

A MEMORANDUM

DATE: October 4, 2013
TO: UCCC Members
FROM: Kirk Swortzel, Chair
SUBJECT: October 18, 2013 Meeting

Enclosed are the minutes from the meeting on September 20, 2013 and the agenda and course proposals for the meeting on **Friday, October 18, 2013 at 1:30 p.m.** The October 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: September 20, 2013 Meeting Minutes
Course/Curriculum Proposals

AGENDA
UNIVERSITY COMMITTEE ON COURSES AND CURRICULA
October 18, 2013

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

AGRICULTURE AND LIFE SCIENCES

Modification	FNH 4353/6353	Nutrition Throughout the Life Cycle
Add+Distance	FNH 8673	Applied Projects for Certified Health Education Specialists

ARCHITECTURE, ART AND DESIGN

Add	ARC 4613/6613	CREATE Common Ground
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ARTS AND SCIENCES

Add	AN 8123	Environmental Anthropology
Add	AN 8193	Current Cultural Theory
Modify	ART 4083	Senior Research
Modify	ART 4093	Senior Thesis
Modify	ART 4620/6620	Advanced Studio - Printmaking
Add+Distance	GR 8453	Quantitative Analysis in Climatology
Add	GR 8843	Advanced Mesoscale Meteorology
Modification	PHI 2123	Medical Ethics
Delete	REL 4253/6253	Religion in America

ENGINEERING

+Distance	ECE 3443	Signals and Systems
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HONORS

Add+ Gen. Ed.	HON 3143	Honors Seminar in Social Science
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VETERINARY MEDICINE

Add	CVM 5364	Veterinary Specialty Center Rotation
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4. Degree proposals by college/school:

AGRICULTURE AND LIFE SCIENCES

Modification	MS	Food, Science, Nutrition, & Health Promotion: Health Promotion
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ARTS AND SCIENCES

Modification	BFA	Art
Modification	BA	English
Modification	MS	Chemistry
Modification	Ph.D.	Chemistry

VETERINARY MEDICINE

Modification	DVM	Veterinary Science
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5. Resubmitted Proposals

EDUCATION

Tech. Change	EP 2013	Introduction to Exercise Science
Delete	EP 6113	Fitness Programs and Testing Procedures
Tech. Change	EP 8263	Exercise Biochemistry
Addition	KI 8913	Doctoral Seminar in Exercise Science
Addition	KI 8923	Doctoral Seminar in Sports Studies
Delete	PE 6163	Principles & Methods of Secondary School Health & Physical Ed.
Delete	PE 8193	Professional Preparation in Physical Education
Delete	PE 8213	Problems in the Administration of Athletics
Delete	PE 8623	Seminar in School Health

6. Resubmitted Degrees

EDUCATION

Add	Ph.D.	Kinesiology
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University Committee on Course and Curricula
Mississippi State University
September 20, 2013

- Present:** Tyler Camp, Russell Carr, Amy Crumpton, Dana Franz, Kathy Gilliland, Kevin Hunt, Rob Moore, Kelly Moser, Bob Otondo, Emily Owen, Tommy Parker, Melinda Pilkinton, John Riggins, John Rigsby, Wes Schilling, Kathy Sherman-Morris, Sunny Patel, Jack Smith, Barry Stewart, Pam Sullivan, Summer Smith, Barry Stewart, Kirk Swortzel, Jenny Turner, Mark Welch, Bob Wolverton
- Excused:** Amy Adkerson, Dipangkar Dutta, Mitzy Johnson, Pat Matthes, James Warnock, Vemitra White
- Proxy:** Josie Guerry for Jim Fowler, Jenny Hartness for Mitzy Johnson, Robert Wolverton, Jr. for Pat Matthes
- Absent:** Ben Magbanua
- Guests:** Hart Bailey, Mary Beck, Albert Bisson, Karen Coats, Xiangshan Cui, Andy Ezell, Jim Giesen, Richard Human, Mark Lawrence, Marian Montgomery, Lynda Moore, Chander Sharma, Cade Smith, Rick Travis, Kelley Wamsley

Swortzel called the meeting to order at 1:35 p.m. on Friday, September 20th in room 324 of the Student Union. Swortzel introduced the new committee members. Swortzel reviewed the mission of the committee and the committee's procedures. Stewart moved to approve the minutes from the meetings on April 19, 2013 and April 30, 2013. Franz seconded the motion. The minutes were approved unanimously.

Carr moved to approve the addition of PO 3423, PO 3433, PO 4512/6512, and FNH 4512/6512. Otondo seconded the motion. Dr. Mary Beck, Dr. Kelly Wamsley and Dr. Chander Sharma were present in support of the proposals. A committee member was concerned that on PO 4512/6512 and FNH 4512/6512, the graduate level methods of evaluation in the course outlines and syllabi do not match. Another committee member mentioned that the Department of Food Science, Nutrition, and Health Promotions requested the wording in the proposals be changed to reflect the courses were poultry classes instead of general food science classes. Some of the wording was changed, but not all of the wording was changed. Carr moved to divide the question and vote on PO 3423 and PO 3433 together and then vote on PO 4512/6512 and FNH 4512/6512 together. Hunt seconded the motion. The motion to divide the question passed unanimously. Dana Franz moved to approve PO 3423 and PO 3433. Stewart seconded the motion. The motion to approve PO 3423 and PO 3433 passed unanimously. Franz moved to pass PO 4512/6512 and FNH 4512/6512 contingent upon the above mentioned concerns being addressed. Stewart seconded the motion. The motion to pass contingent was approved with one committee member abstaining.

Carr moved to approve the addition of HI 3343, and Kathy Sherman-Morris seconded the motion. Dr. Jim Giesen and Dr. Cade Smith were present in support of the proposal. Committee members questioned why the method of instruction was designated as lecture/lab in the proposal. Dr. Giesen and

Dr. Smith responded that the class will be 1½ hours lecture and 1½ hours field work. The motion to approve passed unanimously.

Carr moved to approve the distance delivery of MA 8463, and Welch seconded the motion. Committee members were concerned that there was not an equivalency chart to compare the Campus 1 and Campus 5 courses. Committee members also questioned how on-line feedback will be handled and how the midterm and final exams will be administered. Schilling moved to pass the distance delivery of MA 8463 contingent upon the above mentioned concerns being addressed. Stewart seconded the motion. The motion to pass contingent was approved unanimously.

Carr moved to approve the addition of REL 3103. Stewart seconded the motion. Dr. Albert Bisson was present in support of the proposal. The motion to approve passed unanimously.

Carr moved to approve the addition of FLC 1113, FLC 1123, FLC 2133, and FLC 2143. Schilling seconded the motion. Dr. Rick Travis and Xiangshan Cui were present in support of the proposals. Committee members asked why the letters of support were not attached to the proposals. Since these proposals were tabled at an earlier meeting, the committee determined the letters of support are attached to the previous proposals. The motion to approve passed unanimously.

Sherman-Morris moved to approve the modification to the Bachelor of Science in Broadcast Meteorology. Schilling seconded the motion. A committee member explained that this proposal deleted one concentration. The motion to approve the modification passed unanimously.

Rigsby moved to approve the modification to the Master of Professional Accountancy. Sherman-Morris seconded the motion. The motion to approve the modification passed unanimously.

Franz moved to approve the modification of EDS 3411, and Moser seconded the motion. A committee member explained the proposal deleted a co-requisite. The motion to approve passed unanimously.

Moser moved to approve the deletion of the Bachelor of Science in Speech Education. Franz seconded the motion. The motion to delete was approved passed unanimously.

Franz moved to approve the modification of MU 1010. Crumpton seconded the motion. Dr. Richard Human was present in support of the proposal. Committee members questioned why the proposal indicates the course can be repeated for credit while the credit hours for this course are zero. It was explained that this type of class is required for accreditation purposes. The motion to approve passed with two committee members abstaining.

Franz moved to approve the addition of MU 2951. Crumpton seconded the motion. Dr. Richard Human was present in support of the proposal. Committee members expressed concern that there was no hourly breakdown in the proposal description. The motion to approve passed with two committee members abstaining.

Hunt moved to approve the addition of FO 4771. Smith seconded the motion. Dr. Andy Ezell was present in support of the motion. Committee members asked why this was a 4000 level course. Dr. Ezell explained that the course was developed to give juniors and seniors an opportunity to learn what industry positions are available. The motion to approve passed unanimously.

Carr moved to approve the modifications to the Master of Science in Veterinary Medical Science, the Ph.D. in Veterinary Medical Science, and the Ph.D. in Environmental Toxicology. Rigsby seconded the motion. Dr. Hart Bailey and Dr. Mark Lawrence were present in support of the proposals. The committee discussed whether the 60 hours required beyond a MS degree and the 90 hours required beyond a BS degree were the appropriate number of hours required for these degrees. Members of the committee also discussed whether the minimum of 24 hours in course work is too low an amount of course work and if that would cause too many dissertation hours for these degrees. It was pointed out that students who graduate with a Ph.D. must have 18 hours with their discipline to teach in a university setting. Committee members discussed whether these were questions for the Graduate Council to address instead of the UCCC. Schilling called the question. Stewart objected to voting on all of the proposals together and moved to divide the questions. Schilling seconded the motion. The committee voted unanimously to divide the questions. The motion to approve the modification of the MS in Veterinary Medical Science passed unanimously. The motion to approve the modification Ph.D. in Veterinary Medical Science passed unanimously. The motion to approve the Ph.D. in Environmental Toxicology passed unanimously.

Otondo moved to approve the modification of CVM 8061 and the additions of CVM 8071 and CVM 8081. The motion to approve the modification of CVM 8061, and the additions of CVM 8071 and CVM 8081 passed unanimously.

Schilling moved to adjourn the meeting. Crumpton seconded the motion. The motion to adjourn the meeting passed unanimously. The meeting was adjourned at 4:35 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, Freeman Hall-Room 102, Mail Stop 9638 (325-1922).

College or School: Ag & Life Sciences Department: Food Sci, Nutrition, & Health Promo
 Contact Person: Sylvia Byrd Mail Stop 9805 E-mail: shb5@msstate.edu
 Nature of Change: Modify Date Initiated: 06/07/13 Effective Date: ASAP

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
FNH	4353/6353	Nutrition Throughout the Life Cycle	(3)

Current Catalog Description:

(Prerequisite: BIO 4253/6253 or consent of instructor). Three hours lecture. Study of interrelationships of physiological, biochemical and sociological factors and nutrient needs of individuals and groups during the life cycle; infancy through the later years. (Same as HS 4353/6353 and NTR 6353).

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
FNH	4353/6353	Nutrition Throughout the Life Cycle	(3)

New or Modified Catalog Description:

(Prerequisite: Grade of "C" or better in FNH 4013/6013, 4123/6123, 4233/6233 and Senior Standing). Three hours lecture. Study of interrelationships of physiological, biochemical and sociological factors and nutrient needs of individuals and groups during the life cycle; infancy through the later years.

Approved:
Deana Blend for Sam Chang

 Department Head

Date:
 9/9/13

[Signature]

 Chair, College or School Curriculum Committee

9/16/13

Mark Crenshaw for Dr. Hopper

 Dean of College or School

9-16-13

 Chair, University Committee on Courses and Curricula

 Chair, Graduate Council (if applicable)

 Chair, Deans Council



MISSISSIPPI STATE
UNIVERSITY

Department of Food Science, Nutrition and Health Promotion

September 6th, 2013

To: University Courses and Curriculum Committee

From: Dr. Sam Chang, Head
Food Science, Nutrition, and Health Promotion;
Curriculum Committee,
Food Science, Nutrition, and Health Promotion

Subject: FNH 4353/FNH 6353 Course Modification; Prerequisite Modification

The proposed course modification to FNH 4353/6353, Nutrition throughout the Lifecycle, has the full support of the Food Science, Nutrition and Health Promotion Faculty.



M. Wes Schilling
FNH Curriculum Committee Chair

Proposal to Modify
FNH 4353/6353 Nutrition Throughout the Life Cycle

1. Course Description:

Current:

FNH 4353/6353 Nutrition Throughout the Life Cycle.(3) (Prerequisite: BIO 4253/6253 or consent of instructor). Three hours lecture. Study of interrelationships of physiological, biochemical and sociological factors and nutrient needs of individuals and groups during the life cycle; infancy through the later years. (Same as HS 4353/6353 and NTR 6353).

Proposed:

FNH 4353/6353 Nutrition Throughout the Life Cycle.(3) (Prerequisite: Grade of "C" or better in FNH 4013/6013, 4123/6123, 4233/6233 and Senior Standing). Three hours lecture. Study of interrelationships of physiological, biochemical and sociological factors and nutrient needs of individuals and groups during the life cycle; infancy through the later years.

2. Itemized Changes:

Prerequisite Change

3. Justification and Learning Outcomes:

The Department of Food Science, Nutrition, and Health Promotion faculty request a modification to FNH 4353/6353 Nutrition Throughout the Life Cycle. The prerequisite change is needed to ensure that students master the foundational knowledge and skills needed to be successful. In addition, the HS 4353/6353 and NTR 6353 cross-listing are being physically removed from the course description. These cross-sections of the course were removed from the curriculum in 2005 (in a degree modification proposal that was approved by UCCC) but were never removed from the course description in the catalogue.

There has not been a change or modification to the course content, learning outcomes, method of instruction, method of delivery, or method of evaluation. Please see the attached current and proposed syllabi.

4. Detailed Course Outline: No Change

5. Instructor of Record: Fauzia Kahn

6. CIP: No Change

7. 24 Character abbreviation: No Change

8. Effective Date: ASAP

9. Contact Person: Sylvia Byrd

MISSISSIPPI STATE UNIVERSITY
COLLEGE OF AGRICULTURE AND LIFE SCIENCES
DEPARTMENT OF FOOD SCIENCE, NUTRITION AND HEALTH PROMOTION
FNH 4353/6353 Nutrition Throughout the Life Cycle
Spring 2014 (NEW SYLLABUS)

Instructors: Fauzia Kahn, PhD, MD
Class Time: Tuesday and Thursday 2:00-3:15
Class Location: 100 Herzer
E-mail: slb39@msstate.edu
Office Numbers: 662-325-0368
Offices: 206 Herzer
Office Hours: by appointment or after class on Tuesdays and Thursdays

FNH 4353/6353 Nutrition Throughout the Life Cycle. (3) (Prerequisite: Grade of "C" or better in FNH 4013/6013, 4123/6123, 4233/6233 and Senior Standing). Three hours lecture. Study of interrelationships of physiological, biochemical and sociological factors and nutrient needs of individuals and groups during the life cycle; infancy through the later years.

Credits: 3 hours

Textbook: Brown, J.E., Isaacs, J.S., Krinke, U.B., Murtaugh, M.A., Sharbaugh, C., Stang, J., Wooldridge, N.H. *Nutrition Throughout the Life Cycle*. 3rd edition (or newer edition). Thomson/Wadsworth Publishing, New York, NY. 2005.

Objectives of the Course: After completing the course, students will be able to:

1. Identify the nutritional needs of individuals and groups at different stages of the life cycle
2. Discuss and describe the various nutrition problems encountered at different stages of the life cycle and methods to implement preventive and management measures
3. Identify and evaluate current nutrition topics related to specific age groups
4. Describe and apply assessment parameters and tools relevant to each stage of the life cycle
5. Identify resources within the community or other health care-affiliated services to assist with optimal health of the targeted population
6. Evaluate general population health and food trends across the life span

Topics will be broken into "Life Cycle" groups:

- I. Introduction-Basic Nutrition
- II. Prepregnancy and Conception
- III. Pregnancy
- IV. Infant/ Toddler
- V. Children and Adolescents
- VI. Adults
- VII. Seniors

Methods of Instruction: A variety of teaching strategies are planned to enhance student learning and to create interest and greater participation by all students. The major method of instruction will include lecture and class discussion using pre-assigned reading material. Class sessions may be supplemented with outside reading material such as research articles, internet searches, and articles assigned by the instructor. Self-directed study will also be encouraged

and students are expected to contribute to the discussions. Additional instructions and evaluation criteria for each activity will be given in class.

Methods for Evaluation:

- I. **Exams-** Four exams are scheduled (including the final exam). Exams for undergraduate students will not be comprehensive. Please make every effort to attend class on exam day. Make-up exams will be given at discretion of instructor. Each exam is 100 points. Undergraduate students and graduate students will have different exams.
- II. **Projects-** Four projects (case studies and other) are scheduled. Each project will emphasize a specific concept in a different segment of the life cycle. Details for each assignment will be provided in class. Graduate students will have an additional project.

Point Distribution:

Exams (3 @ 100 points each)	300 points
Pregnancy Case Study	50 points
Breastfeeding Case Study	50 points
Infant, Toddler or Preschooler Case Study	50 points
Food and Nutrition Program Review	100 points
Final Exam	10 points
Attendance	10 points
Participation	620 points
Total	

Grading: Final grades will be determined by dividing individual points earned by total points possible to determine grade percentage. All discussion concerning grades and progress in the course will be conducted in the instructor's office by appointment. Personal grades will not be discussed in the classroom, over the phone or via e-mail due to confidentiality.

Grading Scale (using percentage)

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

Course Policies

Attendance: Students are expected to attend all scheduled classes. Class attendance will be taken each class period. Regardless of the cause of the absence, the student will be responsible for materials and notes covered or assigned during the absence.

Students are allowed **3 absences** without an excuse, except for tests. Afterwards, points will be deducted at 1 point per day, except for excused illnesses and/or events.

The MSU Bulletin states, "Upon registration the student accepts the responsibility of attending all classes and doing any work the instructor may prescribe. When absence from class is essential, it is the responsibility of the student to make arrangements satisfactory to the

instructor with regard to work missed. These arrangements should be made prior to the absence when possible." Please discuss any known absences (with excuse, if possible) with the instructor **PRIOR** to the absence.

General: There will be no use of cell phones or other electronic devices while class is in session. You may use a laptop computer to view class related material.

Academic Misconduct: University policies relating to students and student records will be followed in this course. No form of cheating will be tolerated. There will be no warnings. Sanctions will occur on the first offense. Academic Operating Policy and Procedure (AOP) 12.07 for handling academic misconduct (dishonesty) is available at <http://www.msstate.edu/deptjaudit/1207A.html>.

Honor Code: Mississippi State University (MSU) has implemented an Honor Code which is available at <http://students.msstate.edu/honorcode/>. Please review the MSU Honor code, especially pages 2-5. "As a Mississippi State University student ■ will conduct myself with honor and integrity at all times. ■ will not lie, cheat, or steal, nor will ■ accept the actions of those who do." Mississippi State University Honor Code

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2014 Tentative Class
Schedule

Date	Topic	Reading
January 7	Review of Syllabus & Introduction to the Course	Syllabus
January 12	Nutrition Basics	Chapter 1
January 14	Preconception Nutrition	Chapter 2
January 19	Preconception Nutrition	Chapter 3
January 21	Nutrition during Pregnancy	Chapter 4
January 26	Nutrition during Pregnancy	Chapter 5
January 28	Review Nutrition Basics, Preconception, and Pregnancy; Pregnancy Case Study Due and Discussion	
February 2	Exam I	Chapters 1-5
February 4	Nutrition and Lactation/Breastfeeding: Dr. Tidwell	Chapter 6
February 9	Nutrition and Breastfeeding: Dr. Tidwell	Chapter 7
February 11	Infant Nutrition	Chapter 8
February 16	Breastfeeding Case Study Due and Discussion; Finish Infant Nutrition	Chapter 9
February 18	Toddler & Preschooler Nutrition	Chapter 10
February 23	Toddler & Preschooler Nutrition	Chapter 11
February 25	Review Lactation/Breastfeeding, Infant, Toddler and Preschooler Nutrition	
March 2	Exam II	Chapters 6-11
March 4	Children/Preadolescent Nutrition and Adolescent Nutrition: Dr. Tidwell	Chapters 12 & 13
March 9	"Thin" video	
March 11	No Class: Work on Case Study (Infant, Toddler or Preschooler)	
March 16 & 18	Spring Break	
March 23	Infant, Toddler or Preschooler Case Study Due and Discussion	
March 25	Adolescent Nutrition: Dr. Fauzia Khan	Chapters 14 & 15
March 30	Adult Nutrition: Dr. Fauzia Khan	Chapter 16
April 1	No Class: Work on Review of Food and Nutrition Programs	
April 6	Adult Nutrition; Review Children, Preadolescent, Adolescent and Adult	Chapter 17
April 8	MDA Meeting-No Class: Review of Food and Nutrition Programs Due	
April 13	Exam III	Chapters 12-17
April 15	Finish "Thin" video	
April 20	Elderly Nutrition: Dr. Tidwell	Chapter 18
April 22	Elderly Nutrition: Dr. Tidwell	Chapter 19
April 27	Final Exam (3-6 pm)	Chapters 18 & 19 and assigned reading

MISSISSIPPI STATE UNIVERSITY
COLLEGE OF AGRICULTURE AND LIFE SCIENCES
DEPARTMENT OF FOOD SCIENCE, NUTRITION AND HEALTH PROMOTION
FNH 4353/6353 Nutrition Throughout the Life Cycle
Spring 2013 (Previous Syllabus)

Instructors: Fauzia Kahn, RD, MD
Class Time: Tuesday and Thursday 2:00-3:15
Class Location: 100 Herzer
E-mail: slb39@msstate.edu
Office Numbers: 662-325-0368
Offices: 206 Herzer
Office Hours: by appointment or after class on Tuesdays and Thursdays

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April 20	Elderly Nutrition: Dr. Tidwell	Chapter 18
April 22	Elderly Nutrition: Dr. Tidwell	Chapter 19
April 27	Final Exam (3-6 pm)	Chapters 18 & 19 and assigned reading

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: Ag & Life Sciences Department: Food Sci, Nutrition, & Health Promo
 Contact Person: Sylvia Byrd Mail Stop 9805 E-mail: shb5@msstate.edu
 Nature of Change: Modify Date Initiated: 06/07/13 Effective Date: ASAP

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
FNH	4353/6353	Nutrition Throughout the Life Cycle	(3)

Current Catalog Description:

(Prerequisite: BIO 4253/6253 or consent of instructor). Three hours lecture. Study of interrelationships of physiological, biochemical and sociological factors and nutrient needs of individuals and groups during the life cycle; infancy through the later years. (Same as HS 4353/6353 and NTR 6353).

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
FNH	4353/6353	Nutrition Throughout the Life Cycle	(3)

New or Modified Catalog Description:

(Prerequisite: Grade of "C" or better in FNH 4013/6013, 4123/6123, 4233/6233 and Senior Standing). Three hours lecture. Study of interrelationships of physiological, biochemical and sociological factors and nutrient needs of individuals and groups during the life cycle; infancy through the later years.

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

Proposal to Modify
FNH 4353/6353 Nutrition Throughout the Life Cycle

1. Course Description:

Current:

FNH 4353/6353 Nutrition Throughout the Life Cycle.(3) (Prerequisite: BIO 4253/6253 or consent of instructor). Three hours lecture. Study of interrelationships of physiological, biochemical and sociological factors and nutrient needs of individuals and groups during the life cycle: infancy through the later years. (Same as HS 4353/6353 and NTR 6353).

