Student Major Professor and Preliminary Exam Committee**

The student will select the major professor, who must be a member of the Department of Political Science and Public Administration Level One Graduate Faculty, after completing the first semester (or equivalent) of doctoral work. The student and the major professor then will select other members of the student's committee. The committee will include the committee chair, and three additional committee members. If a faculty member outside of the department serves as an elective concentration or minor area professor, one additional committee member will be added from among the remaining department faculty members.

# **Course Requirements**

## **Required Courses**

- 9993 Research Design and Philosophy of Science
- 9203 Constitutional and Political Framework of Public Administration
- 9303 Foundations of Public Administration
- 9403 Comparative Public Administration
- 9503 Qualitative Research for Public Affairs
- 9603 Scope of American Public Administration
- 9613 State, Local, and Rural Government
- 9703 Organization Behavior in the Public Sector
- 9713 Administration of Human Resources in a Public Sector Environment
- 9723 Public Budgeting Processes and Their Policy Implications
- 9803 Multivariate Analysis and Design for Public Affairs
- 9903 Public Policy Formulation and Implementation
- 9813 Advanced Quantitative Analysis for Public Affairs

## **Elective Hours**

Students will select six hours of elective classes that will be consistent with their professional goals. The major professor and the student's preliminary exam committee must approve courses in the student's elective concentration.

## **Dissertation Research**

PPA 9000 Dissertation Research and Dissertation

A minimum of 20 semester credits of dissertation research must be scheduled.

## **Transfer Credits**

Students who are enrolled in doctoral programs at other institutions may transfer up to nine credits of doctoral work if approved by the Ph.D. Admissions Committee.

## **Master Level Classes**

Ph.D. students who take classes open to master's students should complete additional assignments over and above those completed by the master's students.

## **Student Progress Report**

The student's committee will meet with each student after the completion of 18 hours of graduate work, but no later than the end of the third semester of classes, to discuss progress made and if the student should proceed with the program. In each case the student will be advised of what, if anything, should be done to improve the quality of the student's academic work. The decision of the faculty **will be binding**.

## **Written and Oral Preliminary Examination**

In order to ensure that the student has acquired the skills and basic knowledge to carry out the research necessary for the dissertation, the student will be required to pass preliminary examinations, both written and oral, when all course work on the program of study has been completed. Students who pass all parts of the preliminary examination will be admitted to candidacy for the Ph.D. degree.

## **Preliminary Written Examination**

Each student will take four written exams. The first written exam consists of general field and foundational questions. The second written exam consists of one focus question in the area of administration of human resources and one focus question in the area of organizational behavior.

The third written exam consists of one focus question in the area of public budgeting and one focus question in the area of public policy. The fourth written exam consists of one focus question in the area of state, local, and rural government and one focus question in the area of comparative public administration. Students must pass all four written exams. If a student fails any one of the four written exams, the student will be required to retake only that specific written exam. The exams will be graded by a committee of faculty members selected by the Graduate Coordinator.

The Graduate Coordinator will distribute a memo to Ph.D. students at the beginning of each semester outlining the logistics for preliminary examinations. These exams will ordinarily start during the last week in September and the third week in February. The Graduate Coordinator has the right to reschedule exams in certain situations as needed.

### **Notification of Exam Results**

The student's performance on each written examination will be designated "pass with distinction," "pass", or "fail". The Graduate Coordinator will inform the student in writing as to whether the student passed or failed various areas of the written examination. Once the Graduate Coordinator notifies the student about performance on the written examination, the student may discuss the examination with faculty members. A student who fails any portion of the written exam cannot retake the failed portion of the exam until the next time it is offered and must retake it within one year of failing the written exam. Students who fail any portion of the exam a second time will be dropped from the doctoral program (see Bulletin of the Graduate School). A student who fails any portion of the exam a second time may be permitted by the Graduate Coordinator, to request in writing that the student's answer to the question(s) in the portions of

the exam taken the second time be examined and decided upon by the full committee of the core faculty, which decision is final and binding.

## **Oral Examination**

### **Oral Examination Committee**

The oral examination committee will consist of the student's specific graduate program committee.