Proposed:

FNH 4353/6353 Nutrition Throughout the Life Cycle.(3) (Prerequisite: Grade of "C" or better in FNH 4013/6013, 4123/6123, 4233/6233 and Senior Standing). Three hours lecture. Study of interrelationships of physiological, biochemical and sociological factors and nutrient needs of individuals and groups during the life cycle; infancy through the later years.

2. Itemized Changes:

Prerequisite Change

3. Justification and Learning Outcomes:

The Department of Food Science, Nutrition, and Health Promotion faculty request a modification to FNH 4353/6353 Nutrition Throughout the Life Cycle. The prerequisite change is needed to ensure that students master the foundational knowledge and skills needed to be successful. In addition, the HS 4353/6353 and NTR 6353 cross-listing are being physically removed from the course description. These cross-sections of the course were removed from the curriculum in 2005 (in a degree modification proposal that was approved by UCCC) but were never removed from the course description in the catalogue.

There has not been a change or modification to the course description, course content, learning outcomes, method of instruction, method of delivery, or method of evaluation. Please see the attached current and proposed syllabi.

4. Detailed Course Outline: No Change

5. Instructor of Record: Fauzia Kahn

6. CIP: No Change

7. 24 Character abbreviation: No Change

8. Effective Date: ASAP

9. Contact Person: Sylvia Byrd

APPROVAL FORM FOR
COURSES
 MISSISSIPPI STATE UNIVERSITY

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College or School: Ag & Life Sciences Department: Food Sci, Nutrition, & Health Promo
 Contact Person: Barry Hunt Mail Stop 9805 E-mail: bhunt@fsnhp.msstate.edu
 Nature of Change: Course Addition Campus 1 Date Initiated: 09/06/13 Effective Date: Spring 2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
Current Catalog Description:			

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
<u>FNH</u>	<u>8673</u>	<u>Applied Projects for Certified Health Education Specialists</u>	<u>(3)</u>

New or Modified Catalog Description:

Prerequisite: Consent of instructor. Three hours lecture. Experiential projects in health promotion program assessment, design, delivery and evaluation. Utilization of skills of a Certified Health Education Specialist.

Approved:
Donna Bland for Sam Chang
 Department Head

Date:
9/9/13

[Signature]
 Chair, College or School Curriculum Committee

9/16/13

Mark Crenshaw for Dr. Hopper
 Dean of College or School

9-16-13

 Chair, University Committee on Courses and Curricula

 Chair, Graduate Council (if applicable)

 Chair, Deans Council

1. CATALOG DESCRIPTION

FNH 8673. Applied Projects for Certified Health Education Specialists. (3). Prerequisite: Consent of instructor. Three hours lecture. Experiential projects in health promotion program assessment, design, delivery and evaluation. Utilization of skills of a Certified Health Education Specialist.

2. DETAILED COURSE OUTLINE

I. Assets and Capacity for Health Education (5 contact hours)

- A) Plan assessment process
- B) Health behavioral, environmental, and genetic influential factors
- C) Socio-ecological approaches to health education/promotion

II. Health Education Needs Inference (4 contact hours)

- A) Analyze and report assessment findings
- B) Tools for Target Audience Assessment
- C) Emerging trends

III. Health Education and Priority Populations (4 contact hours)

- A) Collaboration development
- B) Scope and sequence for health education delivery
- C) Assessing health promotion needs of underserved populations

IV. Implement Health Education (4 contact hours)

- A) Plans of action
- B) Monitor implementation of health education
- C) Resource allocation for health programs

V. Health Education Implementation Training (4 contact hours)

- A) Identification of training needs, goals, objectives
- B) Training processes and procedure
- C) Use of effective delivery modalities

VI. Evaluation Planning for Health Education (5 contact hours)

- A) Development of evaluation questions
- B) Evaluation feasibility

C) PRECEDE-PROCEED implications

VII. Instrument Design for Evaluation (3 contact hours)

A) Instrument construction

B) Validity and reliability

VII. Interpretation of Evaluation Results (4 contact hours)

A) Program evaluation vs. research output

B) Explanations, limitations, recommendations from results

C) Reporting program outcomes

IX. Administer and Manage Health Education (3 contact hours)

A) Fiscal resources

B) Human resources

X. Service as a Resource Person in Health Education (3 contact hours)

A) Health education consulting

B) Obtain and disseminate health education information

XI. Communicate and Advocate for Health Education (3 contact hours)

A) Engage in advocacy for health policy

B) Promotion of the health education profession

XII. Community Health Coalitions (3 contact hours)

A) Facilitation of health partnerships in community

B) Capacity assessment for health partnerships

3. METHODS OF EVALUATION

Each student will complete two comprehensive HP projects as the primary output of this course. The projects must be proposed and approved by the instructor prior to end of the second week of class.

- **HP Program Review (150 points)** – To begin, each student will select a HP project in an organization in their local area (public or private, not-for-profit or for-profit, outside of MSU) that addresses a particular community health issue. Students will contact the program, arrange a visit, tour the program and interview a key informant who should be the coordinator or director, and collect at least two to three health promotion materials used to educate and change health outcomes in the target population. The focus of this project is to learn how an existing HP program and practicing health educators utilize the concepts and skills of a Certified Health Education Specialist. The project consists of collecting information from the interview, tour, and materials about the mission of the program (5 points), the top three HP methods used (15 points), the one main (spoken or unspoken)

theory that drives the HP efforts (15 points), project accomplishments and outcomes (10 points), and theory or data driven suggestions for change (5 points). Students will present their findings in the form of a written review paper and PowerPoint presentation. The paper (10-15 pages; APA format) should include a review of each of the items listed above. The presentation (maximum 25 slides) should include the following: title slide, background of organization or project or health issue, outcome goals or objectives of the project, main health promotion methodology, how a specific theory is translated into practice in this program, important outcomes, and theory-based or data-based suggestions for improvement. The final submission of this document will include the following:

Mission of the Program	15 points
Health Promotion Methodologies Used	45 points
Theoretical Foundation	45 points
Project Outcomes	30 points
Theory/Data Driven Recommendations	15 points
Total	150 points

- HP Program Plan Development (450 points)** – The student will fully assess the health needs of a specific community and develop an ecological HP program plan to address identified health issues, problems, and/or conditions. The focus of this project is to apply the concepts and skills of a Certified Health Education Specialist. The plan will include a full population health needs assessment (Topic 1), health priority justification (Topic 2) implementation plan including education tools (Topics 3-5), administration plan (Topic 9), evaluation plan (Topics 6 & 8), data collection tools (Topics 7). Students will present their project in the form of a comprehensive HP program portfolio which will provide detailed information on each of the areas listed above and demonstrate the student’s applied CHES skills. The portfolio should serve as both a collection of the skills utilized in developing the HP program plan, as well as a guide for future implementation of this program. The portfolio is expected to consist of one merged document (PDF format) with the following headings:

Needs Assessment	60 points
Justification of Health Priority Focus	30 points
Implementation Plan	120 points
Administration Plan	90 points
Evaluation Plan	60 points
Data Collection Tools	60 points
Appendix of Health Education Tools	30 points
Total	450 points

Grading Scale:

A = 540– 600 points

B = 480 – 539 points

C = 420 – 479 points

D = 360 –419 points

F = 359 points or less

4. JUSTIFICATION AND LEARNING OUTCOMES

Students pursuing the Health Promotion (HP) concentration as part of the M.S. in Food Science, Nutrition, and Health Promotion are being prepared to enter the health education and health promotion workforce. Both the distance education and on-campus HP programs prepare students to successfully complete the requirements of the only professionally recognized credential in the health education profession: the Certified Health Education Specialist (CHES). The purpose of this course is to provide M.S. students with a capstone course which brings together the various skills learned in the core course sequence of the HP program. This course allows students to combine concepts of health theory, behavioral epidemiology, and HP program development into a comprehensive, applied project which will demonstrate the learned skills needed in the profession as set forth by the National Commission for Health Education Credentialing. Based on enrollment history from Spring semester 2009 – Fall semester 2013, the course is expected to enroll 12-15 students per semester (offered twice a year). The Master of Science program in FSNHP (Health Promotion concentration) currently includes 60 graduate students, including both distance education and on-campus delivery modalities.

Upon completion of FNH 8673 students will have demonstrated the ability to:

- 1) Assess needs, assets and capacity for health education
- 2) Plan health education programs involving priority populations and other stakeholders
- 3) Implement health education programs based on baseline data
- 4) Use strategies that reflect cultural competence in implementing health education programs

- 5) Conduct evaluation and research related to health education/promotion
- 6) Synthesize information found in health education/promotion literature
- 7) Develop recommendations based on results of evaluation strategies
- 8) Administer and manage health education/promotion programs
- 9) Analyze an organization's culture in relationship to health education/promotion goal
- 10) Convey health related information to priority populations
- 11) Communicate and advocate for health and health education/promotion
- 12) Identify current and emerging issues that may influence health and health education/promotion

5. ACADEMIC MISCONDUCT

Adherence to MSU policy; turn it in technology, etc

6. TARGET AUDIENCE

The Master of Science degree program in Food Science, Nutrition and Health Promotion (Health Promotion concentration) currently enrolls 60 students. The number has consistently ranged from 45-55 for the past several years with the trend being increased enrollment. Health related professions are among the fastest growing job markets in the United States. This course is designed for Health Promotion program majors who are in their last semester of the program.

7. SUPPORT

Letter of support included in packet. No additional staff, library, laboratory or equipment support is required for this course.

8. INSTRUCTOR OF RECORD (GRADUATE COURSE)

Dr. Barry P. Hunt, Professor of FSNHP, Health Promotion program coordinator
P.O. Box 9805
Department of Food Science, Nutrition and Health Promotion
MSU, MS 39762
PH 662-325-7230
E-mail: bhunt@fsnhp.msstate.edu

9. GRADUATE STUDENT REQUIREMENTS (SPLIT LEVEL CLASSES)

N/A

10. PLANNED FREQUENCY

The course would be offered Fall and Spring semesters

11. EXPLANATION OF ANY DUPLICATION

N/A

12. METHOD OF INSTRUCTION CODE

13. METHOD OF DELIVERY

O

14. PROPOSED C.I.P. NUMBER

51.2207

15. PROPOSED 24 CHARACTER ABBREVIATION

Appl Proj for CHES

16. PROPOSED SEMESTER EFFECTIVE

Spring 2014

17. OTHER APPROPRIATE INFORMATION

Since the project is student generated, appropriate references will be developed by the student. Specific applications of the learning outcomes will vary from student to student, so no established list of readings, etc is utilized.

18. PROPOSAL CONTACT PERSON

Dr. Barry P. Hunt
Professor of FSNHP
PH 662-325-7230

APPROVAL FORM FOR
COURSES

MISSISSIPPI STATE UNIVERSITY

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College or School: Architecture, Art & Design Department: School of Architecture

Contact Person: Justin Taylor

Mail Stop AQ

E-mail: jtaylor@caad.msstate.edu

Nature of Change: Add

Date Initiated: 1.8.2013

Effective Date: Spring 2014

Current Listing in Catalog:

Symbol Number Title

Credit Hours

()

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol Number Title

ARC 4613/6613 CREATE Common Ground

Credit Hours

(3)

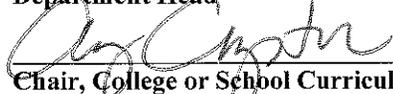
New or Modified Catalog Description:

ARC 4613/ARC 6613. CREATE Common Ground. (3) Three hours seminar. Service learning through urban design, issues of economic development/renewal, historic preservation, and transportation for small towns in the CREATE Foundation region.

Approved: 

Date: 30 SEP 2013

Department Head


Chair, College or School Curriculum Committee

9-30-2013


Dean of College or School

9/30/13

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

Course Addition
Addition of a new course: CREATE Common Ground
School of Architecture

1. Catalog Description

ARC 4613/ARC 6613. CREATE Common Ground. (3) Three hours seminar. Service learning through urban design, issues of economic development/renewal, historic preservation, and transportation for small towns in the CREATE Foundation region.

2. Detailed Course Outline

I. Regional Context and Resources (9 Contact Hours)

A. Regional Economic Development - Students will have an understanding of the issues involved in economic development for rural areas.

- (3 hours) Lecture on rural problems and issues
- (3 hours) Case studies of rural economic development models

II. Regional Analysis and Planning Graphics

A. (3 hours) Regional Analysis and Planning Graphics - Students will be guided to research and create a regional planning analysis. Students will have knowledge of the correct conventions and standards for planning documents.

III. Analysis/Existing Conditions (15 Contact Hours)

- A. (3 hours) Small Town Urban Design - Students will gain an understanding of the physical form of towns and cities.
- B. (3 hours) Planning Process - Students will have an understanding of why planning is necessary and how processes of planning are structured.
- C. (3 hours) Urban Precedent Analysis - Students will have the ability to research urban precedents for use.
- D. (6 hours) Small Scale Urban Form Analysis - Students will have the ability to create a graphic analysis of geographical, transportation, cultural and physical conditions for an urban space in a town.

III. Design Proposal and Presentation (21 Contact Hours)

E. Streetscape Design for Small Towns- includes case study research into street configurations and uses, culminating in a design proposal by students.

- i. (3 hours) Case study research
- ii. (6 hours) Design proposal

F. Landscape/Townscape Design for Small Towns - includes case study research into landscape design for small towns, culminating in a design proposal by students.

- i. (3 hours) Case Study research
- ii. (3 hours) Design proposal

G. (3 hours) Cost Estimation - Students will have the ability to create a basic cost estimate.

- I. (3 hours) Public Communication - Students will engage in public speaking with community groups and through outreach such as writing newspaper articles.

3. Method of Evaluation

Students will be evaluated on the basis of:

- Projects and presentations to the instructor and the communities that demonstrate the students' understanding of the issues presented in the class.
- Class participation in terms of discussion, research trips to the community, and final presentations to the community partners.

Project(s) and Assessment

There are three projects for this class with the following percentage of final grade:

Undergraduate Assessment

Assignment 1: Regional Context & Resources (Weeks 1-3)	15%
Assignment 2: Analysis/Existing Conditions (Weeks 4-8)	30%
Assignment 3: Design Proposal/Presentation (Weeks 9-15)	45%
Class participation	<u>10%</u>
	100%

Graduate Assessment

Assignment 1: Regional Context & Resources (Weeks 1-3)	15%
Assignment 2: Analysis/Existing Conditions (Weeks 4-8)	30%
Assignment 3: Design Proposal/Presentation (Weeks 9-15)	30%
Assignment 4: Expanded Proposal Essay (Weeks 9-15)	15%
Class participation	<u>10%</u>
	100%

Overall Assessment

A	90- 100%	D	65% - 70%
B	80 - 90%	F	Below 65%
C	70% - 80%		

Grading Scale:

Each grade takes into consideration:

- Effort (motivation, completion)
- Findings (clarity of thought shown in the quality of production)
- Verbal Communication

Excellent (A, 90-100%). By definition the exception, a grade of "A" is reserved for work that is extremely sound and motivated, on process and products that clearly and consistently demonstrate inspired exploration of superior quality. An "A" project is fully developed and presented well--both orally and graphically. The student has developed a strong concept that

clearly enhances the overall solution. The full potential of the problem has been realized and demonstrated.

Good (B, 80-90%). Student's work shows above average understanding and clear potential. It reflects a solid commitment to learning and an understanding of the issues, consistent effort beyond the fulfillment of the minimum requirements, which are clearly and concisely presented. The process and production exhibit some exceptional aspects or insights and clearly shows development though some problems may be noted.

Satisfactory (C, 70 -80%). Student's work meets minimum objectives of course: attendance, engagement in studio culture, and timely completion of work. Work shows normal understanding with a project that is plausible, solves major problem requirements, and meets the studio goals, containing no serious errors of judgment or omission. Quality of project as well as the development of knowledge and skills is average.

Poor (D, 65-70%). Student's work shows limited understanding and/or effort. Minimum problem requirements have not been met. Quality of project or performance and development of knowledge and skills is below average.

Failure (F, Below 65%). Student's work is unresolved, incomplete, and/or unclear. Minimum course objectives or project requirements are not met, and student's work shows lack of understanding and/or effort. Quality of project or performance is not acceptable. This grade is not acceptable for degree credit.

Incomplete (I). is given according to Mississippi State University policy.

4. Justification and Outcome

This course gives students the opportunity to work with residents of small towns in Northeast Mississippi to better their physical environment. The course, open to students in architecture, landscape architecture, interior design, and art, provides students the opportunity to use skills that they have learned from other courses in the real-world conditions of clients and community interests. The students as part of the course, receive instruction on urban design, issues of economic development/renewal, historic preservation, and transportation for small towns through readings and lectures. The main objective by the end of the course is for students to understand the economic, social and environmental issues facing small, rural towns and be able to propose changes to the town's physical environment to address these issues.

The students, in consultation with the towns they are working with, will produce by the end of the course a series of design proposals for the town and an action plan for implementation. The design proposals are presented to the town for comment and review as well as publicized through the media. The outcome of the course, thus, has not only have an academic purpose, but also aims to affect the real decisions of the towns involved.

The expected enrollment is ten total students from both the graduate and undergraduate levels. This enrollment is based on the average enrollment for the special topics course in the past as well as our plan to better publicize and coordinate the course with the landscape architecture department. The course also receives a \$7,500 annual grant from the CREATE Foundation, which pays to hire an intern to produce a publication of the work. If the grant were to not be renewed, the class would continue but without creating a publication afterwards.

Finally, Public Interest Design, the design of the environment for clients and groups which normally cannot afford to work with a design professional or for the collective good, has become an important part of contemporary architectural practice. The School of Architecture has two nationally recognized research centers that engage in Public Interest Design, the Gulf Coast Community Design Studio and the Carl Small Town Center. The Carl Small Town Center (CSTC), located on the main MSU campus, is the only one of these centers that can provide a Public Interest Design experience to undergraduates. The CSTC usually involves students in Public Interest Design by hiring undergraduate research assistants. The offering of this course through the Carl Small Town Center gives more undergraduate students the opportunity to experience and participate in Public Interest Design other than working for the Center and would benefit the existing curriculum by introducing this emerging field to students.

The specific course objectives are as follows:

Regional Context & Resources

Students will understand the major issues facing small towns in rural areas today such as changes in the economic base of rural areas, the impact of depopulation on rural areas, the loss of services impacting small towns, as well as changes to the landscape and physical form of rural areas. Strategies for the economic development of small towns will also be explored.

Additionally, students will develop large-scale maps that show basic transportation routes, and rural access to national networks of transportation. Students will also develop maps showing graphically the gross income, housing costs, population density, natural resources, employment, industries, and educational attainment of these areas.

Analysis/Existing Conditions

Students will read material on urban analysis and develop an understanding of urban elements. Furthering their analysis, students will conduct precedent analysis by researching and diagramming specific urban conditions. Students will then apply the methods of urban analysis they have learned to the town being studied.

Design Proposal/Presentation

Students will learn the planning process by actively engaging with the community. Students will meet with community stakeholders to help them ascertain goals and objectives for their communities. Students then will generate design proposals based on this community feedback. Students will analyze existing street patterns and streetscape configurations and propose more effective landscape and streetscape designs. Students will develop proposals for funding resources, as well as a detailed cost estimate for each proposed project. Students will engage in public communication through outreach activities such as writing newspaper articles for the local paper and community presentations.

5. Academic Misconduct

Students will follow the MSU Honor Code which will be announced at the first class meeting and included in the syllabus.

6. Target Audience

The audience for this class includes undergraduate architecture, interior design, and art students, and undergraduate and graduate landscape architecture students.

7. Support

See Attached: Letters of support from Architecture, Landscape Architecture, Interior Design and Art Chairs/Directors.

8. Instructor of Record

John Poros

9. Graduate Student Requirements

Graduate students would be required to produce an additional essay expanding the proposals that they developed for the town in the course and showing the general principles of their work that could be used throughout the country in community development.

10. Planned Frequency

The course will be taught in the Spring Semester annually.

11. Explanation of Duplication

There is no duplication of material in this course.

12. Method of Instruction Code:

S

13. Method of Delivery:

F

14. Proposed CIP Number

04.0201

15. Proposed 24-Character Abbreviation

CREATE Common Ground

16. Proposed Semester Effective

Spring 2014

17. Other Appropriate Information

NA

18. Proposed Contact Person

Justin Taylor, Curriculum Committee Chair, School of Architecture
662-325-7994



240 Giles Hall 899 Collegeview Street PO Box AQ

Mississippi State, MS 39762-5541

COLLEGE OF ARCHITECTURE ART + DESIGN



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Fax: 662.325.8872

SCHOOL OF ARCHITECTURE

**ARC 4613/6613, Spring 2014
CREATE Common Ground
Sample Course Syllabus**

Credits: 3
Type of Course: Seminar
Class Meetings: TBD / TH 1:00 – 4:00 pm
Prerequisites: None
Enrollment Capacity: 12

Instructor's Contact Information

John Poros jporos@caad.msstate.edu 662-325-8719
office hours by appointment

COURSE DESCRIPTION

Course Description

ARC 4613/6613. CREATE Common Ground. (3) Three hours seminar. Service learning through urban design, issues of economic development/renewal, historic preservation, and transportation for small towns in the CREATE Foundation region.

Detailed Description

CREATE Common Ground is the result of a partnership between the Carl Small Town Center and the CREATE Foundation (<http://www.createfoundation.com/>) that began in 1998. It is the partnership's belief that the greatest impediment to community development is the community's ability to identify and understand the impact of the built environment on the quality of life. This course seeks to engage both students and a municipality in the community design process, to begin thinking about design issues and opportunities.

The course will be held once a week, as a working seminar course. Broad assignments will be set out, but most of the work will be self-directed by students. Working sessions, travel, reviews of work, and brainstorming/coordination sessions will happen during this time period.

Course Goals

Regional Context & Resources

Students will understand the major issues facing small towns in rural areas today such as changes in the economic base of rural areas, the impact of depopulation on rural areas, the loss of services impacting small towns, as well as changes to the landscape and physical form of rural areas. Strategies for the economic development of small towns will also be explored.

Additionally, students will develop large-scale maps that show basic transportation routes, and rural access to national networks of transportation. Students will also develop maps showing graphically the gross income, housing costs, population density, natural resources, employment, industries, and educational attainment of these areas.

Analysis/Existing Conditions

Students will read material on urban analysis and develop an understanding of urban elements. Furthering their analysis, students will conduct precedent analysis by researching and diagramming specific urban conditions. Students will then apply the methods of urban analysis they have learned to the town being studied.

Design Proposal/Presentation

Students will learn the planning process by actively engaging with the community. Students will meet with community stakeholders to help them ascertain goals and objectives for their communities. Students then will generate design proposals based on this community feedback. Students will analyze existing street patterns and streetscape configurations and propose more effective landscape and streetscape designs. Students will develop proposals for funding resources, as well as a detailed cost estimate for each proposed project. Students will engage in public communication through outreach activities such as writing newspaper articles for the local paper and community presentations.

COURSE REQUIREMENTS

Project(s) and Schedule

The project schedule is as follows:

Assignment 1 (Week 1-3): Regional Context & Resources

Week 1: Rural Problems & Issues; Lecture on major issues facing small towns such as changes in economic base of rural areas, the impact of depopulation of rural areas and the how the loss of services impacts small rural towns, as well as changes to the landscape and physical form of rural areas.

Week 2: Economic Development; Strategies for economic development for rural areas will be shown such as industrial development, tourism & recreation, retirement communities and bedroom communities will be discussed. Case studies of these approaches will be shown.

Week 3: Regional Analysis and Planning Graphics; Students will develop a large-scale map that shows the basic transportation routes, and access to national networks of transportation. Students will also develop a map showing graphically the gross income, housing costs, population density, natural resources, employment, industries, educational attainment. Basic graphic conventions for planning will be shown.

Assignment 2: (Week 4-8) Analysis/Existing Conditions

Week 4: Small Town Urban Design; Students will read excerpts from The Image of the City by Kevin Lynch to develop an understanding of the urban elements and the physical form of towns and cities. A discussion of Lynch's categories and how they work in a small town will be the result.

Week 5: Planning process; Students learn planning by actively engaging in the process with guidance from the instructor through a town visit. Students meet with community stakeholders to ascertain goals and objectives for their community.

Week 6: Urban Precedent Analysis; Students will conduct precedent analysis by researching specific public spaces in America and diagramming all the elements of the space including public/private space, use, parking, street furniture and amenities, history & landmarks.. Students will compare/contrast successful elements of the precedents as they apply.

Week 7: Small Scale Urban Form Analysis; Students will use their precedent analysis as a basis to analyze public spaces in the town being helped to discover potential design problems and solutions. The students will produce diagrams that compare and contrast the town's public spaces with the public space precedents.

Week 8: Small Scale Urban Form Analysis; Presentation of urban form analysis work.

Assignment 3: (Week 9-15) Design Proposal/Presentation

Week 9: Streetscape Design for Small Towns; Students will research case studies of street configurations and uses applicable to a need identified earlier in the analysis work.

Week 10: Students will design a street improvement/re-design project. Students will develop plans, elevations, and perspective renderings to present to the community.

Week 11: Work continues on the street improvement/re-design project design project,

Week 12: Landscape/Townscape Design for Small Towns; Students will research case studies of landscape/townscape design applicable to a need identified earlier in the analysis work.

Week 13: Students will design a landscape/townscape improvement project. Students will develop plans, elevations, and perspective renderings to present to the community.

Week 14: Cost Estimation; Students will develop a proposal for funding resources, as well as a detailed cost estimate for each project they propose.

Week 15: Public Communication; Students will engage in public speaking with the community by writing a newspaper article for the local paper regarding their design project.

Project and Course Assessment:

Projects are derived from the needs of the community and are decided upon collectively as a class. Success in this class will be determined primarily by how well the needs of the community are met and their satisfaction with your work as determined by the instructor. However, it should be noted that the highest quality of analysis/design work is required beyond community satisfaction, with an emphasis on professional graphic presentation. Grades are viewed as a means to communicate evaluation of your work and progress. Work will be evaluated through in-class critiques and meetings with the instructor.

Two grades will be given to you during the semester. The first will follow the completion of the Assignment I as a mid-term grade. Grades will be discussed, if requested, by scheduling a private meeting with the instructor. Upon completion of end of the semester and all assignments you will receive a final grade. Grading policies will follow the guidelines below; satisfying the expected requirements of a project demonstrates competent, professional work, and is graded as a C. Exhibiting more engagement and understanding will result in a higher grade, less will result in a lower grade. Each grade takes into consideration: Effort (motivation, completion), Findings (clarity of thought shown in the quality of production) and Verbal Communication.

Excellent (A, 90-100%). By definition the exception, a grade of "A" is reserved for work that is extremely sound and motivated, on process and products that clearly and consistently demonstrate inspired exploration of superior quality. An "A" project is fully developed and presented well--both orally and graphically. The student has developed a strong concept that clearly enhances the overall solution. The full potential of the problem has been realized and demonstrated.

Good (B, 80-90%). Student's work shows above average understanding and clear potential. It reflects a solid commitment to learning and an understanding of the issues, consistent effort beyond the fulfillment of the minimum requirements, which are clearly and concisely presented. The process and production exhibit some exceptional aspects or insights and clearly shows development though some problems may be noted.

Satisfactory (C, 70 -80%). Student's work meets minimum objectives of course: attendance, engagement in studio culture, and timely completion of work. Work shows normal understanding with a project that is plausible, solves major problem requirements, and meets the studio goals, containing no serious errors of judgment or omission. Quality of project as well as the development of knowledge and skills is average.

Poor (D, 65-70%). Student's work shows limited understanding and/or effort. Minimum problem requirements have not been met. Quality of project or performance and development of knowledge and skills is below average.

Failure (F, Below 65%). Student's work is unresolved, incomplete, and/or unclear. Minimum course objectives or project requirements are not met, and student's work shows lack of understanding and/or effort. Quality of project or performance is not acceptable. This grade is not acceptable for degree credit.

Incomplete (I). is given according to Mississippi State University policy.

Group work is a requirement for some parts of the semester. Group self-evaluations and other methods may be used by the instructors to arrive at evaluations of an individual's work.

The course will be graded as follows:

Undergraduate

Assignment 1: Regional Context & Resources	15%
Assignment 2: Analysis/Existing Conditions	30%
Assignment 3: Design Proposal/Presentation	45%
Class participation	<u>10%</u>
	100%

Graduate

Assignment 1: Regional Context & Resources	15%
Assignment 2: Analysis/Existing Conditions	30%
Assignment 3: Design Proposal/Presentation	30%
Assignment 4: Expanded Proposal Essay	15%
Class participation	<u>10%</u>
	100%

Overall Assessment

A 90- 100%	D	65% - 70%
B 80 - 90%	F	Below 65%
C 70% - 80%		

COURSE POLICIES

Students must adhere to all University-wide policies related to students listed on http://www.msstate.edu/web/student_policies.html which include policies on attendance, academic integrity, plagiarism, computer and network use.

Attendance

Attendance at all classes and community meetings is mandatory, and the class participation grade will reflect attendance. Absences are excused only if the student contacts (email or phone call) the instructor at least twenty-four hours prior to the planned missed class. Class will follow the MSU Academic Calendar for Spring 2014.

Blackboard Learn

Blackboard Learn is the repository for all class materials. You can access it here: <http://mycourses.msstate.edu>. Communications and assignments will be posted here so make sure you check this regularly.

Email

E-mail will be one of the major ways that the instructors will communicate information regarding assignments and schedules to you. You are required to check your MSU e-mail account at least once daily. Do not use any e-mail account other than your official MSU e-mail account to communicate with your instructors and fellow students; the anti-spam software will block most non-MSU e-mail.

Cell Phones

Use of cell phones is prohibited during class time. If you are expecting an important, emergency phone call, please turn phone to vibrate and exit the classroom to talk. The use of text messaging will not be tolerated during class time. Students that are seen text messaging will be asked to leave class for the day immediately, and the class participation grade will be appropriately affected.

University Policies and Honor Code

A grade of Incomplete (I) may be submitted in lieu of a final grade when the student, because of illness, death in their immediate family or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations. All grades of I (incomplete) must be removed within 30 calendar days from the date of the student's next enrollment, but only that part of his or her work may be made up which was missed during the emergency for which the incomplete was granted. If a grade of I is not resolved into a passing grade within the allotted time, the grade becomes an F.

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. Plagiarism is considered a violation of the MSU Honor Code. Proper citation methods will be discussed in class, and it is expected that the student will follow these guidelines. For additional information please visit: <http://www.msstate.edu/dept/audit/1207A.html>.



Tel: 662.325.2202
Fax: 662.325.8872

SCHOOL OF ARCHITECTURE

1 December 2012

Dr. Angi E. Bourgeois, Chair
University Committee on Courses and Curricula
102 Freeman Hall
Mississippi State, MS 39762

University Curriculum Committee Members:

On November 12, 2012 the School of Architecture Faculty voted unanimously (13-0-0) in support of adding the ARC 4613 / 6613 CREATE Common Ground course to the list of courses offered. The CREATE Common Ground course has been taught successfully as a special topics 4990 for 10 years. The School of Architecture is confident that this addition will serve to improve student learning and preparation for architectural practice.

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

Sincerely,

Justin Taylor
Curriculum Committee Chair
School of Architecture

Michael A. Berk, Director

Jassen Callender

Jacob Gines

Jane Britt Greenwood

Alexis Gregory

Hans Herrmann

Frances Chin-Jo Hsu

Rachel McCann

Emily McGlohn

John Porog

Finas Townsend

Andrew Tripp



MISSISSIPPI STATE
UNIVERSITY

449 Hardy Road 125 Etheredge Hall PO Box 6227

Mississippi State, MS 39762-5541

COLLEGE OF
ARCHITECTURE
ART + DESIGN



www.caad.msstate.edu

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Fax: 662.325.5754

INTERIOR DESIGN PROGRAM

M E M O R A N D U M

DATE: Sep 17, 2013
TO: Chair, MSU UCCC
FROM: Beth R. Miller, Director Interior Design

RE: Support Letter for:
ARC 4613/6613 CREATE Common Ground

Please accept this letter as our program's formal response to the course offering noted above.

The Interior Design Program is in full support of the School of Architecture's newly proposed **ARC 4613/6613 CREATE Common Ground** course as a potential opportunity for cross-disciplinary service learning for our students.

We believe this course would greatly benefit our students and would like to offer our support for the creation of this course.

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



MISSISSIPPI STATE
UNIVERSITY

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

Campus Correspondence

September 18, 2013

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

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

Re: Letter of support for ARC 4613/6613 CREATE Common Ground

Please accept this letter as our department's formal response to the course offering noted above.

The Department of Landscape Architecture is in full support of the School of Architecture's newly proposed **ARC 4613/6613 CREATE Common Ground** course as a potential opportunity for cross-disciplinary service learning for our students.

We believe this course would greatly benefit our students and would like to offer our support for the creation of this course.

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

Sincerely,

Sadik C. Artunç, FASLA
Professor and Head

SADIK C. ARTUNÇ, FASLA
Professor & Head

Department of Landscape Architecture
College of Agriculture and Life Sciences
Mississippi State University, MS 39762
Mail Stop 9725

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DEPARTMENT OF ART

MEMORANDUM

DATE: Sep 17, 2013
TO: Chair, MSU UCCC
FROM: Professor Jamie Burwell Mixon | ART | Interim Department Head
RE: Support Letter for:
ARC 4613/6613 CREATE Common Ground

Please accept this letter as our department's formal response to the course offering noted above.

The Department of ART is in full support of the School of Architecture's newly proposed **ARC 4613/6613 CREATE Common Ground** course as a potential opportunity for cross-disciplinary service learning for our students.

We believe this course would greatly benefit our students and would like to offer our support for the creation of this course.

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

Professor Jamie Burwell Mixon

*Interim Department Head
Department of Art
College of Architecture, Art + Design*

COURSE ADDITION
COURSE PROPOSAL FOR AN 8123 Environmental Anthropology
Department of Anthropology and Middle Eastern Cultures

A. Course Addition

1. CATALOG DESCRIPTION

AN 8123. Environmental Anthropology. (3) (Prerequisite: None). Three hours face to face. Study of anthropological approaches to analyzing the relationship between humans and the environment.

2. DETAILED COURSE OUTLINE OF CAMPUS 1

The syllabus for the class on campus for Fall 2011 is attached. This syllabus includes a detailed outline and schedule of the topics covered and assignments required of students in this course.

Content Area	Face-to-Face
Course introduction, What makes a good seminar?, Stereotypes of Human / Nature relationships in Film "Baraka"	3 contact hours (lectures, film, discussion questions)
Nature vs. Culture	3 contact hours (lectures, discussion questions)
Cultural Ecology, Neo-Evolutionism, Materialism	3 contact hours (lectures, discussion questions)
(Eco) Systemic Approaches	3 contact hours (lectures, discussion questions)
Critiques of Ecosystem Approach: Evolutionary Ecology, Actor-Based Models, and the New Ecologies	3 contact hours (lectures, discussion questions)
Historical Ecology / Ethnoecology	3 contact hours (lectures, discussion questions)
Historical Ecology II (Ethnography)	3 contact hours (lectures, discussion questions)
Population and Agriculture	3 contact hours (lectures, discussion questions)
Political Ecology I	3 contact hours (lectures, discussion questions)
Political Ecology II (Ethnography)	3 contact hours (lectures, discussion questions)
Common Property, Traditional Ecological Knowledge (TEK), and Environmentality	3 contact hours (lectures, discussion questions)
The Anthropology of Environmentalism & Environmentalists	3 contact hours (lectures, discussion questions)
Conservation	3 contact hours (lectures, discussion questions)

Posthumanism	3 contact hours (lectures, discussion questions)
Environmental Justice	3 contact hours (lectures, discussion questions)
Consumption	3 contact hours (lectures, discussion questions)
Research Presentations	3 contact hours (lectures, discussion questions)
Total	51 contact hours

3. **METHOD OF EVALUATION**

Assessment will be based on the following:

CLASS PARTICIPATION	10%
ONLINE FORUM QUESTIONS	10%
BI-WEEKLY REACTION PAPERS	20%
OUTLINE /ANNOTATED BIBLIOGRAPHY	10%
SEMINAR LEADERSHIP	20%
RESEARCH PRESENTATION	10%
FIRST DRAFT RESEARCH PAPER	6%
FINAL DRAFT RESEARCH PAPER	14%

Total **100%**

Grading Scale:

A = 90% and above

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = Below 60%

4. **JUSTIFICATION FOR OFFERING and LEARNING OUTCOME**

The purpose of this course is to provide graduate students in depth study of anthropological approaches to the human, environment relationship. Specifically, the course examines the following questions: What is nature? How is "nature" a culturally constructed concept, and how do cultures and societies differ in their understanding of the "environment"? How can we understand humanity's dependence, domination, abuse, or reverence for the environment? In what ways do politics, economics, and ecology intersect to create environmental conflict or cooperation? How anthropology can analyze and be involved in environmentalism and environmental justice? What are the human repercussions of the global push for biodiversity conservation and ecotourism? How can we theorize beyond an anthropocentric worldview to one that includes non-human agency? How can anthropology be applied to resolve critical environmental issues facing our communities, nation, and the globe?

Environmental anthropology is a fast growing area within the sub-discipline of cultural anthropology, and is particularly attractive to students who are interested in environmental issues related to food, pollution, climate change, and sustainability. In addition, environmental anthropology is particularly relevant to programs in applied anthropology; most environmental anthropologists consider themselves applied anthropologists. This class provides theoretical training at the graduate level study on these topics, which will prepare our MA students with research interests in environment and sustainability issues.

This class was offered as a special topics class during the fall of 2010, 2011 and was given special permission to be taught a third time in the fall of 2013 with good enrollment from not only anthropology graduate students, but students outside our department as well.

LEARNING OUTCOMES

The learning outcomes of this course are:

- Introduce theories based on small-scale isolated societies
- Discuss concepts of ecology and systems thinking
- Analyze the symbolic / ideological construction of nature
- Understand environmentalism and environmentalists.
- Trace the history of anthropological thought regarding human-environment interaction
- Critically apply a political ecology analysis to environmental issues

5. Academic Misconduct

Students are informed in the syllabus and on the first day of class (see attached syllabus) about MSU's academic misconduct policy and the Honor Code. The instructor discusses these issues, especially plagiarism and encourages students to ask questions. The syllabus also contains the website address of Mississippi State University's Honor Code.

6. Target Audience

This course is aimed at graduate students with an interest in researching issues, problems, and solutions to human-environmental interaction. Students in AMEC's applied anthropology program are the primary targets, but is relevant to those in other disciplines including, but not limited to, the following: sociology, history, international business, political science, human dimensions of wildlife management, landscape architecture, agricultural economics, and forestry.

7. Support

See attached letter of support from the Department of Anthropology and Middle Eastern Cultures with appropriate signatures from department faculty.

David Hoffman will be the instructor of record for this class. He has taught the class as a special topics course previously. There are no additional requirements

for library support, nor laboratories and equipment required. This class does not require any additional funds for setting up and continuing the course.

8. INSTRUCTOR of RECORD

David Hoffman is the instructor of record for AN 8123. Dr. Hoffman was trained in environmental anthropology / human ecology at the University of Colorado–Boulder.

9. PLANNED FREQUENCY

AN 8123 will be offered every other fall beginning with the fall 2015 semester.

10. EXPLANATION of any DUPLICATION

There is no duplication of material in the course.

11. METHOD of INSTRUCTION CODE

S: Seminar

METHOD of DELIVERY

F: Face to Face

13. PROPOSED C.I.P. NUMBER 45.0201

The Proposed C.I.P. Number for AN 8123 Environmental Anthropology is

14. PROPOSED 24-CHARACTER ABBREVIATION

The proposed abbreviation for AN 8123 is Environmental Anth

15. PROPOSED SEMESTER EFFECTIVE

Spring 2014

16. OTHER APPROPRIATE INFORMATION

The course uses myCourses to allow students to access resources such as online forums established by the instructor for student posting of discussion questions prior to the course's face to face meetings. Students are required to purchase (or gain access) to texts reported to the campus bookstore. These texts are also available in the library on campus. In addition, students are required to read articles for this class. All articles required for students are either available through the library or provided by the instructor.

17. PROPOSAL CONTACT PERSON

David Hoffman OR
(662) 325-7519

Toni Copeland
(662) 325-7523



**MISSISSIPPI STATE
UNIVERSITY™**

*Department of Anthropology and
Middle Eastern Cultures*

December 10, 2012

To whom it may concern:

This letter is written on behalf of the Department of Anthropology and Middle Eastern Cultures. It is attestation that the faculty of Anthropology and Middle Eastern Cultures reviewed the proposals for 1) modification of graduate curriculum, 2) a graduate course entitled "Environmental Anthropology" (AN 8123), and 3) a graduate course entitled "Contemporary Theory in Cultural Anthropology" (An 8193) and unanimously agreed to support this modification and these two additions to the offerings of the Department.

Sincerely,

Walter J. Diehl

Interim Department Head, Anthropology and Middle Eastern Cultures

Toni J Copeland (preparer)

Assistant Professor, Anthropology and Middle Eastern Cultures



MISSISSIPPI STATE
UNIVERSITY

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

07 March 2013

Letter of Support: New course proposal – Environmental Anthropology (AN 8123)

The Graduate Committee of the Department of Biological Sciences, in consultation with Dr. Lisa Wallace, has examined Dr. David Hoffman's proposal for a new course, Environmental Anthropology (AN 8123). No one found any objections with the proposed course. Likewise, no one noted any substantial degree of overlap between the proposed offering and our existing courses.

This course appears to complement some of our offerings; thus, it should be an asset to students interested in pursuing this area of study from a multidisciplinary perspective. For example, Dr. Wallace teaches a course (Ethnobotany) that focuses on plants and botany as they relate to human cultural and economic uses of plants.

Nancy A. Reichert
Professor and Head, Biological Sciences

Gary Ervin
Professor and Graduate Coordinator

on behalf of Graduate Committee members:

Donna Gordon
Assistant Professor
Biological Sciences

Job Lopez
Assistant Professor
Biological Sciences

Diana Outlaw
Assistant Professor
Biological Sciences

Mark Welch
Assistant Professor
Biological Sciences

ENVIRONMENTAL ANTHROPOLOGY

Anthropology 8990

Fall 2013

Tuesdays, 2:00-4:50, Cobb 100

Professor: David M. Hoffman

Office: Cobb Institute, 208

Office Hours: Wednesday 1—3 PM, Thursday 11—Noon, or by appointment

Telephone: 662-325-7524

E-mail: dhoffman@anthro.msstate.edu

What is nature? How is “nature” a culturally constructed concept, and how do cultures and societies differ in their understanding of the “environment”? How can we understand humanity’s dependence, domination, abuse, or reverence for the environment? In what ways do politics, economics, and ecology intersect to create environmental conflict or cooperation? How anthropology can analyze and be involved in environmentalism and environmental justice? What are the human repercussions of the global push for biodiversity conservation and ecotourism? How can we theorize beyond an anthropocentric worldview to one that includes non-human agency? How can anthropology be applied to resolve critical environmental issues facing our communities, nation, and the globe?

In this course we will follow the trajectory of anthropological engagements with the question of the environment. In so doing, we will cover:

- Theories based on small-scale isolated societies
- Concepts of ecology and systems thinking
- The symbolic / ideological construction of nature
- Political ecology analysis of environmental issues.

Throughout the course, we will look at case studies from across that globe that highlight issues surrounding food production, household livelihoods, deforestation, poverty and environmental justice, extraction of resources from oceans and land, biodiversity conservation, and economic development. Welcome to the course!

REQUIRED TEXTS (available at the MSU Barnes and Noble Bookstore):

- 1. Netting, Robert McC.** 1993. Smallholders, Householders: Farm Families and the Ecology of Intensive, Sustainable Agriculture. Stanford, CA: Stanford University Press.
- 2. Rappaport, Roy A.** 2000 (1984). Pigs for the Ancestors: Ritual in the Ecology of a New Guinea People, 2nd Edition. Long Grove, IL: Waveland Press.
- 3. Haraway, Donna.** 2007. When Species Meet (Posthumanities). Minneapolis, MN: University of Minnesota Press.
- 4. Ogden, Laura A.** 2011. Swamplife: People, Gators, and Mangroves Entangled in the Everglades. Minneapolis, MN: University of Minnesota Press.
- 5. Dove, Michael R.** 2011. Banana Tree at the Gate: A History of Marginal Peoples and Global Markets in Borneo. New Haven, CT: Yale University Press.

ONLINE (Online) READINGS:

Readings that are noted with (**Online**) can be found as an electronic document (PDF) within the MyCourses page for this course. To access the PDF files, log on to MyCourses and click on the course name to go to the course webpage. Once logged into the course webpage, you will see a link labeled "Course Readings" in a column on the left. Click this link and you will see folders labeled by week and in these folders you will find the readings labeled with the author and date. Click the link to download the PDF file. Please note that at times there are multiple readings from the same author, so you will need to make sure you are reading the correct reading. **You are responsible to read these readings as well as textbook readings assigned for the day.**

GRADES, EVALUATION, AND OTHER COURSE POLICIES

1. BASIS FOR CALCULATING GRADES

Your final grade will be based on the following:

CLASS PARTICIPATION	10%
ONLINE FORUM QUESTIONS	10%
BI-WEEKLY REACTION PAPERS	20%
OUTLINE /ANNOTATED BIBLIOGRAPHY	10%
SEMINAR LEADERSHIP	20%
RESEARCH PRESENTATION	10%
FIRST DRAFT RESEARCH PAPER	6%
<u>FINAL DRAFT RESEARCH PAPER</u>	<u>14%</u>
	100%

2. Final course grades will be awarded as follows:

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

The professor may also adjust final grades on the basis of disabilities and other personal hardships.