### **Oral Examination**

Students must pass the written exam in all areas before proceeding to the oral exam. The major professor, in conjunction with the student and the graduate coordinator, will schedule the oral examination. The oral examination committee will designate the student's overall preliminary examination performance "pass with distinction", "pass", "fail", "pass with conditions" immediately upon completion of the oral examination. Whether the preliminary examination committee consists of four or five persons, if more than one member votes to fail the person being examined, the student fails the preliminary oral examination. All oral examination committee members must vote in the affirmative for the student to pass with distinction. The oral examination committee may terminate the oral exam at any point during the session. The oral examination committee may ask questions about public administration and public policy concepts and ideas not covered on the written examination.

## **Notification of Preliminary Examination Results**

The Graduate Coordinator will inform the student in writing if the student passed or failed the preliminary examination. Office of Graduate Studies policy specifies that two failures of the preliminary examination result in automatic termination from the program.

## **Dissertation Committee**

After the preliminary examinations have been passed, the student's dissertation committee will be constituted. The major professor may continue to serve in the capacity and as dissertation director, and the student and major professor will select the remainder of the committee members. A dissertation committee consists of four Political Science and Public Administration graduate faculty members. At least three of the members must come from the Public Administration Core. If the dissertation committee includes one additional graduate faculty member from outside the Department of Political Science and Public Administration, whether from other units of Mississippi State University or another university, the dissertation committee consists of five persons. If a faculty member serving on the dissertation leaves the university during this process, the student must show that the dissertation is substantially completed or they will select a replacement member to serve on the committee.

## **Admission to Ph.D. Candidacy**

Students are admitted to Ph.D. candidacy once the following items are completed:

1. The preliminary examination is passed.
2. The dissertation topic is selected and the prospectus has been approved.

## **Dissertation**

The Dissertation must be an original work that makes a significant contribution to an area of public administration and / or policy. Students will prepare a written dissertation prospectus in consultation with their dissertation committee. Once the written prospectus is completed to the satisfaction of the committee chair and committee members, students will conduct a scheduled oral defense of the prospectus before the student's dissertation committee. These steps are intended to encourage adequate planning for the research and to correct problems at an early stage. Successful defense of the dissertation prospectus requires approval of at least four members of the dissertation committee.

## **Dissertation Defense**

With the approval of the major professor, the student will circulate copies of the draft dissertation to all members of the dissertation committee. Whether the dissertation committee consists of four or five persons, if more than one member does not approve the dissertation prior to the oral defense, an oral defense may not be scheduled. Persons of interest are invited to attend.

The oral defense constitutes a seminar that affords the student an opportunity to share the results of the research with members of the dissertation committee and others present. Once the oral defense is completed, the dissertation must be approved by four of the five dissertation committee members. After the student has successfully defended the dissertation, it shall be submitted to the College of Arts and Sciences and the Library.

## **General Program Procedures**

### **Time Limit**

A Ph.D. student must complete the degree program within five years after passing the preliminary/comprehensive examination (per Graduate Council, March 2010). An “Extension of Time” form, available on the Graduate School website, may be used to request a one-time, one-year extension. The request must be signed by the major professor and the dean of the college and submitted to the Office of the Graduate School.

### **Document Interpretation**

Responsibility for the interpretation of this document resides with the Ph.D. Committee.

APPROVAL FORM FOR  
**DEGREE PROGRAMS**  
MISSISSIPPI STATE UNIVERSITY

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

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

**Contact Person:** Dr. Connie Forde    **Mail Stop:** 9730    **E-mail:** cforde@colled.msstate.edu

**Nature of Change:** Modify    **Date Initiated:** 11/26/2013    **Effective Date:** Summer 2014

**Degree to be offered at:** Campus 1 and Campus 5

**Current Degree Program Name:** Technology Teacher Education

**Major:** Technology Teacher Education      **Concentration:** Business Technology

**New Degree Program Name:**

**Major:**      **Concentration:**

**Summary of Proposed Changes:**

Change the course number TKT 4183/6183 to TKT 4493/6493.

*Approved:*

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

*Brad Vick*  
\_\_\_\_\_  
Chair, College or School Curriculum Committee

*Alta Moore*  
for \_\_\_\_\_  
Dean of College or School

*Date:*

*12/2/2013*  
\_\_\_\_\_

*1-31-14*  
\_\_\_\_\_

*1-31-14*  
\_\_\_\_\_

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

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

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

IHL Action Required

SACS Letter Sent

## 1. CATALOG DESCRIPTION

No change in catalog description.

## 2. CURRICULUM OUTLINE

CURRENT Degree Description		PROPOSED Degree Description	
Degree: Bachelor of Science Major: Technology Teacher Education Concentration: Business Technology		Degree: Bachelor of Science Major: Technology Teacher Education Concentration: Business Technology	
<p>“The Technology Teacher Education/Business Technology degree prepares students to teach business courses at the high school and career and technology centers, teach Information and Communication Technology I and II at the middle school, teach Career Pathways Experience (cooperative education), and Technology Foundations. Graduates acquire a national certification in computer literacy as well as certification to teach online. The TTE/Business Technology degree is offered as a face-to-face program and a distance learning degree.</p> <p>Licensure areas with Mississippi Department of Education licensure number are as follows:            105 Business Education            111 Computer Applications            917 Career Pathway Experience            952 Accounting and Finance            955 Management            956 Marketing and Economics            981 Information and Communication Technology I            982 Information and Communication Technology II            984 Technology Foundations”</p>		<p>“The Technology Teacher Education/Business Technology degree prepares students to teach business courses at the high school and career and technology centers, teach Information and Communication Technology I and II at the middle school, teach Career Pathways Experience (cooperative education), and Technology Foundations. Graduates acquire a national certification in computer literacy as well as certification to teach online. The TTE/Business Technology degree is offered as a face-to-face program and a distance learning degree.</p> <p>Licensure areas with Mississippi Department of Education licensure number are as follows:            105 Business Education            111 Computer Applications            917 Career Pathway Experience            952 Accounting and Finance            955 Management            956 Marketing and Economics            981 Information and Communication Technology I            982 Information and Communication Technology II            984 Technology Foundations”</p>	
CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
English (General Education): EN 1103 English Comp I or EN 1163 Accelerated Comp I EN 1113 English Comp II EN 1173 Accelerated Comp II	6	English (General Education): EN 1103 English Comp I or EN 1163 Accelerated Comp I EN 1113 English Comp II EN 1173 Accelerated Comp II	6
Fine Arts (General Education): see General Education courses	3	Fine Arts (General Education): see General Education courses	3
Natural Sciences (2 labs required from Gen Ed): see General Education courses	6	Natural Sciences (2 labs required from Gen Ed): see General Education courses	6

Math/Science Elective (General Education): see General Education courses	3	Math/Science Elective (General Education): see General Education courses	3
Math (General Education): MA 1313 MA higher than MA 1313 see General Education courses	6	Math (General Education): MA 1313 MA higher than MA 1313 see General Education courses	6
Humanities (General Education): see General Education courses	6	Humanities (General Education): see General Education courses	6
Social/Behavioral Sciences: PSY 1013 General Psychology EC 2113 Principles of Macroeconomics	6	Social/Behavioral Sciences: PSY 1013 General Psychology EC 2113 Principles of Macroeconomics	6
Writing Requirement: Satisfied by successful completion of MGT 3213 Organizational Communications	3	Writing Requirement: Satisfied by successful completion of MGT 3213 Organizational Communications	3
Oral Communication Requirement: CO 1003 Fundamentals of Public Speaking or CO 1013 Introduction to Communication	3	Oral Communication Requirement: CO 1003 Fundamentals of Public Speaking or CO 1013 Introduction to Communication	3
Major Core Courses: EDF 3333 Social Foundations of Education EDF 4243 Planning for the Diversity of Learners EPY 3143 Human Development and Learning Strategies in Education EPY 3253 Evaluating Learning EDX 3213 Psychology and Education of Exceptional Children and Youth EDS 4873 Seminar in Managing the Secondary Classroom or TKT 4873 Professional Seminar in Vocational/Technical Education TKT 3003 Practicum in Technology Teacher Education TKT 4886 Teaching Internship TKT 4896 Teaching Internship	3 3 3 3 3 3 3 3 6 6	Major Core Courses: EDF 3333 Social Foundations of Education EDF 4243 Planning for the Diversity of Learners EPY 3143 Human Development and Learning Strategies in Education EPY 3253 Evaluating Learning EDX 3213 Psychology and Education of Exceptional Children and Youth EDS 4873 Seminar in Managing the Secondary Classroom or TKT 4873 Professional Seminar in Vocational/Technical Education TKT 3003 Practicum in Technology Teacher Education TKT 4886 Teaching Internship TKT 4896 Teaching Internship	3 3 3 3 3 3 3 3 6 6
Concentration Courses: ACC 2013 Principles of Financial Accounting ACC 2023 Principles of Managerial Accounting BL 2413 The Legal Environment of Business or PHI 3013 Business Ethics	3 3 3	Concentration Courses: ACC 2013 Principles of Financial Accounting ACC 2023 Principles of Managerial Accounting BL 2413 The Legal Environment of Business or PHI 3013 Business Ethics	3 3 3