3. Attendance: Students are expected to attend all class meetings; attendance will be recorded and missing class will have a negative impact on your final grade; **TWO (2) unexcused absences will result in a lowered of your grade be a letter grade (i.e. B to C).** FOUR (4) unexcused absences will lower your grade by two letter grades. **EVIDENCE MUST BE PROVIDED WITHIN ONE WEEK OF THE ABSENCE OR IT WILL NOT BE CONSIDERED!!!**

4. Online Discussion Questions: For each day of class students are required to submit an original question to the entire class and the professor for the following day's discussion. These questions will be based on the reading assignments for the next day. Questions will be posted on the course's MyCourses page (a discussion forum for each day will be set up and can be found in under the "Discussion Questions" link on the left hand side of the course webpage). Students are required to submit at least one question per reading (i.e. 3 readings = 3 questions). These questions **should not** be: a) short factual questions or b) questions that build on those already submitted by your peers (we will have time to build a dialog on questions in the classroom). Questions **must be submitted to the website by 12 Midnight (at the latest) the night prior to class**, so that the next day's presenter can read and include these issues in their presentations. Failure to submit questions in a timely manner will be considered an incomplete assignment, and will lead to a five (5) point reduction in your grade for these assignments.

- Questions for Tuesday class sessions must be submitted by Midnight on Monday night.
- Students are exempt from posting the night before they are going to lead the seminar.

5. Bi-weekly One Pagers (5): Every two weeks you will be given a topic from the assigned reading, upon which you are expected to write a critical one-page, single spaced essay to be handed in the following week in class. These short essays must be typed and carefully proof-read. **They will be graded based upon the quality of their content, engagement with readings, clarity, and proper grammar.** These papers must be 12 pt. font and are due at the beginning of class. It is expected that you will reference specific readings and passages to support / illustrate your thoughts. Failure to reference the readings will lead to a lowered grade for the assignment.

6. Seminar Leadership: Each student must select a day in which they will be in charge of providing a synthesis of the day's readings and guiding the first half of class discussion (approximately 50-60 minutes). There is no required format for the synthesis of the day's readings; however, **students should avoid lecturing at length to their peers.** Instead, emphasis should be placed on developing the conversational or experiential aspect of the seminar rather than the synthesis. Students should feel free to be creative in the ways that they attempt to involve their peers (and the professor) in the conversation. Presenters must attempt to involve the concerns and questions of their peers (culled from the submission of e-mail questions, see below) in their leadership. **YOU ARE ENCOURAGED TO MEET WITH THE PROFESSOR ABOUT YOUR LEADERSHIP AHEAD OF TIME.**

A projector and laptop for Powerpoint will be available.

7. Research Presentation: At the beginning of the course (**Tue, September 17th**), each student will choose a case or environmental issue that is related to their research interests and/or relevant to Mississippi / the Deep South. Students will analyze this case/issue using tools, theories, ideas from environmental / ecological anthropology. Students will present their research to the rest of the class and this issue will be the focus of their research paper. These presentations will be given the last week of the class. Your topic must be approved no later than (**Tue, September 17th**). Please do not hesitate to consult with the professor regarding topics.

The presentation consists of a power point presentation* of no more than 15 minutes followed by a 5 min debate/discussion. The presentations will be evaluated by both the instructor (60%) and your peers (40%). Evaluations will be based on the following (each 1/4 of the score):

- i) Clarity, quality, depth and completeness of the information;
- ii) Quality and diversity of the slides, choice of supporting material and evidences – photographs, maps, charts, tables, etc.;
- iii) Adherence to time limits.
- iv) Oral expression, dynamism of the presentation, capacity to engage the interest of the audience and quality of answers in the following debate.

8. Research Paper: Students must submit a research paper. This paper should be a critical analysis of the same topic that they have chosen to present to the class for their presentations. It is expected that these essays will include references from the relevant literature outside of the readings for the course as well as employ the relevant literature from the course. Failure to include references from legitimate sources outside of course readings will reduce the final grade received on the paper by a letter grade. In addition, reliance upon sources from the World Wide Web and 'grey literature' alone is highly discouraged. Wikipedia is not a valid scholarly resource.

This paper must be 20 pages in length not including references, title page or headers (12 point font, one inch margins, double-spaced).

The first draft of this paper is due in class on Tuesday, Nov. 19th. A first draft does not mean you are excused from proper citation, grammar, and normal expectations of a research paper.

The final version of this paper is due finals week on Tues., December 10th at 5 PM.

The eventual term paper will be evaluated based on the following criteria

- i) Quality and originality of the research / critique and treatment of the information;
- ii) Use of relevant, recent and peer-reviewed references from reputable academic journals; web

material; newspaper reports; and “grey literature.” (Webpages may be no more than 10% of your references).

iii) Coherence of the thesis, evidence, and conclusions.

iv) Clear style, clarity; grammar and spelling.

Your final grade for your paper will be determined by combining the grade you received on your first draft and your second draft. First draft will be weighted 30% of the grade and the final will be weighted 70%.

Papers that are shorter than the specified length will be considered as not presented (a zero for the assignment). Late papers will be penalized 5 points for every day beyond the deadline.

9. Outline & Annotated Bibliography: Students are required to engage in a dialogue with the professor about the approach and structure of their term paper. A basic outline of the term paper along with an annotated bibliography of 20 references from relevant, academic, peer-reviewed sources must be turned into the professor (**in class**) on **October 1st**. Webpages can make up no more than 10% (2 references) of this initial bibliography. Failure to provide the annotated bibliography on time will result in a 5 point reduction for the assignment per day late.

10. Learning Environment: Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions.

Do not come late to class: Late arrivals disrupt the attention of students and the professor. Please be conscientious of your fellow students and arrive to class on time. Consistent late arrivals will affect your participation/attendance grade.

11. Academic Dishonesty: All students of the Mississippi State University are responsible for knowing and adhering to the academic integrity policy of this institution. The University has adopted an Honor Code for dealing with such issues as cheating and plagiarism. Plagiarism, cheating, and other forms of academic misconduct will not be tolerated in this course and will be dealt with according to MSU policy. If you have any questions or concerns regarding any of these issues please don't hesitate to ask a question in class, in private, or consult the University's Honor Code website here: <http://students.msstate.edu/honorcode/>

12. Students with Disabilities: If you qualify for accommodations because of a disability, please submit to me a letter from Disability Support Services in a timely manner so that your needs may be addressed. Disability Support Services determines accommodations based on documented disabilities. The office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. Their phone is (662) 325-3335, or you can visit the website here: <http://www.msstate.edu/dept/sss/disabilities/>

13. Harassment: The MSU Policy on harassment applies to all students, staff and faculty. Harassment based upon race, color, religion, sex (including sexual harassment), national origin, age, disability or veteran status is a form of discrimination in violation of the law and will not be tolerated. Harassment based upon sexual orientation or group affiliation is prohibited by this policy and also will not be tolerated. For more information on MSU's policies and procedures on harassment please consult the following website: <http://www.msstate.edu/dept/audit/0303.html>

14. Religious accommodations: Accommodations will be made for those students whose religious observations conflict with scheduled exams and assignments. You must notify me at least two weeks in advance of any such conflicts, and we will work together to find a suitable solution. Please check your religious calendars against the syllabus ahead of time.

COURSE SCHEDULE:

Date	Topic	Assigned Readings	Assignments
<p>WEEK 1 Tue, Aug. 21st</p>	<p>Intro: Discussion of assignments, evaluation criteria, expectations, and ground rules</p> <p>Film: Baraka</p>	<p>N/A</p>	<p>Sign Up for Snacks / Drinks</p>
<p>WEEK 2 Tue, Aug. 27th</p>	<p>Nature / Culture I</p> <p>Film: Koyaanisqatsi</p>	<p>1) Dwyer, Peter (1996) online “The Invention of Nature”, in <i>Redefining Nature: Ecology, Culture and Domestication</i> (Eds. Roy Ellen & Katusyoshi Fukui),. Oxford: Berg. pp. 157-186</p> <p>2) Tsing, Ana (2001) online “Nature in the Making” in <i>New Directions in Anthropology and Environment: Intersections</i> (Ed. Carole L. Crumley),. Walnut Creek, CA: AltaMira Press. ch. 1, pp 3-23.</p> <p>3) Milton, Kay. (1996). Online “Culture and Ecology”, in <i>Environmentalism and Cultural Theory</i>. London: Routledge. Ch. 2, pp. 37-61.</p> <p>4) Simmons, I.G. 2006 (1993). Online “Normative Behavior” in <i>The Environment in Anthropology</i> (Eds. Nora Haenn & Richard R. Wilk). Ch. 7, pp. 53-72</p> <p>5. Jelinsky, Dennis E. (2005) online “There is No Mother Nature—There is no Balance of Nature: Culture, Ecology and Conservation” <i>Human Ecology</i> 33(2): 271-288.</p>	<p>Choose Leadership Day</p> <p>Hand out 1st one-pager topic</p>

Date	Topic	Assigned Readings	Assignments
<p>WEEK 3 Tue, Sep 3rd</p>	<p>Early Efforts: Cultural Ecology and Neo-evolutionism & Materialism (Steward, White, Sahlins and Harris)</p>	<p>1. Steward, Julian 1955. online "The Concept and Method of Cultural Ecology." in <i>The Environment in Anthropology</i> (Eds. Nora Haenn & Richard R. Wilk). Ch. 1 pp. 5-9</p> <p>2. White, Leslie. Online "The Symbol: The Origin and Basis of Human Behavior" & "Energy and the Evolution of Culture" in <i>High Points in Anthropology</i> (Eds. Bohannan and Glazer). New York: McGraw-Hill. Pp. 335-355</p> <p>3. Sahlins, Marshall D. Online "Evolution: Specific and General" in <i>High Points in Anthropology</i> (Eds. Bohannan and Glazer). New York: McGraw-Hill. Pp. 356-377</p> <p>4. Harris, Marvin. Online "Theoretical Principles of Cultural Materialism" in <i>High Points in Anthropology</i> (Eds. Bohannan and Glazer). New York: McGraw-Hill. Pp. 377-403.</p> <p>5. "American Materialism" webpage http://www.as.ua.edu/ant/Faculty/murphy/material.htm</p>	<p>1st One-pager due</p>
<p>WEEK 4 Tue, Sept. 10th</p>	<p>(Eco)Systemic Approaches</p>	<p>1. Barth, Fredrik (1956) online "Ecological Relationships of Ethnic Groups in Swat, North Pakistan" <i>American Anthropologist</i> 58: 1079-1089</p> <p>2. Rappaport, Roy A. 1985(1968). <i>Pigs for the Ancestors</i> Long Grove, IL.: Waveland Press. pp. 1-242.</p>	

Date	Topic	Assigned Readings	Assignments
<p>WEEK 5 Tue, Sept. 17th</p>	<p>Critiques of the Ecosystem Approach: Evolutionary Ecology, Actor Based Models & the New Ecologies</p>	<p>1. Orlove, Ben (1980). Online Ecological Anthropology. <i>Annual Review of Anthropology</i> 09: 235-273.</p> <p>2. Moran, Emilio. (1984) online. "Limitations and Advances in Ecosystems Research" in <i>The Ecosystem Concept in Anthropology</i> (Ed. Emilio F. Moran) Boulder, CO: Westview Press. Pp. 3-33</p> <p>3. Smith, E. (1984) online. "Anthropology, Evolutionary ecology, and the explanatory limitation of the ecosystem concept" in <i>The Ecosystem Concept in Anthropology</i> (Ed. Emilio F. Moran) Boulder, CO: Westview Press. Pp. 51-86</p> <p>4. Vayda A. & McCay, Bonnie J. (1975) online. "New Directions in Ecology and Ecological Anthropology" <i>Annual Review of Anthropology</i> 4: Pp. 293-306.</p> <p>5. Smith, E. (1991) online "Selection, Optimization, and Foraging Strategies." in <i>Inujjamiut Foraging Strategies: Evolutionary Ecology of an Arctic Hunting Economy</i>. New York: Aldine de Gruyer, Ch. 2, Pp. 31-64</p> <p>6. Vayda, Andrew P. (1995). Online. "Failures of Explanation in Darwinian Ecological Anthropology: Part I." <i>Philosophy of Social Sciences</i> 25(2): 219-249.</p>	<p>Choose Research Presentation and Paper topic</p> <p>Hand out 2nd one-pager topic</p>

Date	Topic	Assigned Readings	Assignments
		<p>7. Kottak, C. (1999) online "The New Ecological Anthropology," <i>Ecologies for Tomorrow: Reading Rappaport Today</i>, special issue of <i>American Anthropologist</i> 101(1): 23-35</p> <p>8. Biersack, A. (1999) online "From 'the new ecology' to the new ecologies" in <i>Ecologies for Tomorrow: Reading Rappaport Today</i>, special issue of <i>American Anthropologist</i> 101(1): 15-18</p>	
<p>WEEK 6 Tue, Sept. 24th</p>	<p>Historical Ecology / Ethnoecology</p>	<p>1. Crumley, C. (1994) Online "Historical Ecology: A multidimensional ecological orientation" in <i>Historical Ecology: Cultural Knowledge and Changing Landscapes</i> (Ed. C. Crumley.) Santa Fe, NM: School of American Research Press. Pp. 1-16.</p> <p>2. Winthrop, Kathryn R. (2001) online. "Historical Ecology: Landscapes of Change in the Pacific Northwest" in <i>New Directions in Anthropology and Environment: Intersections</i> (Ed. Carole L. Crumley),. Walnut Creek, CA: AltaMira Press. Pp. 203-222</p> <p>3. Nazarea, Virginia (2006) online "A View from a Point: Ethnoecology as Situated Knowledge" in <i>The Environment in Anthropology</i> (Eds. Nora Haenn & Richard R. Wilk). Ch. 5, pp. 34-50</p>	<p>2nd One-Pager due</p>

Date	Topic	Assigned Readings	Assignments
		<p>4. Stepp, Rick (2005) Online Advances in Ethnobiological Field Methods. <i>Field Methods</i>. 17(3): 211-218.</p> <p>5. Haenn, Nora (2006) 1999. Online. "The Power of Environmental Knowledge: Ethnoecology and Environmental Conflicts in Mexican Conservation" in <i>The Environment in Anthropology</i> (Eds. Nora Haenn & Richard R. Wilk). Ch. 21, pp. 226-236</p>	
<p>WEEK 7 Tue, Oct. 1st</p>	<p>Historical Ecology II</p> <p>Film: Big Cypress Swamp: the Western Everglades</p>	<p>1. Ogden, Laura A. <u>Swamplife: People, Gators, and Mangroves Entangled in the Everglades</u>. Minneapolis, MN: University of Minnesota Press.</p>	<p>Hand out 3rd One-pager assignment</p> <p>Outline & Annotated Bibliography Due</p>
<p>WEEK 8 Tue, Oct. 8th</p>	<p>Population & Agriculture</p> <p>Film: The Future of Food</p>	<p>1. Boserup, Ester. 2006 (1993). Online. "Some Perspectives and Implications" in <i>The Environment in Anthropology</i> (Eds. Nora Haenn & Richard R. Wilk). Ch. 8, pp. 75-80.</p> <p>2. Netting, Robert McC. <i>Smallholders, Householders: Farm Families and the Ecology of Intensive, Sustainable Agriculture</i>. Stanford, CA: Stanford University Press. Entire Book</p>	<p>3rd One-Pager due</p>
<p>WEEK 9 Tue, Oct. 15th</p>	<p>Political Ecology</p>	<p>1. Scoones, Ian (1999) online. "New Ecology and the social sciences: What prospects for fruitful engagement?" <i>Annual Review of Anthropology</i> 28: 493-524</p>	

Date	Topic	Assigned Readings	Assignments
		<p>2. Gezon, Lisa L. & Paulson, Susan (2005) online "Place, Power, Difference: Multiscale Research at the Dawn of the Twenty-first Century" in <i>Political Ecology across Spaces, Scales and Social Groups</i>. (Eds. Lisa L. Gezon & Susan Paulson). New Brunswick NJ: Rutgers University Press, pp. 1-16</p> <p>3. Paulson, Susan, Gezon, Lisa L. & Watts, Michael (2005). Online "Politics, Ecologies, Genealogies" in <i>Political Ecology across Spaces, Scales and Social Groups</i>. pp. 17-40.</p> <p>4. Dove, Michael R. (2005). Online. "Shade: Throwing Light on Politics and Ecology in Contemporary Pakistan" in <i>Political Ecology across Spaces, Scales and Social Groups</i>. pp. 217-238.</p> <p>5. Stonich, Susan S. and Dewalt, Billie R. 2006 (1996). Online "The political ecology of Deforestation in Honduras" in <i>The Environment in Anthropology</i> (Eds. Nora Haenn & Richard R. Wilk). Ch. 27, pp. 284-301</p> <p>6. Vayda, Andrew P. & B. Walters. 1999. Online. "Against Political Ecology." <i>Human Ecology</i> 27(1): 167-179</p> <p>7. Escobar, Arturo (1999). Online "After Nature: Steps to an Anti-Essentialist Political Ecology." <i>Current</i></p>	

Date	Topic	Assigned Readings	Assignments
		<i>Anthropology</i> . 40(1): 1-30.	
WEEK 10 Tue, Oct. 22 nd	Political Ecology II	Dove, Michael. (2011). <u>The Banana Tree At the Gate</u> . Whole Book.	Hand out 4 th One-pager assignment
WEEK 11 Tue., Oct. 29 th	Common Property, TEK, and Environmental Game: Fishbanks Ltd.	<p>1. Hardin, Garrett (1968). Online "The Tragedy of the Commons" <i>Science</i></p> <p>2. Berkes, F. et al. 2006 (1989) online. "The Benefits of the Commons" in <i>The Environment in Anthropology</i> (Eds. Nora Haenn & Richard R. Wilk). Ch. 5, pp. 34-50</p> <p>3. Berkes, F. (1993) online. "Traditional Ecological Knowledge in Perspective" in <u>Traditional Ecological Knowledge: Concepts and Cases</u>. Ed. Julian T. Inglis. IDRC.</p> <p>4. Paul Nadasdy (2003) Online "Reevaluating the Co-Management Success Story." <i>Arctic</i> 56 (4): 367-380</p> <p>5. Agrawal, Arun & C. C. Gibson (1999) online "Enchantment and Disenchantment: The role of community in natural resource management" <i>World Development</i> 27(4): 629-649.</p> <p>6. Hoffman, David (2009) online "Institutional Legitimacy and Co-Management of a Marine Protected Area: Implementation Lessons from the Case of</p>	4th One-pager due.

Date	Topic	Assigned Readings	Assignments
		<p>Xcalak Reefs National Park, Mexico" <i>Human Organization</i> 68(1): 39-54</p> <p>7. Agrawal, Arun (2005). Online. "Environmentality Community, Intimate Government, and the Making of Environmental Subjects in Kumaon, India1" <i>Current Anthropology</i> 46(2):161-190</p>	

Date	Topic	Assigned Readings	Assignments
<p>WEEK 12 Tue, Nov. 5th</p>	<p>Anthropology, Environment and Environmentalism</p> <p>Guest Speaker: Dr. Kate McClellan</p>	<p>1) Brosius, Peter (1999) online “Analyses and Interventions: Anthropological Engagements with Environmentalism” <i>Current Anthropology</i>, Vol. 40, No. 3 (Jun., 1999), pp. 277-309</p> <p>2) Milton, Kay. (1996). Online “Anthropology, Culture and Environmentalism”, in <i>Environmentalism and Cultural Theory</i>. London: Routledge. Ch. 1, pp. 8-27.</p> <p>3) Brosius, Peter J. 2006 (1997) online “Endangered Forest, Endangered People: Environmental Representations of Indigenous Knowledge” <i>The Environment in Anthropology</i> (Eds. Nora Haenn & Richard R. Wilk). Ch. 34, pp. 367-385</p> <p>5) Little, Paul. (1999) online “Environments and Environmentalism in anthropological research: Facing a New Millenium. <i>Annual Review of Anthropology</i> 28: 253-284</p> <p>6) Johnston, B. (2001) online “Anthropology and Environmental Justice: Analysts, advocates, mediators and troublemakers” in <i>New Directions in Anthropology and Environment: Intersections</i> (Ed. Carole L. Crumley), Walnut Creek, CA: AltaMira Press. Pp 132-149</p> <p>7) Luke, Timothy W. (1995). Online. “On Environmentality:</p>	<p>Hand out 5th One-Pager assignment</p>

Date	Topic	Assigned Readings	Assignments
		<p>Geo-power and Eco-Knowledge in the Discourses of Contemporary Environmentalism." In <i>The Environment in Anthropology</i> (Eds. Nora Haenn & Richard R. Wilk). Ch. 25, pp. 257-269</p> <p>8. IUCN (2007) "Hima Way of Life." Pp. 1-27.</p>	
<p>WEEK 13 Tue, Nov. 12th</p> <p>DAVID</p>	<p>Conservation</p> <p>Film: Milking the Rhinoceros</p>	<p>1. Cronon, W. (1995). Online. "The Trouble with Wilderness or, getting back to the wrong nature." In <i>Uncommon Ground: Toward Reinventing Nature</i> (Ed. W. Cronon). New York: W. W. Norton & Co. pp. 69-90</p> <p>2. Igoe, Jim. (2004). "Fortress Conservation: A Social History of National Parks." In <i>Conservation and Globalization. US: Thomson/Wadsworth</i>. pp 69-102.</p> <p>3. West, Paige, Igoe, Jim, and Brockington, Dan (2006). <i>Parks and Peoples: The Social Impact of Protected Areas Annual Review of Anthropology 35: 251-277.</i></p> <p>4. Fletcher, Robert (2010). Online. "Neoliberal environmentality: Towards a poststructuralist political ecology of the conservation debate." <i>Conservation & Society 8(3): 171-181.</i></p> <p>5. Honey, Martha. (2006) online. "Treading Lightly?"</p>	<p>5th One-pager due</p>

Date	Topic	Assigned Readings	Assignments
		<p>Ecotourism's Impact on the Environment." <i>The Environment in Anthropology</i> (Eds. Nora Haenn & Richard R. Wilk). Ch. 41, pp. 449-457.</p> <p>6. Igoe, Jim, Neves, Katja, and Brockington, Dan. (2010). "A Spectacular Eco-Tour around the Historic Bloc: Theorising the Convergence of Biodiversity Conservation and Capitalist Expansion." <i>Antipode</i> 42 (3): 486-512</p>	
<p>WEEK 14 Tue Nov 19th</p>	<p>Posthumanism</p> <p>Film: Sweetgrass</p>	<p>Haraway, Donna. (2006) <u>When Species Meet (Posthumanism)</u>. Minneapolis, MN: University of Minnesota Press. WHOLE BOOK</p>	<p>Research Paper 1st Draft Due.</p>
<p>WEEK 15 Tue., Nov. 26th</p>	<p>Consumption</p> <p>Film: The Story of Stuff</p> <p>Film: Tapped</p>	<p>1. Heyman, Josiah (2005) online. "Political Ecology of Consumption: Beyond Greed and Guilt" in <i>Political Ecology across Spaces, Scales and Social Groups</i>. pp. 113-130.</p> <p>2. Wilk, Richard R. (2006) online. "The Ecology of Global Consumer Culture" in <i>The Environment in Anthropology</i> (Eds. Nora Haenn & Richard R. Wilk). Ch. 38, pp. 418-429</p> <p>3. Kaplan, Caren (2006). Online "A World without Boundaries: The Body Shop's Trans/National Geographics" <i>The Environment in Anthropology</i>. Ch. 40, pp. 442.</p> <p>4. Elgin, Duane (2006). Online "Voluntary Simplicity and the New Global Challenge." <i>The</i></p>	

Rev. 8/15/2013

Date	Topic	Assigned Readings	Assignments
		<i>Environment in Anthropology</i> (Eds. Nora Haenn & Richard R. Wilk). Ch. 42, pp. 458-469.	
WEEK 17 Tue., Dec. 3 rd	RESEARCH PRESENTATIONS		Research Papers returned for revisions
TUESDAY, DECEMBER 10th REVISED RESEARCH PAPER DUE 5 PM			

From: Toni Copeland
Subject: Fwd: UCCC action AN 8123 and AN 8193

----- Forwarded message -----

From: **Angi E. Bourgeois** <ABourgeois@caad.msstate.edu>
Date: Mon, May 6, 2013 at 8:06 AM
Subject: UCCC action AN 8123 and AN 8193
To: Walter Diehl <WDiehl@deanas.msstate.edu>, tc657@msstate.edu
Cc: Kirk Swortzel <KSwortzel@ais.msstate.edu>, Jenny Turner <JTurner@registrar.msstate.edu>

Dr. Copeland,

At the April meeting of the UCCC, held on Friday April 19 and Tuesday April 30, the committee voted to table the proposals to add AN 8123 and AN 8193 due to the following issues:

1. AN 8123: the attendance policy in the course syllabus exceeds the 10% guidelines that the UCCC has been asked to monitor for all courses;
2. AN 8123: the detailed course outline in the proposal does not match the course syllabus in terms of time spent on topic and content included;
3. AN 8123: the detailed course outline includes contact time for graded assignments such as class leadership, written assignments, and research paper. Based on an examination of the syllabus, these are outside of class activities and therefore should not be counted as contact hours for the course;
4. AN 8193: the attendance policy is vague and does not clearly state what the negative impact on the student's grade will be.

Once you have addressed these issues in the proposals, you can resubmit new originals and 10 copies (no need to gather signatures again, but do create new cover sheets) to Jenny Turner in the Registrars Office. Be aware that the UCCC does not accept proposals over the summer. We will begin accepting proposals in August.

Please feel free to contact me if you have any questions or need more information.

Angi

Angi Elsea Bourgeois, Ph.D
Chair, University Committee on Courses and Curricula
Associate Professor of Art History
Department of Art/PO Box 5182
College of Architecture, Art, and Design
Mississippi State University
Mississippi State, MS 39762
[662.325.1922](tel:662.325.1922) (w)
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Toni to UCCC 3/8/13

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: Anthropology and Middle Eastern Cultures

Contact Person: **Toni Copeland**

Mail Stop **9557**

E-mail: tc657@msstate.edu

Nature of Change: **ADD**

Date Initiated: **12/12/12** Effective Date: 08/01/2013

Current Listing in Catalog:
Symbol Number Title

Credit Hours
()

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol Number Title
AN 8193 Current Cultural Theory

Credit Hours
(**3**)

New or Modified Catalog Description:

AN 8193. Current Cultural Theory (3) (Prerequisite: None). Three hours face to face. The study of contemporary theoretical perspectives and problems in cultural anthropology.

Approved: _____

Date: _____

Department Head

Chair, College or School Curriculum Committee

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

3/1/13
3/4/13
3-11-13

COURSE ADDITION
COURSE PROPOSAL FOR AN 8193 Current Cultural Theory
Department of Anthropology and Middle Eastern Cultures

A. Course Addition

1. CATALOG DESCRIPTION

AN 8193. Current Cultural Theory (3) (Prerequisite: None). Three hours face to face. The study of contemporary theoretical perspectives and problems in cultural anthropology.

2. DETAILED COURSE OUTLINE OF CAMPUS 1

The syllabus for the class on campus for Fall 2012 is attached. This syllabus includes a detailed outline and schedule of the topics covered and assignments required of students in this course.

Content Area	Face-to-Face
Course Introduction, What makes a good seminar?	1 contact hour (lectures, film, discussion questions)
Marx, Weber and Durkheim	3 contact hours (lectures, film, discussion questions)
Cultural Anthropology is a science or humanities?: Symbolic / Interpretive vs. Materialist Approaches	3 contact hours (lectures, discussion questions)
Cultural Anthropology, science or humanities?: Interdisciplinary, Reflexivity, and Relativism	3 contact hours (lectures, discussion questions)
Ethnography and Writing	3 contact hours (lectures, discussion questions)
Orientalism	3 contact hours (lectures, discussion questions)
Postmodernism	3 contact hours (lectures, discussion questions)
The Crisis of Representation	3 contact hours (lectures, discussion questions)
Gender	3 contact hours (lectures, discussion questions)
Discussion of Midterm Essays	1 contact hour (discussion questions)
Post-colonial theory	3 contact hours (lectures, discussion questions)
Globalization I: Multi-Sited Ethnography, Ethnoscapes, and Transnationalism	3 contact hours (lectures, discussion questions)
Globalization II: Friction, Analyzing Local / Global Interaction in Ethnography	3 contact hours (lectures, discussion questions)
Practice Theory	3 contact hours (lectures, discussion questions)

Historical / Political Economy	3 contact hours (lectures, discussion questions)
Activism	3 contact hours (lectures, discussion questions)
Final Exam Essay Discussion	1 contact hour (discussion questions)
Total	45 contact hours

3. **METHOD OF EVALUATION**

Assessment will be based on the following:

CLASS PARTICIPATION/ATTENDANCE	10%
ONLINE FORUM QUESTIONS	10%
SEMINAR LEADERSHIP	20%
BI-WEEKLY SUMMARY / DISCUSSION PAPER	20%
MID-TERM TAKE HOME EXAM / ESSAY	20%
<u>FINAL TAKE HOME EXAM / ESSAY</u>	<u>20%</u>
	100%

Grading Scale:

A = 90% and above

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = Below 60%

4. **JUSTIFICATION FOR OFFERING and LEARNING OUTCOME**

The purpose of this course is to cover the major developments in cultural anthropology theory from the mid-20th century to the beginning of the 21st. The course engages with the important theoretical shifts and debates that have occurred in the discipline. In particular, the course will focus on the discipline's difficult relationship with scientific objectivism and positivism vis-à-vis the rise of interpretive / humanistic approaches. As well, the course covers the challenges wrought by postmodern and Orientalist critiques, and traces how cultural anthropologists reacted via the crisis of representation, the reflexive turn, as well as a renewed focus on ethnographic writing and postcolonial theory. The course provides an overview of how cultural anthropology theory and practice have coped with the challenges created by globalization. Finally, the course covers the relationship between anthropology and activism. In sum, the course provides our MA level students with a solid background for understanding current theoretical trends in cultural anthropology. By the end of the course the students will be aware of and comfortable with current disciplinary "conversations."

The subdiscipline of cultural anthropology has changed significantly since the mid-20th century. This course is designed to inform our students about these changes and prepare them for becoming professional cultural anthropologists.

This class provides theoretical training at the graduate level study on topics of importance to the discipline, which will prepare our MA students for their professional lives.

This class was offered as a special topics class during the fall of 2012 with good enrollment from anthropology graduate students.

LEARNING OUTCOMES

The learning outcomes of this course are:

- Introduce foundational theories applicable to current trends in the discipline.
- Overview important critiques of the practice of ethnographic research
- Understand the Orientalist and postmodern turn, the focus on writing ethnography and the concept of ethnographic authority and validity.
- Engage with the Crisis of Representation and discuss the ways that doing cultural anthropology research and writing were affected.
- Trace the internal and external critiques of the subdiscipline
- Understand the impacts on cultural anthropology method and theory created by globalization
- Investigate alternative approaches for cultural anthropology research and writing
- Understand how the subdiscipline views activism and engaged scholarship

5. Academic Misconduct

Students are informed in the syllabus and on the first day of class (see attached syllabus) about MSU's academic misconduct policy and the Honor Code. The instructor discusses these issues, especially plagiarism and encourages students to ask questions. The syllabus also contains the website address of Mississippi State University's Honor Code.

6. Target Audience

This course is aimed at graduate students in our MA program in Applied Anthropology that will be on the "cultural" track. It will be a required course for all students who will be conducting research and writing a thesis in applied cultural anthropology. Students in AMEC's applied anthropology program are the primary targets, but is relevant to those in other disciplines including, but not limited to, the following: sociology, history, international business, political science, and psychology.

7. Support

See attached letter of support from the Department of Anthropology and Middle Eastern Cultures with appropriate signatures from department faculty.

David Hoffman will be the instructor of record for this class. He has taught the class as a special topics course previously. There are no additional requirements for library support, nor laboratories and equipment required. This class does not require any additional funds for setting up and continuing the course.

8. INSTRUCTOR of RECORD

David Hoffman is the instructor of record for AN 8193 Dr. Hoffman was trained in cultural anthropology at the University of Colorado–Boulder.

9. PLANNED FREQUENCY

AN 8193 will be offered every other fall beginning with the fall 2014 semester.

10. EXPLANATION of any DUPLICATION

There is no duplication of material in the course.

11. METHOD of INSTRUCTION CODE

S: Seminar

METHOD of DELIVERY

F: Face to Face

13. PROPOSED C.I.P. NUMBER 45.0201

The Proposed C.I.P. Number for AN 8193 Current Cultural Theory is

14. PROPOSED 24-CHARACTER ABBREVIATION

The proposed abbreviation for AN 8193 is Current Cultural Theory

15. PROPOSED SEMESTER EFFECTIVE

Fall 2013

16. OTHER APPROPRIATE INFORMATION

The course uses myCourses to allow students to access resources such as online forums established by the instructor for student posting of discussion questions prior to the course's face to face meetings. Students are required to purchase (or gain access) to texts reported to the campus bookstore. These texts are also available in the library on campus. In addition, students are required to read articles for this class. All articles required for students are either available through the library or provided by the instructor.

17. PROPOSAL CONTACT PERSON

David Hoffman OR
(662) 325-7524

Toni Copeland
(662) 325-7523



**MISSISSIPPI STATE
UNIVERSITY™**

*Department of Anthropology and
Middle Eastern Cultures*

December 10, 2012

To whom it may concern:

This letter is written on behalf of the Department of Anthropology and Middle Eastern Cultures. It is attestation that the faculty of Anthropology and Middle Eastern Cultures reviewed the proposals for 1) modification of graduate curriculum, 2) a graduate course entitled "Environmental Anthropology" (AN 8123), and 3) a graduate course entitled "Contemporary Theory in Cultural Anthropology" (Au 8193) and unanimously agreed to support this modification and these two additions to the offerings of the Department.

Sincerely,

Walter J. Diehl
Interim Department Head, Anthropology and Middle Eastern Cultures

Toni J Copeland (preparer)
Assistant Professor, Anthropology and Middle Eastern Cultures

CONTEMPORARY THEORY IN CULTURAL ANTHROPOLOGY

Anthropology 8990

Fall 2012

W: 3:30-6:00, Cobb 100

Professor: David M. Hoffman

Office: Cobb Institute, 208

Office Hours: Monday 11:00–Noon, Thursday 2:00—4:00, or by appointment

Telephone: 662-375-7524

E-mail: dhoffman@anthro.msstate.edu

In this course we will cover major developments in cultural anthropology from the mid-20th century to the beginning of the 21st. In so doing, the course will cover several major theoretical shifts and debates that have occurred in the discipline. In particular, the course will focus on the discipline's difficult relationship with scientific objectivism and positivism vis-à-vis the rise of interpretive / humanistic approaches. As well, we will engage with the challenges wrought by postmodern and Orientalist critiques, and trace how cultural anthropologists reacted via the crisis of representation, the reflexive turn, as well as a renewed focus on ethnographic writing and postcolonial theory. We will also cover how cultural anthropology theory and practice have coped with the challenges created by globalization. Finally, we will look at the tenuous, yet critically important, relationship between anthropology and activism. In sum, this course will provide you with a solid background for understanding current theoretical trends in cultural anthropology. By the end of the course you should feel comfortable engaging with current disciplinary "conversations." Welcome to the course!

REQUIRED TEXTS (available at the MSU Bookstore):

1. Erickson, Paul A. & Murphy, Liam D. (2010) *Readings for a History of Anthropological Theory*, 3rd Edition. Toronto: University of Toronto Press
2. Tsing, Anna L. (2005) *Friction: An Ethnography of Global Connection*. Princeton: Princeton University Press.
3. Edmonds, Alexander (2010). *Pretty Modern: Beauty, Sex, and Plastic Surgery in Brazil*. Durham: Duke University Press.

ONLINE (myCourses) READINGS:

Readings that are noted with **(myCourses)** can be found as an electronic document (PDF) within the myCourses page for this course. To access the PDF files, log on to your MyCourses webpage, find the course in "My Courses," and click on the course name to go to the course webpage. Once logged into the course webpage, you can see the link to the "Course Readings" folder. The readings will be labeled corresponding to the author's name and the publication date.

GRADES, EVALUATION, AND OTHER COURSE POLICIES

1. BASIS FOR CALCULATING GRADES

Your final grade will be based on the following:

CLASS PARTICIPATION/ATTENDANCE	10%
ONLINE FORUM QUESTIONS	10%
SEMINAR LEADERSHIP	20%
BI-WEEKLY SUMMARY / DISCUSSION PAPER	20%
MID-TERM TAKE HOME EXAM / ESSAY	20%
<u>FINAL TAKE HOME EXAM / ESSAY</u>	<u>20%</u>
	100%

2. Final course grades will be awarded as follows:

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

The professor may also adjust final grades on the basis of disabilities and other personal hardships.

3. Attendance: Students are expected to attend all class meetings; attendance will be recorded and missing class will have a negative impact on your final grade. **TWO (2) unexcused absences will result in a lowered of your grade be a letter grade (i.e. B to C).** FOUR (4) unexcused absences will lower your grade by two letter grades. **EVIDENCE MUST BE PROVIDED WITHIN ONE WEEK OF THE ABSENCE OR IT WILL NOT BE CONSIDERED!!!**

4. Online Discussion Questions: For each day of class students are required to submit an original question to the entire class and the professor for the following day's discussion. These questions will be based on the reading assignments for the next day. Questions will be posted on the myCourses page (a Discussion for each day will be set up), and students are required to submit at least one question per reading (i.e. 3 readings = 3 questions). These questions **should not** be: a) short factual questions or b) questions that build on those already submitted by your peers (we will have time to build a dialog on questions in the classroom).

Questions **must be submitted to myCourses by 12 Midnight (at the latest) the night prior to class**, so that the next day's presenters can read and include these issues in their presentations. Failure to submit questions in a timely manner will be considered an incomplete assignment, and will lead to a five (5) point reduction in your "online forum questions" grade each time you fail to complete them fully or on time.

- Questions for Monday class sessions must be submitted by Midnight on Sunday night.
- Students are exempt from posting the night before they lead the seminar.

5. Bi-Weekly Paper: Approximately every two weeks (see schedule) you are expected to write a critical essay that summarizes the main arguments from the readings over the past two weeks. These short essays must be typed and carefully proof-read. **They will be graded for both content and style.** These are due at the beginning of class in hard copy. Papers should be no longer than three-pages (double spaced, 12 pt. font). The best essays will utilize actual concepts and quotations from the readings to bolster their argument.

6. Seminar Leadership: On, **Wednesday, Aug. 29th**, each student must select a day that they will be in charge of guiding the first half of class discussion (approximately one hour). There is no required format; however, students

should avoid lecturing at length to their peers. Instead, emphasis should be placed on encouraging conversation, activities or the experiential aspect of the seminar. Students should feel free to be creative in the ways that they attempt to involve their peers (and the professor) in the conversation. Presenters must attempt to involve the concerns and questions of their peers (culled from questions posted in our online forum) in their leadership. Overall, students should be trying to make sure we as a group create a synthesis of the day's readings.

If you will need the computer & projector for PowerPoint, you must inform me at least a week in advance

7. Take Home Essay / Exams: "Exams" will be given via a taken-home essay assignment at both the mid-term and the final. For both the mid-term and the final you will be asked to write an 8-10 page (double-spaced, 12 pt. font, one inch margins) paper in response to questions posed. The essays topic(s) will be distributed at least two weeks prior to the date that they are due. The **midterm** is due in an electronic format (Microsoft Word format only, please) by **Wed., Oct 17th at 5 PM**. The **final essay** is due electronically (Microsoft Word format only, please) by **Wed., Dec. 5th, at 5 PM**. Please e-mail both assignments to the e-mail address above. These essays will be graded on the basis of both content and style, please make sure to proofread them thoroughly. For footnotes and references please use the *American Anthropologist* style guidelines: (<http://www.aaanet.org/publications/guidelines.cfm>).

8. Writing Center

You are encouraged to utilize the free services provided by the Mississippi State University's Writing Center. The Writing Center is located on President's Circle across from Allen Hall. You can set up an appointment by dropping in, calling 662-325-1045, or by visiting their website (<http://www.writingcenter.msstate.edu/>)

The Mississippi State University Writing Center dedicates itself to helping all MSU students to develop as writers. To achieve this mission, the Writing Center provides:

- * **Trained interns to assist students with their writing**
- * **Computers and software that assist students in drafting and revising their papers.**
- * **Print resources—dictionaries, grammar handbooks, documentation handbooks, readers—where students can find models to guide their work.**
- * **Comfortable tables and chairs, where students can talk with trained Interns about their progress and their problems with a given project.**

9. Learning Environment: Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions.

Do not come late to class: Late arrivals disrupt the attention of students and the professor. Please be conscientious of your fellow students and arrive to class on time. Consistent late arrivals will affect your participation/attendance grade.

Please refrain from side conversations: Again, talking disrupts the educational experience. If you have a question or are confused about the material being covered please feel free to interrupt the lecture by asking a question to everyone rather than bother just your neighbor.

Cell phones & texting: The use of cell phones during class will not be tolerated. Texting and other web surfing is a distraction to your fellow students and yourself. As well, it is disrespectful towards your professor and your colleagues. Please refrain from texting and web surfing in class.

10. Academic Dishonesty: All students of the Mississippi State University are responsible for knowing and adhering to the academic integrity policy of this institution. The University has adopted an Honor Code for dealing with such issues as cheating and plagiarism. Plagiarism, cheating, and other forms of academic misconduct will not be tolerated in this course and will be dealt with according to MSU policy. If you have any questions or concerns regarding any of these issues please don't hesitate to ask a question in class, in private, or consult the University's Honor Code website here:

<http://students.msstate.edu/honorcode/>

11. Students with Disabilities: If you qualify for accommodations because of a disability, please submit to me a letter from Disability Support Services in a timely manner so that your needs may be addressed. Disability Support Services determines accommodations based on documented disabilities. The office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. Their phone is (662) 325-3335, or you can visit the website here: <http://www.msstate.edu/dept/sss/disabilities/>

12. Harassment: The MSU Policy on harassment applies to all students, staff and faculty. Harassment based upon race, color, religion, sex (including sexual harassment), national origin, age, disability or veteran status is a form of discrimination in violation of the law and will not be tolerated. Harassment based upon sexual orientation or group affiliation is prohibited by this policy and also will not be tolerated. For more information on MSU’s policies and procedures on harassment please consult the following website: <http://www.msstate.edu/dept/audit/0303.html>

13. Religious accommodations: Accommodations will be made for those students whose religious observations conflict with scheduled exams and assignments. You must notify me at least two weeks in advance of any such conflicts, and we will work together to find a suitable solution. Please check your religious calendars against the syllabus ahead of time.