MGT 3213 Organizational Communications (counted above)	0	MGT 3213 Organizational Communications (counted above)	0
EC 2123 Principles of Microeconomics	3	EC 2123 Principles of Microeconomics	3
MK 3013 Principles of Marketing	3	MK 3013 Principles of Marketing	3
TKB 1123 Document Formatting/ Information Processing	3	TKB 1123 Document Formatting/ Information Processing	3
TKB 2122 Introduction to Database Management	2	TKB 2122 Introduction to Database Management	2
TKB 2132 Introduction to Spreadsheet Design and Analysis	2	TKB 2132 Introduction to Spreadsheet Design and Analysis	2
TKB 3133 Administrative Management and Procedures	3	TKB 3133 Administrative Management and Procedures	3
TKB 4543 Advanced Information Processing	3	TKB 4543 Advanced Information Processing	3
TKB 4563 Introduction to Data Networks or TKT 4743 Elements of Electronic Desktop Publishing or TKT 4763 Digitals Tools for 21 <sup>st</sup> Century Teaching and Learning	3	TKB 4563 Introduction to Data Networks or TKT 4743 Elements of Electronic Desktop Publishing or TKT 4763 Digitals Tools for 21st Century Teaching and Learning	3
TKB 4583 Graphics and Web Design	3	TKB 4583 Graphics and Web Design	3
TKT 4143 History and Philosophy of Career and Technology Education	3	TKT 4143 History and Philosophy of Career and Technology Education	3
TKT 4153 Methods of Teaching Economics/Business Pathways	3	TKT 4153 Methods of Teaching Economics/Business Pathways	3
<i>TKT 4183 Methods of Teaching Career Pathway Experience</i>	3	<b>TKT 4493 Methods of Teaching Career Pathway Experience</b>	3
TKT 4213 Methods of Teaching Business Subjects	3	TKT 4213 Methods of Teaching Business Subjects	3
TKT 4463 Methods of Teaching Technology in the Middle School	3	TKT 4463 Methods of Teaching Technology in the Middle School	3
<b>Total Hours</b>	<b>124</b>	<b>Total Hours</b>	<b>124</b>

### 3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

#### Justification

The course modification for TKT 4183/6183 was approved by UCCC on May 29, 2013. The primary reason for the modification was to update the course to meet the licensure requirements for the revised cooperative education license—now 917 Career Pathway Experience. During the time of course revision, the faculty considered this needed change to be a course modification. They did not consider that teachers who had earned the 317 license by taking TKT 4183/6183 would want to add the 917 license to teach Career Pathway Experience. During fall 2013 registration, faculty learned of this problem in serving these teachers.

Therefore, to meet the needs of these teachers who already have a 317 license, we are requesting in an accompanying course modification that TKT 4183/6183 be issued a new course number so that those teachers can add the 917 license by taking a course at

Mississippi State University. With the approval of the new course number, this requested degree modification is needed to replace the old TKT 4183/6183 number with the new number TKT 4493/6493.

**Learning Outcomes**

The student learning outcomes for the degree are the same, no changes are requested.

1. To teach current academic business curriculum.
2. To teach business pathways in the career and technology centers.
3. To teach the Information and Communication Technology I and II curriculum for the middle school.
4. To teach the following curriculum: academic business, accounting and finance pathway, management pathway and marketing and economics pathway at the career and technology centers, economics, career pathway experience, Information and Communication Technology I and II, and technology foundations.