CONTEMPORARY THEORY OF CULTURAL ANTHROPOLOGY, FALL 2012:

Date	Topic	Assigned Readings	Assignments
Mon., Aug 20 th	Course Introduction		
Wed. Aug 22 nd	Marx, Weber, Durkheim	1. Marx & Engels (1888) “Bourgeois and Proletarians” in Erickson & Murphy, Ch. 1, pp 22-29. 2. Marx (myCourses) (1844) “Estranged Labor” In Charles Lemert, Ed., <i>Social Theory: The Multicultural and Classical Readings</i> , Boulder: Westview Press, pp. 36-42. 3. Marx (myCourses) (1867) “The Values of Commodities” in Charles Lemert, Ed., <i>Social Theory: The Multicultural and Classical Readings</i> , Boulder: Westview Press, pp. 58-67 4. Marx (myCourses) (1867) “The Fetishism of Commodities” pp. 67-69 5. Marx (myCourses) (1867) “Labour, Power and Capital” In Charles Lemert, Ed., <i>Social Theory: The Multicultural and</i>	Food & Beverage sign-up

Date	Topic	Assigned Readings	Assignments
		<p><i>Classical Readings</i>, Boulder: Westview Press, pp. 69-74</p> <p>6. Durkheim (1915) in Erickson & Murphy, Ch. 7., pp 75-88.</p> <p>7. Durkheim (myCourses) (1912) “The Cultural Logic of Cultural Representations” In Charles Lemert, Ed., <i>Social Theory: The Multicultural and Classical Readings</i>, Boulder: Westview Press, pp. 98-108.</p> <p>8. Weber (1922) “The Sociology of Charismatic Authority” in Erickson & Murphy, Ch. 8, pp. 89-94.</p> <p>9. Weber (myCourses) (1905) “The Spirit of Capitalism and the Iron Cage” In Charles Lemert, Ed., <i>Social Theory: The Multicultural and Classical Readings</i>, Boulder: Westview Press, pp. 110-114</p> <p>10. Weber (myCourses) (1909) “The Bureaucratic Machine” In Charles Lemert, Ed., <i>Social Theory: The Multicultural and Classical Readings</i>, Boulder: Westview Press, pp. 114-120.</p>	
Wed., Aug. 29th	Scientists vs. humanists I.	<p>1. Harris, Marvin (1979) “The Epistemology of Cultural Materialism” in Erickson & Murphy, Ch. 24, pp 311-321.</p> <p>2. Turner, Victor (1967), “Symbols in Ndembu Ritual” in Erickson & Murphy, Ch. 25, pp 322-340.</p>	<p>Seminar Leadership Days chosen</p> <p>Bi-weekly #1</p>

Date	Topic	Assigned Readings	Assignments
		<p>3. Geertz, Clifford (1973), “Thick Description: Toward an Interpretive Theory of Culture” in Erickson & Murphy, Ch. 26, pp 341-359.</p> <p>4. Geertz, Clifford (myCourses) (1972), “Deep Play: Notes on a Balinese Cockfight.” <i>Daedalus</i>, 101 (1): 1-37.</p> <p>Continued next page...</p> <p>5. Harris, Marvin (myCourses) (1985) “The Abominable Pig” in <i>Food and Culture: A Reader</i> Eds. Carole Counihan, Penny Van Esterik, pp. 67-79.</p> <p>6. Douglas, Mary (myCourses) (1966). “The Abominations of Leviticus” in <i>Purity and Danger: An Analysis of the Concepts of Pollution and Taboo</i>. London: Routledge, pp. 41-57.</p>	
Wed., Sep. 5 th	Scientists vs. humanists II	<p>1. Bruner, Edward (myCourses) “The Scientists vs. the Humanists.” <i>Anthropology Newsletter</i></p> <p>2. Geertz, Clifford (myCourses) (1980) “Blurred Genres: The Refiguration of Social Thought”, pp. 165-179.</p> <p>3. Scholte (myCourses) (1972) “Toward a Reflexive and Critical Anthropology”</p> <p>4. Spiro, Melford E. (myCourses) (1995) “Cultural</p>	

Date	Topic	Assigned Readings	Assignments
		<p>Relativism and the Future of Anthropology” in G. Marcus, Ed. <u>Rereading Cultural Anthropology</u>. Durham: Duke University Press, pp. 124-151.</p> <p>5. Wade, Nicholas (myCourses) (2010) Anthropology as a Science? Statemente Deepens a Rift” <u>The New York Times</u></p> <p>Continued next page...</p> <p>6. Tom Boellstorff (myCourses) (2011) “Three Comments on Anthropology and Science” <i>American Anthropologist</i> 113(4): 541-544.</p>	
Wed., Sep 12th	Ethnography and Theory	<p>1. Clifford, James (myCourses) (1983) “On Ethnographic Authority.” <i>Representations</i> 1(2): 118-146</p> <p>2. Sanjek, Roger (myCourses) (1990) “On Ethnographic Validity.” In R. Sanjek, Ed., <i>Fieldnotes</i>. Ithaca: Cornell University Press, pp. 385-418.</p> <p>3. Wolf, Margery (myCourses) “Writing Ethnography: The Poetics and Politics of Culture.” In <i>A Thrice Told Tale</i>. Stanford: Stanford University Press, pp. 127-139.</p> <p>4. Hackenburg, Robert (myCourses) (1993) “Reflections on the Death of Tonto and the New Ethnographic Enterprise” <i>High Plains Anthropologist</i> 11: 12-27.</p>	Bi-Weekly #2

Date	Topic	Assigned Readings	Assignments
		<p>5. Thornton, Robert J. (myCourses) (1995) "The Rhetoric of Ethnographic Holism." In G. Marcus, Ed. <i>Rereading Cultural Anthropology</i>. Durham: Duke University Press, pp. 15-33.</p>	
Wed., Sep. 19 th	Orientalism	<p>1. Said, Edward (1992) "Knowing the Oriental" in Erickson & Murphy, Ch. 29, pp. 392-405.</p> <p>2. Said, Edward (myCourses) (1989) Representing the Colonized: Anthropology's Interlocutors <i>Critical Inquiry</i> 15(2): 205-225</p> <p>3. Trouillot, Michel-Rolph (myCourses) (1991) "Anthropology and the Savage Slot: The Poetics and Politics of Otherness" in Richard G. Fox, Ed., <i>Recapturing Anthropology: Working in the Present</i>. Santa Fe: School of American Research Press, pp. 17-44.</p> <p>4. Herbert S., Lewis (2007) The Influence of Edward Said and Orientalism on Anthropology, or: Can the Anthropologists Speak? <i>Israel Affairs</i> 13(4): 774-785.</p>	
Wed., Sep. 26 th	Postmodernism	<p>1. Foucault, Michel. (myCourses) (1976). "Power as Knowledge." (excerpt) In Charles Lemert, Ed., <i>Social</i></p>	Bi-Weekly #3

Date	Topic	Assigned Readings	Assignments
		<p><i>Theory: The Multicultural and Classical Readings</i>, Boulder: Westview Press, pp. 518-524.</p> <p>2. Lyotard, Jean Francois (myCourses) (1979). "The Postmodern Condition." (excerpt) In Charles Lemert, Ed., <i>Social Theory: The Multicultural and Classical Readings</i>, Boulder: Westview Press, pp. 510-513. ...continued next page...</p> <p>3. Baudriallard, Jean (myCourses) (1983). "Simulacra and Simulations: Disneyland." (excerpt) In Charles Lemert, Ed., <i>Social Theory: The Multicultural and Classical Readings</i>, Boulder: Westview Press, pp. 524-529.</p> <p>4. Harvey, David (myCourses) (1990) "Postmodernism" in <i>The Condition of Postmodernity</i>. Cambridge, MA: Blackwell, pp. 39-65.</p> <p>5. Carneiro, Robert (myCourses) (1995) "Godzilla Meets New Age Anthropology: Facing the Post-Modernist Challenge to a Science of Culture" <i>Europaea</i> 1: 3-22.</p> <p>6. Tyler, Stephen A. (myCourses) (1986) "Post-Modern Ethnography: From Document of the Occult to Occult Document" in James Clifford and George Marcus, Eds., <i>Writing Culture: The Poetics and Politics of Ethnography</i>, Santa Fe: School of American Research Press.</p>	

Date	Topic	Assigned Readings	Assignments
Wed., Oct. 3rd	Crisis of Representation	<p>1. Clifford, James (1986) "Partial Truths" in Erickson & Murphy, Ch. 34, pp. 469-490.</p> <p>2. Marcus, George & Fischer, Michael M. (1986). "A Crisis of Representation in the Human Sciences" in Erickson & Murphy, Ch. 35, pp. 491-498.</p> <p>3. Abu-Lughod, Lila (myCourses) (1991) "Writing Against Culture" in <i>Recapturing anthropology: Working in the Present</i> in Richard G Fox, Ed, Santa Fe: School of American Research Press, pp. 137-162.</p> <p>4. Scholte, Bill (myCourses) (1972) "Toward a reflexive and critical anthropology" Scholte in <i>Reinventing Anthropology</i> Dell Hymes, Ed. Ann Arbor: University of Michigan Press, pp. 430-457.</p> <p>5. Robertson, Jennifer (myCourses) (2002). "Reflexivity Redux: A Pithy Polemic on 'Positionality'" <i>Anthropological Quarterly</i> 75(4): 785-792.</p>	Mid-Term Essay Question Posted
Wed., Oct. 10th	Gender via a contemporary ethnography	1. Edmonds, Alexander (2010). <i>Pretty Modern: Beauty, Sex, and Plastic Surgery in Brazil</i> . Durham: Duke University Press.	Bi-Weekly #4

Date	Topic	Assigned Readings	Assignments
Wed., Oct. 17 th	Mid term Exam Due electronically by 5 PM		
Wed. Oct 24 th	Post Colonial Theory	<p>1. Spivak (myCourses) (1988) “Can The Subaltern Speak” in Cary Nelson and Lawrence Grossberg, Ed., <i>Marxism and the Interpretation of Culture</i>. London: Macmillan. Pp. 66-111.</p> <p>2. Chakrabarty, Dipesh (myCourses) (2000) “A Small History of Subaltern Studies” in Henry Schwarz and Sangeeta Ray, Eds., <i>A Companion to Postcolonial Studies</i>. Malden, MA: Blackwell, pp. 467-485.</p> <p>3. Moore, Donald S. (myCourses) (1998). “Subaltern Struggles and the Politics of Place: Remapping Resistance in Zimbabwe's Eastern Highlands.” <i>Cultural Anthropology</i>, 13(3): 344-381</p> <p>4. Scott, David (myCourses) (1992) “Criticism and Culture. Theory and post-colonial claims on anthropological disciplinarity” <i>Critique of Anthropology</i> 12 (4): 371-394</p> <p>5. Weeks, Priscilla (myCourses) (1990) “Post-Colonial Challenges to Grand Theory” <i>Human Organization</i> 29(3): 236-244.</p>	
Wed., Oct. 31 st	Globalization	1. Kearney, Michael (myCourses) (1996) “The Local and the Global: The Anthropology of Globalization and Transnationalism” <i>Annual Review of Anthropology</i> .	Bi-Weekly #5

Date	Topic	Assigned Readings	Assignments
		<p>24:547-265. continued next page...</p> <p>2. Marcus, George E. (myCourses) (1995) "Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography" <i>Annual Review of Anthropology</i> 24: 95-117.</p> <p>3. Appadurai, Arjun (1990) "Disjuncture and Difference in the Global Cultural Economy" in Erickson & Murphy, Ch. 38, pp. 556-564.</p> <p>4. Appadurai, Arjun (myCourses) (1991) "Global Ethnoscapes: Notes and Queries for a Transnational Anthropology" in Richard G Fox, Ed., <i>Recapturing Anthropology: Working in the Present</i>, Santa Fe: School of American Research Press, pp. 191-210.</p> <p>5. Ong, Aihwa (myCourses) (1996). "Cultural Citizenship as Subject-Making: Immigrants Negotiate Racial and Cultural Boundaries in the United States" <i>Current Anthropology</i>, 37(5): 737-762</p>	
Wed., Nov. 7 th	Globalization II	1. Tsing, Anna L. (2005) <i>Friction: An Ethnography of Global Connection</i> . Princeton: Princeton University Press.	
Wed., Nov. 14 th	Practice Theory	1. Bourdieu (myCourses) (1994) "Structures, Habitus, and Power: Basis for a Theory of Symbolic Power" in <i>Culture/Power/History: Sahlins, Historical Metaphors and Mythical Realities</i>	Bi-weekly #6

Date	Topic	Assigned Readings	Assignments
		<p>...continued next page...</p> <p>2. Bourdieu, Pierre (1982) “The Production and Reproduction of Legitimate Language” in Erickson & Murphy, Ch. 33, pp. 451-468.</p> <p>3. Ortner, Sherry B. (1984) “Theory in Anthropology since the Sixties” in Erickson & Murphy, Ch. 36, pp. 499-529.</p> <p>4. Karp, Ivan. (myCourses) (1986) “Agency and social theory: a review of Anthony Giddens.” <i>American Ethnologist</i> 13(1): 131–137.</p> <p>5. Baber, Zaheer (myCourses) (1991) “Beyond the Structure/Agency Dualism: An Evaluation of Giddens’ Theory of Structuration” <i>Sociological Inquiry</i> 61(2): 219–230.</p> <p>6. Comaroff, John L. (myCourses) (1978) “Rules and Rulers: Political Processes in a Tswana Chiefdom” <i>Man, New Series</i>, 13(1): 1-20.</p>	
Mon., Nov. 19th	Historical / Political Economy	<p>Wolf, Eric. R (1982) “Introduction [<i>Europe and the People without History</i>]” in Erickson & Murphy, Ch. 30, pp. 406-422.</p> <p>Asad, Talal (1987) “Are There Histories of Peoples Without Europe?: A Review Article” in Erickson & Murphy, Ch. 31, pp. 423-434.</p> <p>...continued next page...</p>	Final essay question posted

Date	Topic	Assigned Readings	Assignments
		<p>Mintz, Sidney (myCourses) (1997) “Time, Sugar and Sweetness” in <i>Food and Culture: A Reader</i>, Carole Counihan and Penny Van Esterik, Eds., New York: Routledge, pp. 357-369.</p> <p>Harvey, David (2004) “The ‘New’ Imperialism: Accumulation Through Dispossession” <i>The Socialist Register</i> 40: 63-87.</p>	
Wed., Nov. 21 st	THANKSGIVING		
Wed., Nov. 28 th	Activism, Anthropology & Occupy	<p>1. Hale, Charles (myCourses) (2006) “Activist Research v. Cultural Critique: Indigenous Land Rights and the Contradictions of Politically Engaged Anthropology.” <i>Cultural Anthropology</i> 21(1): 96–120.</p> <p>2. Speed, Shannon (myCourses) (2006). “At the Crossroads of Human Rights and Anthropology: Toward a Critically Engaged Activist Research” <i>American Anthropologist</i> 108(1): 66–76.</p> <p>3. Knauft, Bruce M. (myCourses) (2006) Anthropology in the middle <i>Anthropological Theory</i> 6 (4): 407-430.</p> <p>...continued next page...</p> <p>4. Graeber, David.</p>	Bi-Weekly #7

Date	Topic	Assigned Readings	Assignments
		<p>(myCourses) (2011) “Occupy Wall Street's anarchist roots” <i>Al Jazeera</i> http://www.aljazeera.com/indepth/opinion/2011/11/2011112872835904508.html. November 30, 2011.</p> <p>5. Anderson, Ryan (myCourses) (2012) “Anthropology & Occupy” <i>anthropologies: a collaborative online project</i>. http://www.anthropologiesproject.org/2012/03/anthropology-occupy.html March 2012.</p> <p>6. Merry, Sally Engle. (myCourses) (2005). “Anthropology and Activism” <i>PoLAR: Political and Legal Anthropology Review</i> 28(2): 240-257.</p> <p>7. Hawks, John (myCourses) (2011) “What's wrong with anthropology?: This field needs a kick in the pants.” <i>anthropologies: a collaborative online project</i>. http://www.anthropologiesproject.org/2011/10/whats-wrong-with-anthropology.html October 2011.</p>	
Wed. Dec. 5 th	TAKE HOME FINAL DUE		

From: Toni Copeland
Subject: Fwd: UCCC action AN 8123 and AN 8193

----- Forwarded message -----

From: **Angi E. Bourgeois** <ABourgeois@caad.msstate.edu>
Date: Mon, May 6, 2013 at 8:06 AM
Subject: UCCC action AN 8123 and AN 8193
To: Walter Diehl <WDiehl@deanas.msstate.edu>, tc657@msstate.edu
Cc: Kirk Swortzel <KSwortzel@ais.msstate.edu>, Jenny Turner <JTurner@registrar.msstate.edu>

Dr. Copeland,

At the April meeting of the UCCC, held on Friday April 19 and Tuesday April 30, the committee voted to table the proposals to add AN 8123 and AN 8193 due to the following issues:

1. AN 8123: the attendance policy in the course syllabus exceeds the 10% guidelines that the UCCC has been asked to monitor for all courses;
2. AN 8123: the detailed course outline in the proposal does not match the course syllabus in terms of time spent on topic and content included;
3. AN 8123: the detailed course outline includes contact time for graded assignments such as class leadership, written assignments, and research paper. Based on an examination of the syllabus, these are outside of class activities and therefore should not be counted as contact hours for the course;
4. AN 8193: the attendance policy is vague and does not clearly state what the negative impact on the student's grade will be.

Once you have addressed these issues in the proposals, you can resubmit new originals and 10 copies (no need to gather signatures again, but do create new cover sheets) to Jenny Turner in the Registrars Office. Be aware that the UCCC does not accept proposals over the summer. We will begin accepting proposals in August.

Please feel free to contact me if you have any questions or need more information.

Angi

Angi Elsea Bourgeois, Ph.D
Chair, University Committee on Courses and Curricula
Associate Professor of Art History
Department of Art/PO Box 5182
College of Architecture, Art, and Design
Mississippi State University
Mississippi State, MS 39762
[662.325.1922](tel:662.325.1922) (w)
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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: **CAAD** Department: ART
 Contact Person: **Angi Bourgeois** Mail Stop **9638** E-mail: ale65@msstate.edu
 Nature of Change: **Modify** Date Initiated: **8.15.13** Effective Date: Fall 2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
ART	4083	Senior Research	(3)

Current Catalog Description:

(Prerequisites: Senior Standing and consent of instructor, corequisite: enrollment in ART 4600 or ART 4610 or ART 4620 or ART 4630 or ART 4650 or ART 4453 or ART 4463 or ART 4473 or ART 4483). 3 hours lecture. The application of research methods for the fine artist in contemporary society

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
ART	4083	Senior Research	(3)

New or Modified Catalog Description:

(Prerequisites: Senior Standing and consent of instructor, corequisite: ART 4620). 3 hours lecture. The application of research methods for the fine artist in contemporary society

Approved: Amie Nix
 Department Head

Date: 9/9/2013

[Signature]
 Chair, College or School Curriculum Committee

9/20/2013

Beth R. Miller
 Dean of College or School

9/24/13

 Chair, University Committee on Courses and Curricula

 Chair, Graduate Council (if applicable)

 Chair, Deans Council

COURSE MODIFICATION
ART 4083 Senior Research

1. CATALOG DESCRIPTION

Current Catalog Description:

(Prerequisites: Senior Standing and consent of instructor, corequisite: enrollment in ART 4600 or ART 4610 or ART 4620 or ART 4630 or ART 4650 or ART 4453 or ART 4463 or ART 4473 or ART 4483). 3 hours lecture. The application of research methods for the fine artist in contemporary society

Modified Catalog Description:

(Prerequisites: Senior Standing and consent of instructor, corequisite: ART 4620). 3 hours lecture. The application of research methods for the fine artist in contemporary society

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

- a. Change in corequisite from: enrollment in ART 4600 or ART 4610 or ART 4620 or ART 4630 or ART 4650 or ART 4453 or ART 4463 or ART 4473 or ART 4483 to ART 4620.

3. JUSTIFICATION AND LEARNING OUTCOMES

As a part of a modification of the Fine Arts Concentration of the BFA degree, the Department of Art has proposed the modification of ART 4620 Advanced Studio—Printmaking to Advanced Studio—Fine Arts to collect all capstone students into one course, rather than have to offer small sections (often stacked or unpaid overloads for the instructors of record) of each of the 5 areas. Therefore, the co-requisite of ART 4083 and ART 4093 must be adjusted to reflect this consolidation of students into a single Advanced Studio to accompany their capstone courses of Senior Research and Senior Thesis.

4. ADDITIONAL INFORMATION

- a. **Course Symbol:** N/A
- b. **Course Number:** N/A
- c. **Course Title:** N/A
- d. **Credit Hours:** N/A
- e. **Pre-Requisite/Co-Requisite:** Removing list of multiple Advanced Studio courses in each of the fine art areas and replacing with single Advanced Studio—Fine Arts course to allow all Fine Arts students to enroll in the same course as a part of their capstone sequence.
- f. **Method/Hours of Instruction:** N/A
- g. **Method of Delivery:** N/A
- h. **Course Description:** N/A
- i. **Course Content:** N/A

5. **GRADUATE STUDENT REQUIREMENTS:** N/A
6. **METHOD OF EVALUATION:** No Change
7. **PROPOSED SEMESTER EFFECTIVE** – Fall 2014
8. **EFFECT ON OTHER COURSES-** None
9. **SUPPORT**

No additional resources are necessary to make this modification. Attached is a letter of support from the Department of Art faculty.



415 Barr Avenue 102 Freeman Hall Po Box 5182

Mississippi State, MS 39762-5541

COLLEGE OF ARCHITECTURE ART + DESIGN



www.caad.msstate.edu

Tel: 662.325.2970
Fax: 662.325.3850

DEPARTMENT OF ART

August 30, 2013

RE: Department of Art Course Modifications.

Dear UCC Committee,

1. Faculty in the Department of Art support the modification of ART 4620 Advanced Printmaking to become a collective Advanced Fine Arts course in order to facilitate the approved Degree Modification creating a general Fine Arts Concentration.
2. Faculty in the Department of Art support ART4620 as a Co-Requisite with ART 4083 Senior Research and ART 4093 Senior Thesis.
3. Faculty in the Department of Art support the course modifications required of ART 4083 Senior Research and ART 4093 Senior Thesis to include ART4620 as Co-Requisites.

The following signatures verify faculty approval for the above modifications.

Sincerely

Critz Campbell
Curriculum Committee Chair
Department of Art

Printed Name	Signature
Angi Bourgeois	
Linda Seckinger	
Tim McCurt	
Soen'Yee Ngon	
Brent Funderburk	
GREGORY MARTIN	
Jude Landry	
Neil Callander	

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: **CAAD** Department: ART
 Contact Person: **Angi Bourgeois** Mail Stop **9638** E-mail: ale65@msstate.edu
 Nature of Change: **Modify** Date Initiated: **8.15.13** Effective Date: Fall 2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
ART	4093	Senior Thesis	(3)

Current Catalog Description:

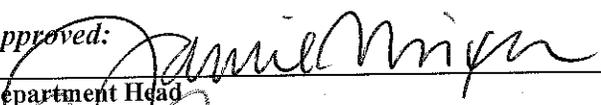
(Prerequisites: Senior Standing and ART 4083 and consent of instructor, corequisite: enrollment in ART 4600 or ART 4610 or ART 4620 or ART 4630 or ART 4650 or ART 4453 or ART 4463 or ART 4473 or ART 4483). 3 hours lecture. Execution of a thesis exhibition and portfolio materials

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
ART	4093	Senior Thesis	(3)

New or Modified Catalog Description:

(Prerequisites: Senior Standing and consent of instructor, corequisite: ART 4620). 3 hours lecture. Execution of a thesis exhibition and portfolio materials.

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: 9/9/2013

9/20/2013

9/24/13

COURSE MODIFICATION
ART 4093 Senior Thesis

1. CATALOG DESCRIPTION

Current Catalog Description:

(Prerequisites: Senior Standing and ART 4083 and consent of instructor, corequisite: enrollment in ART 4600 or ART 4610 or ART 4620 or ART 4630 or ART 4650 or ART 4453 or ART 4463 or ART 4473 or ART 4483). 3 hours lecture. Execution of a thesis exhibition and portfolio materials

Modified Catalog Description:

(Prerequisites: Senior Standing and consent of instructor, corequisite: ART 4620). 3 hours lecture. Execution of a thesis exhibition and portfolio materials.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

- a. Change in corequisite from: enrollment in ART 4600 or ART 4610 or ART 4620 or ART 4630 or ART 4650 or ART 4453 or ART 4463 or ART 4473 or ART 4483 to ART 4620.

3. JUSTIFICATION AND LEARNING OUTCOMES

As a part of a modification of the Fine Arts Concentration of the BFA degree, the Department of Art has proposed the modification of ART 4620 Advanced Studio—Printmaking to Advanced Studio—Fine Arts to collect all capstone students into one course, rather than have to offer small sections (often stacked or unpaid overloads for the instructors of record) of each of the 5 areas. Therefore, the co-requisite of ART 4083 and ART 4093 must be adjusted to reflect this consolidation of students into a single Advanced Studio to accompany their capstone courses of Senior Research and Senior Thesis.

4. ADDITIONAL INFORMATION

- a. **Course Symbol:** N/A
- b. **Course Number:** N/A
- c. **Course Title:** N/A
- d. **Credit Hours:** N/A
- e. **Pre-Requisite/Co-Requisite:** Removing list of multiple Advanced Studio courses in each of the fine art areas and replacing with single Advanced Studio—Fine Arts course to allow all Fine Arts students to enroll in the same course as a part of their capstone sequence.
- f. **Method/Hours of Instruction:** N/A
- g. **Method of Delivery:** N/A
- h. **Course Description:** N/A
- i. **Course Content:** N/A

5. **GRADUATE STUDENT REQUIREMENTS:** N/A
6. **METHOD OF EVALUATION:** No Change
7. **PROPOSED SEMESTER EFFECTIVE** – Fall 2014
8. **EFFECT ON OTHER COURSES-** None
9. **SUPPORT**

No additional resources are necessary to make this modification. Attached is a letter of support from the Department of Art faculty.



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DEPARTMENT OF ART

August 30, 2013

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Dear UCC Committee,

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3. Faculty in the Department of Art support the course modifications required of ART 4083 Senior Research and ART 4093 Senior Thesis to include ART4620 as Co-Requisites.

The following signatures verify faculty approval for the above modifications.

Sincerely

Critz Campbell
Curriculum Committee Chair
Department of Art

Printed Name	Signature
Angi Bourgeois	
Linda Seckinger	
Tim McCant	
Soon-yeon Ngon	
Brent Funderburk	
GREGORY MARTIN	
Jude Landry	
Neil Callander	

APPROVAL FORM FOR
COURSES
 MISSISSIPPI STATE UNIVERSITY

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College or School: **CAAD** Department: ART
 Contact Person: **Angi Bourgeois** Mail Stop **9638** E-mail: ale65@msstate.edu
 Nature of Change: **Modify** Date Initiated: **8.15.13** Effective Date: Fall 2014

Current Listing in Catalog:
 Symbol Number Title Credit Hours
ART 4620 Advanced Studio--Printmaking (1-9)

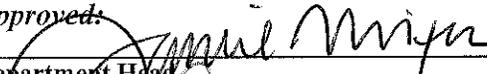
Current Catalog Description:

May be taken for credit more than once. Hours and credit to be arranged and shall not exceed a total of nine hours for all advanced studies in any one semester. (Consent of instructor). This course develops advanced studio skills and professional practice. Course encourages analysis and criticism of aesthetic, social, ethical and related issues.

New or Modified Listing for Catalog:
 Symbol Number Title Credit Hours
ART 4620 Advanced Studio—Fine Arts (1-9)

New or Modified Catalog Description:

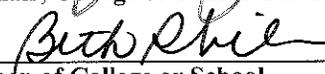
(May be taken for credit more than once. Hours and credit to be arranged and shall not exceed a total of nine hours for all advanced studies in any one semester. (Prerequisite: Senior Standing and permission of instructor). This course develops advanced studio skills and professional practice. Course encourages analysis and criticism of aesthetic, social, ethical and related issues.

Approved: 
 Department Head

Date: 9/9/2013


 Chair, College or School Curriculum Committee

9/20/2013


 Dean of College or School

9/23/13

 Chair, University Committee on Courses and Curricula

 Chair, Graduate Council (if applicable)

 Chair, Deans Council

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COURSES
 MISSISSIPPI STATE UNIVERSITY

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College or School: **CAAD** Department: ART
 Contact Person: **Angi Bourgeois** Mail Stop **9638** E-mail: ale65@msstate.edu
 Nature of Change: **Modify** Date Initiated: **8.15.13** Effective Date: Fall 2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
ART	6620	Advanced Studio--Printmaking	(1-9)

Current Catalog Description:

May be taken for credit more than once. Hours and credit to be arranged and shall not exceed a total of nine hours for all advanced studies in any one semester. (Consent of instructor). This course develops advanced studio skills and professional practice. Course encourages analysis and criticism of aesthetic, social, ethical and related issues.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
ART	6620	Advanced Studio—Fine Arts	(1-9)

New or Modified Catalog Description:

(May be taken for credit more than once. Hours and credit to be arranged and shall not exceed a total of nine hours for all advanced studies in any one semester. (Prerequisite: Senior Standing and permission of instructor). This course develops advanced studio skills and professional practice. Course encourages analysis and criticism of aesthetic, social, ethical and related issues.

Approved: *Jamie Miller*
 Department Head

Date: 9/9/2013

[Signature]
 Chair, College or School Curriculum Committee

9/20/2013

Beth R. Kelly
 Dean of College or School

9/23/13

 Chair, University Committee on Courses and Curricula

 Chair, Graduate Council (if applicable)

 Chair, Deans Council

**Course Modification Proposal for
ART 4620/6620 Advanced Studio—Printmaking**

1. Catalog Description

Current Description:

May be taken for credit more than once. Hours and credit to be arranged and shall not exceed a total of nine hours for all advanced studies in any one semester. (Consent of instructor). This course develops advanced studio skills and professional practice. Course encourages analysis and criticism of aesthetic, social, ethical and related issues.

Modified Description:

May be taken for credit more than once. Hours and credit to be arranged and shall not exceed a total of nine hours for all advanced studies in any one semester. (Prerequisite: Senior Standing and permission of instructor). This course develops advanced studio skills and professional practice. Course encourages analysis and criticism of aesthetic, social, ethical and related issues.

2. Itemized List and Description of Changes

- a. Name Change from Advanced Studio—Printmaking to Advanced Studio—Fine Arts
- b. Prerequisite change—Senior standing and Permission of instructor will allow the instructor of record to insure students are prepared to enroll in this capstone course.

3. Justification and Learning Outcomes

The reason for this modification is related to the degree modification for the Fine Arts Concentration of the BFA. The Department of Arts response to our NASAD accreditation on site report has been to evaluate the effectiveness and efficiency of our course offerings in the upper division due to concerns with low enrollments and stacking of courses. The solution we have found is to embrace a more interdisciplinary approach at the advanced level courses, so that students from all 5 areas in the Fine Arts can enroll in Advanced Studio courses together and focus on collective conceptual themes, while still maintaining the ability to explore their own media, whether ceramics, drawing, painting, printmaking, or sculpture.

Though the Department of Art believes that the interdisciplinary nature of the shared Advanced Studio course will benefit the students conceptually as well as challenge them in terms of justifying their artistic and stylistic choices to students in other areas, the learning outcomes of the course remain fundamentally identical to the current course. The course description for this course does not need to be adjusted, since the original goals and learning outcomes are the same—the only difference is that the students will not be exploring advanced issues in printmaking specifically, but rather explore any of the fine arts areas.

Students who would like to explore advanced concepts in Printmaking as a singular course will still be able to do so by enrolling in ART 4323 Advanced Printmaking, an existing course. For this reason, the Department of Art does not feel any student will be disadvantaged by modifying the Advanced Studio—Printmaking to Advanced Studio—Fine Arts

4. Additional Information

This course has always been designed (along with the other Advanced Studio courses) to allow advanced level art students the opportunity to work on in depth projects—frequently their thesis body of work—with the consultation and critique of their colleagues and instructor of record. This structure will not change, only be expanded and enlivened by having students from a variety of Fine Arts areas enrolled in a course together.

- a. Course Symbol: No Change
- b. Course Number: No Change
- c. Course Title: Changed from Advanced Studio—Printmaking to Advanced Studio—Fine Arts
- d. Credit Hours: No Change
- e. Pre-Requisite: the addition of Senior Standing to the existing prerequisite of Consent of Instructor will allow instructors to be confident that students enrolling are prepared for their capstone series of courses.
- f. Method/Hours of Instruction: No Change—still variable hours and still able to be repeated for credit
- g. Method of Delivery: No Change
- h. Course Description: No Change
- i. Course Content: No Change
 - a. Because the Advanced Studio courses are designed to be taken by students who are working on projects under the mentorship or guidance of the instructor of record, the only change in practice is that students who are exploring more than one area of fine arts will be enrolled together in the same course. The nature of the course itself, method of instruction, pedagogy, or content, does not change.

5. Graduate Student Requirements

No Change

6. Method of Evaluation

No Change

6. Support

No additional funds or resources are required to make this modification possible. The Department of Art faculty have voted unanimously to support this modification and the Fine Arts faculty have met to insure the continuity of this course in its new form.

7. Effective Date:

Fall 2014

8. Effects on Other Courses

This change will affect two courses, ART 4083 Senior Research and ART 4093 Senior Thesis, the two capstone courses for Fine Arts majors. These courses will now have a single co-requisite of ART 4620 Advanced Studio—Fine Arts, since now all Fine Arts students will enroll in this course as a part of their capstone sequence of courses.



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DEPARTMENT OF ART

August 30, 2013

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The following signatures verify faculty approval for the above modifications.

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Critz Campbell
Curriculum Committee Chair
Department of Art

Printed Name	Signature
Angi Bourgeois	
Linda Seckinger	
Tim McCant	
Seon Yee Naon	
Brent Funderburk	
GREGORY MARTIN	
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APPROVAL FORM FOR
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MISSISSIPPI STATE UNIVERSITY

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College or School: Arts & Sciences

Department: Geosciences

Contact Person: Andrew Mercer

Mail Stop: 9537

E-mail: mercer@hpc.msstate.edu

Nature of Change: Add

Date Initiated: 9-9-13

Effective Date: 1-13-14

Current Listing in Catalog:

Symbol Number Title

Credit Hours

()

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol Number Title

Credit Hours

GR 8453 Quantitative Analysis in Climatology

(3)

New or Modified Catalog Description:

(Prerequisite: Consent of Instructor) Three hours lecture. Implementation of quantitative methods in climatology, including modeling, resampling methods, and spatial techniques, emphasizing climate analysis software packages and data formats.

Approved:



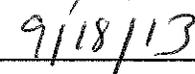
Department Head

Date:



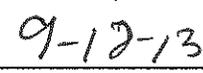


Chair, College or School Curriculum Committee





Dean of College or School



Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

COURSE ADDITION PROPOSAL – CAMPUS 1 AND 5
GR 8453: Quantitative Analysis in Climatology

1. CATALOG DESCRIPTION

GR 8453. Quantitative Analysis in Climatology. (3) (Prerequisite: Consent of instructor)
 Three hours lecture. Implementation of quantitative methods in climatology, including modeling, resampling methods, and spatial techniques, emphasizing climate analysis software packages and data formats.

2. DETAILED COURSE OUTLINE

Campus 1	Contact Hours	Campus 5	Contact Hours
I. Introduction to Software Packages	(5)	I. Introduction to Software Packages	(5)
a. Overview of available analytical software (focused on R)	1.25	a. Overview of available analytical software (focused on R)	1.25
b. Review of basic computer programming	2.5	b. Review of basic computer programming	2.5
c. Overview of climate software (GrADS)	1.25	c. Overview of climate software (GrADS)	1.25
In-class Lecture	4	Video Lecture	4
Tutorial Tasks	1	Online Tutorial Tasks	0.5
		Discussion Board	0.25
		Email/Chat with Instructor	0.25
II. Introduction to Climatological Data Formats	(5)	II. Introduction to Climatological Data Formats	(5)
a. Demonstration of common climate data formats	2.5	a. Demonstration of common climate data formats	2.5
b. Integration of climate data into statistical software and analysis tools	2.5	b. Integration of climate data into statistical software and analysis tools	2.5
In-class Lecture	4	Video Lecture	4
Tutorial Tasks	1	Online Tutorial Tasks	0.5
		Discussion Board	0.25
		Email/Chat with Instructor	0.25

<p>III. Introductory Analysis Concepts</p> <p>a. Measures of climate and climate variability</p> <p>b. Measures of climatic association</p> <p>c. Probability theory for climatology</p> <p style="text-align: right;">In-class Lecture 4 In-class Tutorial Tasks 1</p>	<p>(5)</p> <p>1.25</p> <p>1.25</p> <p>2.5</p>	<p>III. Introductory Analysis Concepts</p> <p>a. Measures of climate and climate variability</p> <p>b. Measures of climatic association</p> <p>c. Probability theory for climatology</p> <p style="text-align: right;">Video Lecture 4 Online Tutorial Tasks 0.5 Discussion Board 0.25 Email/Chat with Instructor 0.25</p>	<p>(5)</p> <p>1.25</p> <p>1.25</p> <p>2.5</p>
<p>IV. Climate Variable Distributions</p> <p>a. Common climatological variable distributions</p> <p>b. Utility of climate variable distributions in climate forecasting</p> <p style="text-align: right;">In-class Lecture 4 In-class Tutorial Tasks 1</p>	<p>(5)</p> <p>2.5</p> <p>2.5</p>	<p>IV. Climate Variable Distributions</p> <p>a. Common climatological variable distributions</p> <p>b. Utility of climate variable distributions in climate forecasting</p> <p style="text-align: right;">Video Lecture 4 Online Tutorial Tasks 0.5 Discussion Board 0.25 Email/Chat with Instructor 0.25</p>	<p>(5)</p> <p>2.5</p> <p>2.5</p>
<p>V. Resampling and Parametric Methods in Climatology</p> <p>a. Challenges in climatology with parametric tests</p> <p>b. Non-parametric and resampling methods</p> <p style="text-align: right;">In-class Lecture 6 In-class Tutorial Tasks 1.5</p>	<p>(7.5)</p> <p>2.5</p> <p>5</p>	<p>V. Resampling and Parametric Methods in Climatology</p> <p>a. Challenges in climatology with parametric tests</p> <p>b. Non-parametric and resampling methods</p> <p style="text-align: right;">Video Lecture 6 Online Tutorial Tasks 0.75 Discussion Board 0.5 Email/Chat with Instructor 0.25</p>	<p>(7.5)</p> <p>2.5</p> <p>5</p>

VI. Statistical Climate Modeling	(7.5)	VI. Statistical Climate Modeling	(7.5)
a. Linear and stepwise regression of climate data	2.5	a. Linear and stepwise regression of climate data	2.5
b. Logistic regression for climate classification problems	2.5	b. Logistic regression for climate classification problems	2.5
c. Numerical weather prediction model verification	1.25	c. Numerical weather prediction model verification	1.25
d. AI techniques in climatology	1.25	d. AI techniques in climatology	1.25
In-class Lecture	6	Video Lecture	6
In-class Tutorial Tasks	1.5	Online Tutorial Tasks	0.75
		Discussion Board	0.5
		Email/Chat with Instructor	0.25
VII. Spatial Analysis in Climatology	(5)	VII. Spatial Analysis in Climatology	(5)
a. Overview of matrix algebra	2.5	a. Overview of matrix algebra	2.5
b. Development of climatological teleconnections through rotated principal component analysis	2.5	b. Development of climatological teleconnections through rotated principal component analysis	2.5
In-class Lecture	4	Video Lecture	4
In-class Tutorial Tasks	1	Online Tutorial Tasks	0.5
		Discussion Board	0.25
		Email/Chat with Instructor	0.25
VIII. Cluster Analysis	(5)	VIII. Cluster Analysis	(5)
a. Hierarchical and randomization clustering techniques	2.5	a. Hierarchical and randomization clustering techniques	2.5
b. Fuzzy clustering and climate probability	2.5	b. Fuzzy clustering and climate probability	2.5
In-class Lecture	4	Video Lecture	4
In-class Tutorial Tasks	1	Online Tutorial Tasks	0.5
		Discussion Board	0.25
		Email/Chat with Instructor	0.25
Total	45	Total	45

The course instruction between Campus 1 and Campus 5 will be similar in that both courses will be taught primarily with lecture with roughly 20% of the course time spent on independent tutorial exercises that students can use to practice the skills they learn in lecture. The format of these tutorials will be similar except that since the Campus 5 format does not traditionally fit into the interactive classroom mold, tutorial tasks for Campus 5 will be completed asynchronously primarily with assistance in the discussion boards, with secondary assistance via email and/or chat.

3. METHOD OF EVALUATION

Grades will be assessed in the following manner:

<u>Campus 1</u>		<u>Campus 5</u>	
<u>Item</u>		<u>Item</u>	
Assignment 1	5%	Assignment 1	5%
Assignment 2	5%	Assignment 2	5%
Assignment 3	5%	Assignment 3	5%
Assignment 4	5%	Assignment 4	5%
Assignment 5	5%	Assignment 5	5%
Assignment 6	5%	Assignment 6	5%
Assignment 7	5%	Assignment 7	5%
Assignment 8	5%	Assignment 8	5%
Assignment 9	5%	Assignment 9	5%
Assignment 10	5%	Assignment 10	5%
Task Participation	10%	Task Participation	10%
<u>Final Project/Exam</u>	<u>40%</u>	<u>Final Exam</u>	<u>40%</u>
<u>Total</u>	<u>100%</u>	<u>Total</u>	<u>100%</u>

Numeric Grading Scale

A = 90% or greater

B = 80–89.9%

C = 70–79.9%

D = 60–69.9%

F = less than 60%

XF = failure due to academic dishonesty

Analysis Assignments

Short weekly assignments are given in order to ensure the students are working with recently introduced techniques as the methods are taught. These assignments will primarily consist of providing students previously unseen climate data and asking them to complete and interpret relevant analyses that were discussed in class.

Emphasis in the assignment grading will be placed on the student's ability to not only obtain the correct numeric answer but to interpret that answer from the context of the larger questions being posed in the assignment. This allows the student to learn how to

use analysis techniques to draw meaningful conclusions, a critical component of scientific research.

Tutorial tasks

Campus 1:

In addition to the traditional question and answer participation format of most courses, the material in this course will include several short in-class tasks. These tasks are aimed at allowing the students to take concepts they have just seen in lecture and directly apply the concepts to a new question using analysis software. These tasks are fully interactive with the instructor, allowing the students to ask the instructor questions and allowing students to work with each other when arriving at an answer.

The students will be responsible for submitting the task solutions and their work on the tasks to the instructor at the end of every class period for grading. This way, the instructor can ensure each student understands the concepts as they are introduced and that all students are participating in the in-class tasks. The primary grading mode will be one of participation/completion. Students will not be penalized for getting an incorrect answer, but instead for not participating.

Campus 5:

In a campus 5 format course, the ability to directly interact with the instructor in a classroom setting is obviously limited. However, the tasks that will be done in class are suitable for an online forum in that the students can complete the tasks within a reasonable time frame they choose. Additionally, the students are able to work on these tasks with others in the course, similar to the Campus 1. The primary difference will be that the students will be provided a deadline to submit the tasks to the instructor for assessment that will likely extend over the course of a week (for all tasks for that week). This contrasts the format of Campus 1 which states that all tasks must be submitted at the end of every class period for evaluation. Regardless, the primary grading mode for these tasks is one of participation for both Campus 1 and Campus 5.

Final Project/Final Exam (Campus 1)

This course likely will consist of a mix of thesis and non-thesis M.S. and Ph. D. students. Since non-thesis M.S. students do not have a formal thesis topic, properly beginning and completing a fresh research project within a single semester is a difficult task. As a result, all students in the course have the option of completing a final project or completing a take-home final examination.

- Final project –The project needs to encompass some interesting scientific research question and hypothesis (often based on the student’s thesis or dissertation work) and will require the students to develop a scientific paper that includes the important basic components of a peer-reviewed research article, including:
 - Introduction and brief literature review
 - Detailed explanation of the relevant methods and datasets selected
 - Results from their analysis and associated interpretation of those results

- Any meaningful scientific conclusions drawn from their study

Often, this project serves as a chapter in a student's thesis or dissertation and thus is tailored towards thesis students (though all students can complete the project). The grading of the project will be heavily weighted on the selection and implementation of the methodology and the appropriate interpretation of their analysis outcomes.

- Final exam – the final exam can be taken in lieu of completing a final course A Thesis defended by project. In completing the exam, students will be provided a previously unseen climatological dataset and asked to answer detailed questions about that dataset using the full suite of methods covered in the course. The examination similarly assesses the students' understanding of the concepts in the course without the project requirement. This option will likely be appealing to non-thesis students, though all students may take the exam in lieu of completing a project at their discretion.

Final Project/Final Exam (Campus 5)

Similar to Campus 1, students within our Applied Meteorology program will have the option to complete a summer research project or a final exam. However, since students in the Applied Meteorology Program are not pursuing a thesis option and the ability to conduct a scientific research project in an online forum is limited, students in the Campus 5 course will likely opt for a final exam and will be strongly encouraged to do so. Guidelines for each are provided below.

- Guidelines for the final project will be identical to those for Campus 1 as described above.
- The exam will be of essay format and will require students to both analyze datasets provided to them and properly interpret the results of their analyses. Each student's exam will randomly select 4-5 questions from a test bank of 10 questions to limit the impacts of academic misconduct. Students will be allowed to use every resource available to them except peers or the instructor.

4. JUSTIFICATION AND LEARNING OUTCOMES

4a. Justification for Campus 1

For Campus 1, GR 8453 meets the skills requirement as outlined by the Graduate Guidelines in the Department of Geosciences. It has been offered for two years as a special topics course so that the format and instructional methods could be refined.

4b. Justification for Campus 5

For Campus 5, no graduate level statistics course is offered, yet students are expected to complete a capstone project in the Applied Meteorology program that requires a working knowledge of statistical analysis. The addition of this course for Campus 5 will fill a considerable need in the Applied Meteorology program.

4c. Primary learning outcomes (same for both campuses)

The primary learning outcome of this course will be the introduction and mastery of commonly utilized analysis in the meteorological and climatological sciences. Students will learn not only how to implement these methods in a software package but also how to determine which methods to use based on the research question the student is posing and how to interpret the results of their analyses. These concepts are critical for completing independent scientific research.

At the conclusion of the course, the students should be able to successfully implement the following:

- Understand and use different climatological data formats (netCDF, GRIB, etc.)
- Be competent at using an analysis software package for scientific research
- Understand the basic statistical analysis methods utilized in climatology
- Understand the leap from scientific inquiry to scientific conclusion by properly interpreting analysis results from an investigation into climate datasets

5. ACADEMIC MISCONDUCT

Generally speaking, the course final projects/exams and weekly assignments will be the primary method by which the students could commit academic misconduct, as defined by the Mississippi State University Honor Code:

- a. Intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without proper credit).
- b. Failing to credit sources used in a work product in an attempt to pass off the work as one's own.
- c. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.
- d. The internet, data bases and other electronic resources must be cited if they are utilized in any way as resource material in an academic exercise.

Specifically for Campus 5, a test bank for the final exam will help mitigate these issues by providing unique tests for each student. Additionally, weekly assignments will be remade each year, limiting the ability of former students to assist current students. Any sort of misconduct may be punished with a grade of XF in accordance with the MSU honor code.

6. TARGET AUDIENCE

This course will target M.S. and Ph. D. students in Geosciences with focuses primarily in atmospheric science. However, the course contents have wide applicability to other disciplines within and outside of Geosciences, and students from other disciplines in Geosciences (geology and GIS) and departments (Forestry and Engineering primarily) have enrolled and successfully completed the previously offered special topics course. Additionally, the online format may attract students in other degree programs as an

option to an on-campus statistical course, particularly those in meteorology and climatology. Previous course enrollments have averaged 18 students per year.

For Campus 5, the primary audience will be distance-learning students enrolled in the Applied Meteorology Program. The course is being tailored to become a required course in future semesters, so all students in the Applied Meteorology Program will take it in the first summer of their program of study.

7. SUPPORT

A letter of support from Michael E. Brown, Graduate Coordinator for the Department of Geosciences, is attached. Due to the overlap between this course and courses in the statistics department (Campus 1 only), a letter of support has been requested from the Department Head in the Department of Statistics. The Statistics Curriculum Committee was undecided regarding favoring the proposed course.

8. INSTRUCTOR OF RECORD

Andrew Mercer, Ph. D.

9. GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)

This course will not be offered to undergraduates.

10. PLANNED FREQUENCY

Campus 1 will be offered every spring. Campus 5 will be offered every summer.