**4. SUPPORT**

A letter of support is attached.

**5. PROPOSED 4-LETTER ABBREVIATION**

No change

**6. EFFECTIVE DATE**

Summer 2014



**MISSISSIPPI STATE**  
**UNIVERSITY**

DEPARTMENT OF INSTRUCTIONAL SYSTEMS AND WORKFORCE DEVELOPMENT

Box 9730

MISSISSIPPI STATE, MISSISSIPPI 39762-9730

TELEPHONE: 662-325-2281

FAX: 662-325-7599

**TO:** Box Council and UCCC

**FROM:** Connie M. Forde, TTE Coordinator

**DATE:** September 25, 2013

**SUBJECT:** Support of Modified Degree Proposal Technology Teacher Education

Four faculty in the Department of Instructional Systems and Workforce Development comprise the curriculum committee for the TTE degree. These faculty are Dr. Linda Cornelious, Dr. James Adams, Dr. Pamela Scott-Bracey, and Dr. Connie Forde. All members approve this proposal.

*Linda Cornelious*

Dr. Linda Cornelious

*12/2/2013*

Date

*J Adams*

Dr. James Adams

*11-25-13*

Date

*P. Bracey*

Dr. Pamela Scott-Bracey

*11-25-13*

Date

*Connie M. Forde*

Dr. Connie M. Forde

*12-2-13*

Date



# Mississippi State UNIVERSITY

Department of Forestry  
Box 9681  
Mississippi State, MS 39762-9681  
(662) 325-2946 FAX (662) 325-8726

MEMO TO: Dr. Kirk Swortzel, Chair, University Committee on Courses and Curricula (UCCC)

FROM: <sup>SCG</sup> Dr. Stephen C. Grado, Chair, Department of Forestry Undergraduate Committee (UC)

DATE: January 17, 2014

SUBJECT: Forestry Major Programmatic Modification

I am reflecting on the fact that the Department of Forestry's UC and the College of Forest Resources Curriculum Committee had previously approved and facilitated the course modifications and deletions to our undergraduate courses (and their graduate complements) as proposed by Dr. David Evans. The request was to combine the Remote Sensing lecture and laboratories; therefore, changing FO 4452 into FO 4453 and FO 6452 into FO 6453, and then deleting FO 4451 and FO 6451. This was approved by the UCCC pending that the Department of Forestry also initiate a programmatic modification to the Forestry Major. Along with this, we are following suit with the GIS Nat Res Management (FO 4472/6472) and GIS Nat Res Management Lab (FO 4471/6471) courses at the same time. Therefore, based on the above, we are now submitting the programmatic modification to the Forestry Major for the above changes for the GIS Nat Res Management (FO 4472/6472) and GIS Nat Res Management Lab (FO 4471/6471) courses. The changes, requested by Dr. Joseph Fan, can be summarized as a modification to the GIS Nat Res Management (FO 4472/6472) courses and deletions of the GIS Natural Resource Management Lab (FO 4471/6471) courses. This will result in modified courses titled GIS Nat Res Management (FO 4473/6473).

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 (244 Magruder Street, 2nd Floor), Phone: 325-0831.

**College:** Forest Resources

**Department:** Forestry

**Contact Person:** Stephen C. Grado

**Mail Stop:** 9681

**E-mail:** sgrado@cfr.msstate.edu

**Nature of Change:** Modification

**Date:** 1/17/14

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

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

**Effective Date:** 7/1/2014

**Major:** Forestry

**Concentration:** Environmental Conservation; Urban Forestry

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

**Major:** Forestry

**Concentration:** Environmental Conservation; Urban Forestry

**Summary of Proposed Changes:**

The changes can be summarized as a request to modify the GIS Nat Res Management (FO 4472/6472) courses and delete the GIS Nat Res Management Lab (FO 4471/6471) courses into GIS Nat Res Management (FO 4473/6473). Previously this had been approved by the UCCC for the Remote Sensing Applications lecture and laboratories for changing FO 4452 into FO 4453 and FO 6452 into FO 6453, and then deleting 4451 and 6451. This programmatic change incorporates both of the above modifications.

Andrew Eull 1/9/14  
Department Head

Sam R. Hill  
Chair, College or School Curriculum Committee

C. A. M.  
Dean of College or School

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

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

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

\_\_\_\_\_  
21 January 2014  
1/22/14  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SACS Letter Sent

1. CATALOG DESCRIPTION

See below.

2. CURRICULUM OUTLINE

CURRENT DEGREE DESCRIPTION	NEW DEGREE DESCRIPTION
<p><b>Degree:</b> Bachelor of Science Forestry</p> <p><b>Concentrations:</b> Environmental Conservation, Forest Management, Forest Products, Wildlife Management, Urban Forestry</p>	<p><b>Degree:</b> Bachelor of Science Forestry</p> <p><b>Concentrations:</b> Environmental Conservation, Forest Management, Forest Products, Wildlife Management, Urban Forestry</p>
<p><b>Degree Description:</b> The objective of the Forestry Major is to prepare its graduates for professional, science-based careers in the management and use of forested ecosystems. By combining courses offering a broad general education with specialized professional courses, the curriculum of the Forestry Major is designed to produce professionally competent graduates who have appropriate development in interpersonal relations, written and oral communications, cultural understanding, environmental awareness, and professional ethics. The educational programs in Forest Management, Wildlife Management, Urban Forestry, Environmental Conservation, and Forest Products lead to the first professional degree in Forestry at Mississippi State University and are accredited by the Society of American Foresters (SAF), the specialized accrediting body recognized by the Commission of Recognition of Post-secondary Accreditation and the U.S. Department of Education as the accrediting agency for forestry education in the United States. The Forest Products program is also accredited by the Society of Wood Science and Technology (SWST). The core curriculum of the Forestry Major is comprised of specifically selected and intentionally designed courses which must be completed satisfactorily by each student who intends to graduate in this major. In addition to completing the core curriculum of the Forestry Major, each student must complete one of five academic concentrations for specialized study offered by the Forestry Major. Graduates of the major are qualified to become a Registered Forester in Mississippi after completing an examination for this purpose from the Board of Registration for Foresters in Mississippi. The Forestry Major is designed for completion in four academic years which includes a nine-week Summer Field Program between the sophomore and junior years. Completion of the Summer Field Program is prerequisite to enrollment in junior/senior level professional courses in the Forestry</p>	<p><b>New Degree Description:</b> No changes.</p>

Major and students should plan their schedules accordingly. Correspondence courses are not accepted toward the forestry degree.			
<p><b>Concentration Description:</b> The five academic concentrations are Forest Management, Wildlife Management, Urban Forestry, Environmental Conservation, and Forest Products. Each concentration is an integral part of the Forestry Major and accredited by the SAF. The Forest Products concentration is also accredited by SWST.</p> <p>Two concentrations are an issue in this proposed change:</p> <p><b>Urban Forestry Concentration:</b> This concentration addresses an emerging need for the management of trees in towns and cities. Urban foresters manage trees along city streets, in municipal parks, private wood lots, and utility right-of-ways. Employers include federal, state, and municipal governments, private consultants, and industry.</p> <p><b>Environmental Conservation:</b> Students interested in careers dealing with complex environmental issues in the realm of forest resource management may prepare themselves through this concentration.</p>		<p><b>New Concentration Description:</b> No changes.</p>	
Current Curriculum Outline	Required Hours	New Curriculum Outline	Required Hours
<p><b>English (General Education):</b> EN 1103 English Composition I OR EN 1163 Accelerated Composition I EN 1113 English Composition II OR EN 1173 Accelerated Composition II</p>	6	<p><b>English (General Education):</b> EN 1103 English Composition I OR EN 1163 Accelerated Composition I EN 1113 English Composition II OR EN 1173 Accelerated Composition II</p>	6
<p><b>Fine Arts (General Education):</b> Any General Education course (3 credits)</p>	3	<p><b>Fine Arts (General Education):</b> Any General Education course (3 credits)</p>	3
<p><b>Natural Sciences</b> BIO 1134 Biology I CH 1043 Survey of Chemistry I CH 1043 Survey of Chemistry I</p>	7	<p><b>Natural Sciences</b> BIO 1134 Biology I CH 1043 Survey of Chemistry I CH 1043 Survey of Chemistry I</p>	7
<p><b>Math (General Education):</b> See Concentration (3 credits) ST 2113 Introduction to Statistics OR BQA 2113 Business Statistical Methods I</p>	6	<p><b>Math (General Education):</b> See Concentration (3 credits) ST 2113 Introduction to Statistics OR BQA 2113 Business Statistical Methods I</p>	6
<p><b>Humanities (General Education):</b> Any General Education course (6 credits)</p>	6	<p><b>Humanities (General Education):</b> Any General Education course (6 credits)</p>	6
<p><b>Social/Behavioral Sciences (General Education):</b> AEC 2713 Introduction Food and Resource Economics OR</p>	6	<p><b>Social/Behavioral Sciences (General Education):</b> AEC 2713 Introduction Food and Resource Economics OR</p>	6

EC 2113 Introduction to Macro Economics OR EC 2123 Introduction to Micro Economics FO 4113 Forest Economics		EC 2113 Introduction to Macro Economics OR EC 2123 Introduction to Micro Economics FO 4113 Forest Economics	
<b>Total General Education</b>	<b>34</b>	<b>Total General Education</b>	<b>34</b>

<b>Major Core Courses</b>	<b>64</b>	<b>Major Core Courses</b>	<b>64</b>
BIO 1144 Biology II	4	BIO 1144 Biology II	4
EPP 3124 Forest Entomology	4	EPP 3124 Forest Entomology	4
FO 1011 Forest Resources Survey	1	FO 1011 Forest Resources Survey	1
FO 2113 Dendrology	3	FO 2113 Dendrology	3
FO 2213 Forest Measurements	3	FO 2213 Forest Measurements	3
FO 3012 Introduction to Forest Communities	2	FO 3012 Introduction to Forest Communities	2
FO 3015 Forest Description and Analysis	5	FO 3015 Forest Description and Analysis	5
FO 4123 Forest Ecology	3	FO 4123 Forest Ecology	3
FO 4213 Forest Biometrics	3	FO 4213 Forest Biometrics	3
FO 4221 Practice of Silviculture Laboratory	1	FO 4221 Practice of Silviculture Laboratory	1
FO 4223 Practice of Silviculture	3	FO 4223 Practice of Silviculture	3
FO 4231 Introduction to Wood Supply Systems	1	FO 4231 Introduction to Wood Supply Systems	1
FO Forest Operations and Harvesting	3	FO Forest Operations and Harvesting	3
FO 4313 Spatial Technologies in Natural Resource Management	3	FO 4313 Spatial Technologies in Natural Resource Management	3
FO 4413 Natural Resources Policy	3	FO 4413 Natural Resources Policy	3
FO 4323 Forest Resources Management	3	FO 4323 Forest Resources Management	3
FO 4423 Professional Practice	3	FO 4423 Professional Practice	3
PSS 3303 Soils	3	PSS 3303 Soils	3
WFA 3031 Intro to Wildlife and Fisheries Practices	1	WFA 3031 Intro to Wildlife and Fisheries Practices	1
WFA 4253 Prin of Wildlife Conservation and Management	3	WFA 4253 Prin of Wildlife Conservation and Management	3
<b>Oral Communication Requirement</b> CO 1003 Fundamentals of Public Speaking	3	<b>Oral Communication Requirement</b> CO 1003 Fundamentals of Public Speaking	3
<b>Computer Literacy Requirement</b> FO 3103 Computer Applications for Forest Resources and Laboratory	3	<b>Computer Literacy Requirement</b> FO 3103 Computer Applications for Forest Resources and Laboratory	3
<b>Writing Requirement</b> AIS 3203 Introduction to Technical Writing in Agricomunications OR MGT 3213 Organizational Communication OR BIO 3013 Professional Writing for Biologists	3	<b>Writing Requirement</b> AIS 3203 Introduction to Technical Writing in Agricomunications OR MGT 3213 Organizational Communication OR BIO 3013 Professional Writing for Biologists	3
<b>Concentration Courses</b>		<b>Concentration Courses</b>	

<b>Environmental Conservation Concentration</b>	<b>29</b>	<b>Environmental Conservation Concentration</b>	<b>29</b>
MA 1313 College Algebra or equivalent	3	MA 1313 College Algebra or equivalent	3
PH 1113 General Physics OR Approved Substitutions	3	PH 1113 General Physics OR Approved Substitutions	3
WF 3133 Appl Aquatic and Terrestrial Ecology	3	WF 3133 Appl Aquatic and Terrestrial Ecology	3
FO 3113 Forest Recreation Management	3	FO 3113 Forest Recreation Management	3
FO 4463 Forest Hydrology & Watershed Mgt	3	FO 4463 Forest Hydrology & Watershed Mgt	3
<b>FO 4472 GIS Nat Res Management and FO 4471 GIS Nat Res Management Lab OR</b>	<b>2 1</b>	<b>FO 4473 GIS Nat Res Management OR</b>	<b>3</b>
<b>FO 4452 Remote Sensing Applications and FO 4451 Remote Sensing Applications Lab</b>	<b>2 1</b>	<b>FO 4453 Remote Sensing Applications</b>	<b>3</b>
14 credit hours Emphasis Electives - See Department Advisor for list of current approved Emphasis Electives	14	14 credit hours Emphasis Electives - See Department Advisor for list of current approved Emphasis Electives	14
<b>Environmental Conservation Concentration Total Hours</b>	<b>127</b>	<b>Environmental Conservation Concentration Total Hours</b>	<b>127</b>
<b>Urban Forestry Concentration</b>	<b>30</b>	<b>Urban Forestry Concentration</b>	<b>30</b>
MA 1313 College Algebra or equivalent	3	MA 1313 College Algebra or equivalent	3
FO 3113 Forest Recreation Management	3	FO 3113 Forest Recreation Management	3
FO 4353 Natural Resources Law	3	FO 4353 Natural Resources Law	3
<b>FO 4472 GIS Nat Res Management and FO 4471 GIS Nat Res Management Lab OR</b>	<b>2 1</b>	<b>FO 4473 GIS Nat Res Management OR</b>	<b>3</b>
<b>FO 4452 Remote Sensing Applications and FO 4451 Remote Sensing Applications Lab</b>	<b>2 1</b>	<b>FO 4453 Remote Sensing Applications</b>	<b>3</b>
LA 3623 Urban Planning	3	LA 3623 Urban Planning	3
PS 1113 American Government	3	PS 1113 American Government	3
PSS 2423 Plant Materials I	3	PSS 2423 Plant Materials I	3
PSS 4353 Arbor and Landscape Maintenance	3	PSS 4353 Arbor and Landscape Maintenance	3
REM 3253 Real Property Evaluation	3	REM 3253 Real Property Evaluation	3
REM 3333 Principles of Real Estate	3	REM 3333 Principles of Real Estate	3
<b>Urban Forestry Concentration Total Hours</b>	<b>128</b>	<b>Urban Forestry Concentration Total Hours</b>	<b>128</b>

### 3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

The only change in the B.S. in Forestry degree occurs in the Environmental Conservation Concentration and the Urban Forestry Concentration where *GIS Nat Res Management (FO 4472/6472) and GIS Nat Res Management Lab (FO 4471/6471) OR Remote Sensing Applications (FO 4452/6452) and Remote Sensing Applications Laboratory (FO 4451/6451)* are required courses. These are being modified to add the 1-credit laboratory to each 2-credit hour lecture. This is proposed because *GIS Nat Res Management Lab (FO 4471/6471) and Remote Sensing Applications Laboratory (FO 4451/6451)* are no longer going to be taught as separate courses. The laboratory courses (i.e., FO 4471/6471, FO 4451/6451, respectively) were closely

integrated with the *GIS Nat Res Management and Remote Sensing Applications* courses (i.e., FO 4472/6472, FO 4452/6452, respectively). Combining the laboratory with the lecture will completely link the two and also avoid conflicts generated by having to create registration overloads in either laboratory or lecture when students fail to register for both simultaneously. Students will now register for the laboratory at the same time as lecture as one 3-credit hour course as opposed to the 2-credit hour lecture and 1-credit hour laboratory. Student effort and learning outcomes will not be affected by this change.