11. EXPLANATION OF ANY DUPLICATION

Some of the statistical concepts taught in GR 8453 overlap with different graduate level statistics courses. In particular, concepts overlap in the following courses:

- ST 4523/6523 – Introduction to Probability
- ST 8114 – Statistical Methods
- ST 8253 – Regression Analysis
- ST 8413 – Multivariate Statistical Methods

Many of the methods concepts addressed in the proposed course exist in ST coursework and are treated in greater detail in those courses. However, many of the detailed concepts taught in those ST courses are not directly applicable to climate and meteorology problems. Additionally, in order for students to get exposed to the basics of the breadth of topics outlined in GR 8453, students would need to take 12 hours of statistics courses, certainly not a reasonable expectation for graduate students working in geoscience. Graduate students working in atmospheric science require a working knowledge of spatial statistical analysis to deal with spatial correlations between climate variables, as well as a robust hypothesis testing method and methods for statistical modeling and verification. These methods appear frequently in the atmospheric sciences literature, and the specific statistical topics selected for this course are the most commonly utilized methods in the meteorology/climatology fields.

Despite the overlap in the basic methods taught in the courses, the application of those methods to problems unique to atmospheric science would be lacking from a course sequence in statistics. There are numerous examples of statistics applications in atmospheric science that cannot be addressed in a course that does not have that specific focus, including:

- Climatology data formats and interfacing with those data formats (e.g. NetCDF, GRIB, GRIB2)
- Climate mapping tools (GrADS)
- Challenges associated with the wide variation in distribution in meteorology datasets (e.g. tornado/rainfall distributions vs. temperature distributions)
- Understanding of spatial/temporal relationships (independence and dependence between variables) that always exist in climate data
- Artificial intelligence methods and their applications in meteorology and climate forecasting problems
- Forecast verification techniques in space and in time
- The use of PCA and cluster analysis to find common meteorological/climatological map patterns with forecast applications. A good example of these are teleconnections (e.g. El Niño)

Certainly, students will learn the basic methods needed to do scientific research from the breadth of statistics courses offered (though it would likely require several courses to accomplish this feat), but they cannot gain the detailed focus on their research area without a course directly devoted to statistical methods in atmospheric sciences.

A letter of support has been requested from the Department Head in the Math and Statistics Department. The Statistics Curriculum Committee has reviewed the proposed course but was undecided regarding the importance of the overlap in the courses and was not able to provide a support letter.

In addition to the issues raised above, no 8000 level statistics course is available in Campus 5 at this time. As such, the Campus 5 course has no known duplication.

12. METHOD OF INSTRUCTION CODE

C: Lecture (Campus 1 and Campus 5)

13. METHOD OF DELIVERY:

F: Face to face (Campus 1)

O: Online (Campus 5)

14. DELIVERY STATEMENT:

The proposed Campus 5 course has no known violations with regards to the Provost's policies on Campus 5 course offerings.

15. PROPOSED C.I.P. NUMBER

40.0499 (Atmospheric Sciences and Meteorology, Other)

16. PROPOSED 24-CHARACTER ABBREVIATION

Quant Analysis Climo

17. PROPOSED SEMESTER EFFECTIVE

Spring 2014

18. OTHER APPROPRIATE INFORMATION

The course will be taught using a textbook directly devoted to statistical analyses in the atmospheric sciences that is widely accepted in the atmospheric sciences as the authority on methods in meteorology and climatology. The book citation is below.

Wilks, D., 2012: Statistical Methods in the Atmospheric Sciences, 3rd Edition. Academic Press, San Diego, CA, 676 pp. ISBN# 978-0-12-385022-5

Readings out of this book and demonstrations of concepts in class are directly taken from this textbook and it is an essential reference for any person seeking a research career in meteorology or climatology.

The Campus 1 course has been offered previously as a Special Topics course and has garnered attention from departments outside of Geosciences, including Forestry and Engineering. The course has indirectly fostered research collaboration between those groups as well through graduate committee work. Additionally, final projects out of the course have eventually been published in theses and peer-reviewed scientific articles, and the methods learned were instrumental in the success of those students.

By exposing students to the intricacies of data format issues associated with climate data and the challenges associated with climate data and analysis, students gain an advantage when pursuing careers that include some research component. Additionally, these skills will help students prepare for data analysis specific to their thesis topics of interest.

In addition to teaching students quantitative analysis methods, the course will expose students to a wide variety of climate datasets, many of which fall into the big data category. Big data problems are a major area of cutting edge research in meteorology and in fields outside of meteorology, so a working knowledge of the challenges associated with big data that students gain from this course is a critical component of their academic development.

Students will be utilizing datasets that are not commonly accessible from previous research of the faculty in the department. Those datasets will be used as a focus for weekly project assignments and possibly for their final projects depending on the situation. By utilizing these data and providing the students the opportunity to read articles related to these data, the students can directly see the research process take place

and the analyses used to obtain research results that were later published. In particular, data from these studies are used in the course:

- Mercer, A. E., and M. B. Richman, 2012: Assessing Atmospheric Variability using Kernel Principal Component Analysis, *Procedia Comp. Sci.*, **7**, 288-293.
- Richman, M.B. and A.E. Mercer, 2012: Identification of intraseasonal modes of variability using rotated principal components. *Chapter 12. Atmospheric Model Applications*, I. Yucel, Ed., Intech, 273-296.
- Shafer, C. M., A. E. Mercer, C. A. Doswell, M. B. Richman, and L. M. Leslie, 2010: Evaluation of WRF model forecasts of tornadic and nontornadic outbreaks occurring in the spring and fall. *Mon. Wea. Rev.*, **138**, 4098-4119.
- Mercer, A. E., C. M. Shafer, C. A. Doswell, M. B. Richman, and L. M. Leslie, 2009: Objective classification of tornadic and non-tornadic severe weather outbreaks. *Mon. Wea. Rev.*, **137**, 4355-4368. *Paper featured in Papers of Note in the Bulletin of the American Meteorological Society*
- Mercer A. E., M. B. Richman, H. B. Bluestein, and J. M. Brown, 2008: Statistical modeling of downslope windstorms in Boulder, Colorado. *Wea. Forecasting*: **23**, 1176-1194.

Ultimately, this course provides the students an opportunity not only to learn about quantitative methods and their applications in meteorology and climatology but also to learn about how scientific research is completed and see the process first-hand by completing their own analyses.

18. PROPOSAL CONTACT PERSON

Andrew Mercer
Assistant Professor
Department of Geosciences
325-3915
a.mercer@msstate.edu

SPECIAL NOTES

1. CROSS-LISTING

This course will not be cross-listed

2. EFFECTIVE DATE

This course will be offered in Spring 2014

3. REQUIRED COURSES

This course meets a requirement of a skills course in place in the Graduate Guidelines for the Department of Geosciences.

4. MASTER SCHEDULE

This course will be offered in Spring 2014.



Mississippi State UNIVERSITY

Department of Geosciences

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Mississippi State, MS 39762
Phone (662) 325-3915
FAX (662) 325-9423

September 9, 2013

College of Arts and Sciences and the University Courses and Curriculum Committees

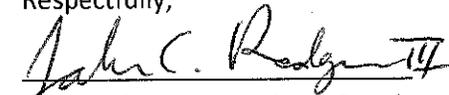
Mississippi State University

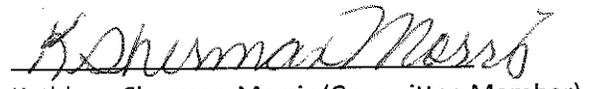
RE: Proposed Course GR 8453

Dear Curriculum Committee,

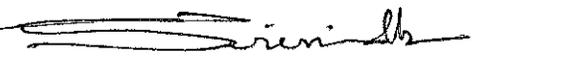
This is a letter of support for the course addition proposal for GR 8453 Quantitative Analysis in Climatology that was submitted by Dr. Andrew Mercer. The Department of Geosciences Courses and Curriculum Committee reviewed the proposal and discussed the merits of the proposal via email. Committee members 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 course will improve the analytical capabilities of students within the on-line Applied Meteorology Program (AMP). Dr. Mercer's course would give AMP students the background to address climate-related research questions, it would increase the quantitative rigor of the AMP, and it would provide a means for the distance learner to access a course that covers all necessary analytical techniques for completing a required research project. The course fills an important need within our department, and therefore it has the department's support. If you have any questions or required additional information, please feel free to contact the committee chair.

Respectfully,


John Rodgers (Committee Chair)


Kathleen Sherman-Morris (Committee Member)

Rinat Gabitov (Committee Member)



Shrinidhi Ambinakudige (Committee Member)

Cc/ Dr. William H. Cooke (Interim Department Head)

Note: Dr. Gabitov was unavailable to sign the form today, September 9, 2013. I have provided evidence of his vote of support of the proposal below via his email correspondence with the Department of Geosciences curriculum committee. To ensure the proposal arrives in sufficient time for consideration in the September college curriculum committee meeting, I submitted the proposal without his signature. We can obtain it later if necessary.

This is Rinat's vote.

Kathy

----- Original Message -----

Subject: Re: course proposal

Date: Fri, 06 Sep 2013 11:50:40 -0500

From: Rinat Gabitov <rinat.gabitov@gmail.com>

To: John Rodgers <jcr071569@gmail.com>

CC: shrinidhi <ssa60@msstate.edu>, rg850@msstate.edu, "Kathleen M.

Sherman-Morris" <kms5@geosci.msstate.edu>

The proposal looks great from my point of view.

Best regards,

Rinat

APPROVAL FORM FOR
COURSES
MISSISSIPPI STATE UNIVERSITY

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

College or School: Arts and Sciences Department: Geosciences
Contact Person: Michael Brown Mail Stop 9537 E-mail: meb18
Nature of Change: Add Date Initiated: 09-13 Effective Date: 08-14

Current Listing in Catalog:
Symbol Number Title Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol Number Title Credit Hours
GR 8843 Advanced Mesoscale Meteorology (3)

New or Modified Catalog Description:

Approved: W. H. Bennett
Department Head

[Signature]
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: 9/9/13

9/18/13

9-18-13



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September 5, 2013

College of Arts and Sciences and the University Courses and Curriculum Committees

Mississippi State University

RE: Proposed Course GR 8843

Dear Curriculum Committees,

This is a letter of support for the course addition proposal for GR 8843 Advanced Mesoscale Meteorology that was submitted by Dr. Mike Brown. 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 John Rodgers (committee chair) voted to support the proposal. The department committee agrees that this course additional will improve graduate student comprehension of severe weather processes, will provide graduate students with important skills needed for employment as meteorologist, and will help graduate students achieve certification with the American Meteorological Society (AMS). The course fills an important need within our department. If you have any questions or required additional information, please feel free to contact the committee chair.

Respectfully,

John Rodgers (Committee Chair)

Kathleen Sherman-Morris (Committee Member)

Rinat Gabitov (Committee Member)

Shrinidhi Ambinakudige (Committee Member)

Cc/ Dr. William H. Cooke (Interim Department Head)

GR 8843: Advanced Mesoscale Meteorology

1. CATALOG DESCRIPTION

(3) (Prerequisite: Calculus I or Consent of instructor) Three hours seminar. Readings, writing and discussion of topics related to the mesoscale atmospheric environment with a strong focus on severe local storms.

2. DETAILED COURSE OUTLINE

I. Defining the mesoscale	4.0 total hours (seminar discussion)
A. The role of the synoptic scale	1.5 hours
B. Top-down control & bottom-up influence	2.5 hours
1. Jet Stream	
2. Fronts	
3. Local Convection	
II. Principles of Deep Convection	6.0 total hours (seminar discussion)
A. Buoyancy and CAPE	3.0 hours
1. Forecasting buoyancy	1.5 hours
2. Using the Skew-T	1.5 hours
B. Shear	3.0 hours
1. The role of shear in deep convection	1.5 hours
2. Identifying shear using hodographs	1.5 hours
III. The Severe Storm	18.5 total hours (seminar discussion & essay)
A. Pulse Storms	3.0 hours
1. Storm Dynamics	1.5 hours
2. Storm Thermodynamics	1.5 hours
B. Quasi-Linear Convective Systems	5.0 hours
1. Storm Dynamics	2.5 hours
2. Storm Thermodynamics	2.5 hours
C. Mesoscale Convective Complex	4.5 hours
1. Storm Dynamics	2.25 hours
2. Storm Thermodynamics	2.25 hours
D. Supercell Storms	6.0 hours
1. Storm Dynamics	3.0 hours
2. Storm Thermodynamics	3.0 hours
IV. Severe Storm Phenomena and Associated Threats	6.5 total hours (seminar discussion & essay)
A. Damaging Wind	1.5 hours
B. Hail	1.5 hours
C. Tornadoes	2.0 hours
D. Lightning	1.5 hours
V. Societal Impacts	6.5 total hours (seminar discussion & essay)
A. Storm Mitigation	4.0 hours
1. The role of the Meteorologist	2.0 hours
2. The role of the Emergency Manager	2.0 hours
B. Post-storm Impacts	2.5 hours
VI. Final Presentations	3.5 hours

3. METHOD OF EVALUATION

Grades will be waited in the following manner:

<u>Item</u>	<u>Percent</u>
1. 3 critical essays	30
2. Class participation	10
3. Leading course discussion	25
4. Final Presentation & Paper	35
	<hr/>
	100

A = 90% or greater

D = 60–69.9%

B = 80–89.9%

F = less than 60%

C = 70–79.9%

XF = failure due to academic dishonesty

Participation in Reading and Discussion

Students will read a suite of journal articles and book chapters for each topic and are expected to digest and give thought to all readings before each class meeting. Students will be assigned topics in which they will direct the discussion. The discussion leader will promote critical thinking and discussion on the readings through a possible presentation, demonstration, or classroom activity.

Students' participation in discussion and role as discussion leader will be evaluated by the instructor and their peers (blindly). The highest and lowest evaluation scores will be removed and the remaining values will be averaged to arrive at a score each week.

Critical Essays

The mission is to write insightful essays that demonstrate a mastery of the subject material and point-out strengths and weaknesses in the methodologies utilized in the readings. Additionally, the essay should take the theory of the subject material and demonstrate knowledge through application (i.e. when and how would a given technique would be useful in the application of forecasting). These essays can draw upon your knowledge and experiences to provide relevant examples. Your essays should be four to five typewritten pages in length (about 1,200 to 1,500 words). Each essay will be due near the conclusion of each section III, IV, and V, students will be given at least one-week of notification prior to the due date.

Final Project

The final class project will consist of a final paper (10 to 12 pages in length) and a 20-minute presentation. Final approval of project topics will be given by the course instructor prior to the mid-term of the course/semester. The presentation should mirror a professional presentation from the American Meteorological Society or National Weather Association.

4. JUSTIFICATION AND LEARNING OUTCOME

GR 8843 meets the American Meteorological Societies “Mesoscale Meteorology” education requirement for the Certified Broadcast Meteorologist and Certified Consulting Meteorologist seals of approval. Graduate students pursuing employment with the National Weather Service, or as a Broadcast Meteorologist will need this course.

The primary learning outcome of this course is the familiarity with the thermodynamic and dynamic process of the atmosphere at the mesoscale. Additionally students will learn to forecast and identify environments conducive to severe local storms with an understanding of the associated threats. Finally students will use the knowledge of forecasting for critical decision making and hazard mitigation.

5. ACADEMIC MISCONDUCT

The weekly critical essays are the primary opportunity for students to display academic misconduct, most likely via plagiarism, as defined by the Mississippi State University Honor Code:

- a. Intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without proper credit).
- b. Failing to credit sources used in a work product in an attempt to pass off the work as one's own.
- c. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.
- d. The internet, data bases and other electronic resources must be cited if they are utilized in any way as resource material in an academic exercise.

Any sort of misconduct will not be tolerated and will be punished with a grade of “XF” in the course.

6. TARGET AUDIENCE

This course will target students in the M.S. Professional and Broadcast Meteorology and Earth and Atmospheric Sciences Ph.D. program of the Department of Geosciences.

7. SUPPORT

A letter of support from Geosciences Curriculum Committee Head attached.

8. INSTRUCTOR OF RECORD

Michael E. Brown, Ph.D.

9. GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)

This course will not be offered to undergraduates.

10. PLANNED FREQUENCY

Offered every 1st

11. EXPLANATION OF ANY DUPLICATION

There is no known duplication.

12 & 13. METHOD OF INSTRUCTION CODE

S: Seminar

F: Face-to-Face

14. PROPOSED C.I.P. NUMBER

40.0699 (Earth Science and Atmospheric Science)
(Combination of 40.0601 and 40.0401)

15. PROPOSED 24-CHARACTER ABBREVIATION

Mesoscale Meteorology

16. PROPOSED SEMESTER EFFECTIVE

Fall 2014

17. OTHER APPROPRIATE INFORMATION

The reading list will be provided each semester and all necessary material will be provided by the instructor. While the readings will likely change over time, the initial list is below, organized by subject area:

Defining the Mesoscale

- Emanuel, K., 1986 Overview and Definition of Mesoscale Meteorology, *Mesoscale Meteorology and Forecasting*, pp 1-35.
- Bluestein, H., 1986 Fronts and Jet Streaks: A Theoretical Perspective, *Mesoscale Meteorology and Forecasting*, 1986. pp 173-215.
- Carlson, T. N., 1991 Upper-tropospheric fronts and jet streaks, *Mid-Latitude Weather Systems*, pp 404-445

Principles of Deep Convection

- Stull, R., 2000 *Meteorology for Scientists and Engineers*, Chapters: III Heat; IV Boundary Layer; V Moisture.
- Kessler, E., 1986 Thunderstorm Morphology and Dynamics, Chapter VI Thunderstorms and Their Mesoscale Environment.
- Brown, M. E., and Arnold, D., 1998 Land-Surface Atmosphere Interactions Associated with Deep Convection in Illinois. *Int. J. Climatol.*, 18. 1637-1653.
- Chang, J. T. and Wetzel, P. J., 1989 Effects of spatial variations of soil moisture and vegetation on the evolution of a prestorm environment: A numerical case study. *Mon. Wea. Rev.* 119, 1368-1390

The Severe Storm

- Kessler, E., 1986 Thunderstorm Morphology and Dynamics, Chapter VII Morphology and Classification of Middle-Latitude Thunderstorms.
- Stull, R., 2000 *Meteorology for Scientists and Engineers*, Chapter: XV Thunderstorms.
- Ray, P., 1986 Extratropical Squall Lines, MCC's, and Isolated Convective Storms. Pp 331-408
- Markowski, P. M., Rasmussen, E. N., and Straka, J. M., 1998 The occurrence of tornadoes in supercells interacting with boundaries during VORTEX-95. *Wea For.*, 13, 852-859
- Koch, S. E. and Ray, C. A., 1997 Mesoanalysis of summertime convergence zones in central and eastern North Carolina. *Wea. For.*, 12, 56-77
- Moller, A. R., et. al, 1994 The Operational Recognition of Supercell Thunderstorm Environments and Storm Structures. *Wea. For.*, 9, 327-347
- Lemon, L. R., and Doswell, C. A., 1979 Severe Thunderstorm Evolution and Mesocyclone Structure as Related to Tornadogenesis. *Mon. Wea. Rev.*, 107, 1184-1197

Severe Storm Phenomena and Associated Threats

- Doswell, C. A., and Burgess, D. W., 1993 Torandoes and tornadic storms: A review of conceptual models. *Geophysical Monograph Series*, 79, 161-172
- Brooks, Harold E., Charles A. Doswell, Michael P. Kay, 2003: Climatological Estimates of Local Daily Tornado Probability for the United States. *Wea. Forecasting*, 18, 626-640..
- Marwitz, John D., 1972: The Structure and Motion of Severe Hailstorms. Part I: Supercell Storms. *J. Appl. Meteor.*, 11, 166-179.
- Macgorman, Donald R., Donald W. Burgess, 1994: Positive Cloud-to-Ground Lightning in Tornadic Storms and Hailstorms. *Mon. Wea. Rev.*, 122, 1671-1697.
- Nelson, Stephan P., 1983: The Influence of Storm Flow Structure on Hail Growth. *J. Atmos. Sci.*, 40, 1965-1983.
- Fujita, T. Theodore, 1981: Tornadoes and Downbursts in the Context of Generalized Planetary Scales. *J. Atmos. Sci.*, 38, 1511-1534.
- Wakimoto, Roger M., James W. Wilson, 1989: Non-supercell Tornadoes. *Mon. Wea. Rev.*, 117, 1113-1140.
- Kessler, E., 1986 Thunderstorm Morphology and Dynamics, Chapter X Tornado Dynamics.
- Kessler, E., 1986 Thunderstorm Morphology and Dynamics, Chapter XII Properties and Growth of Hailstones.
- Kessler, E., 1986 Thunderstorm Morphology and Dynamics, Chapter XIII Storm Electricity and Lightning.
- Branick, Michael L., Charles A. Doswell, 1992: An Observation of the Relationship between Supercell Structure and Lightning Ground-Strike Polarity. *Wea. Forecasting*, 7, 143-149.
- Reap, Ronald M., Donald R. MacGorman, 1989: Cloud-to-Ground Lightning: Climatological Characteristics and Relationships to Model Fields, Radar Observations, and Severe Local Storms. *Mon. Wea. Rev.*, 117, 518-535.

Societal Impacts

- Sherman-Morris, K. and Brown, M. E., 2012 Experiences of Smithville, Mississippi Residents with the 27 April 2011 Tornado. *Tornado, National Weather Digest Vol 36, Num 1*
- Ashley, W. S., 2007: Spatial and Temporal Analysis of tornado fatalities in the United States: 1880-2005. *Wea. Forecasting*, 22, 1214-1228
- Baker, E. J. 1991: Hurricane evacuation behavior. *Int. J. of Mass Emerg. Dis.* 9, 287-310
- Chaney, P. L., and Weaver, G. S., 2010: The vulnerability of mobile home residents in tornado disasters: The 2008 Super Tuesday Tornado in Macon County, TN. *Weather, Climate Soc.*, 2, 190-199
- NOAA, NWS Central Region Service Assessment 2011: Joplin, Missouri, Tornado – May 22, 2011: U.S. Department of Commerce, National Oceanic and Atmospheric Administration. (Avaialble online at http://www.nws.noaa.gov/os/assessments/pdfs/Joplin_tornado.pdf)
- Schmidlin, T.W., Hammer, B.O., Ono, Y., and King, P.S., 2009: Tornado shelter-seeking behavior and tornado shelter options among mobile home residents in the United States. *Nat. Hazards*, 48, 191-201

18. PROPOSAL CONTACT PERSON

Michael Brown
Professor
Department of Geosciences
325-3915
mike.brown@msstate.edu

SPECIAL NOTES

1. CROSS-LISTING

This course will not be cross-listed

2. EFFECTIVE DATE

This course will be offered in Spring 2014

3. REQUIRED COURSES

This course is an elective course for M.S. and PhD students in the Department of Geosciences.

4. MASTER SCHEDULE

This course will be offered in Spring 2015.

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: Modification

Date Initiated: 1/29/13 **Effective Date:** 10/31/13

Current Listing in Catalog:

Symbol	Number	Title
PHI	2123	Medical Ethics

Credit Hours
(3)

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol	Number	Title
PHI	3323	Medical Ethics

Credit Hours
(3)

New or Modified Catalog Description:

A philosophical study of situations requiring ethical decision making in the area of medicine.
 (Not open to freshmen).

Approved: 

Date: 1/29/13

Department/Head

2-21-13


 Chair, College or School Curriculum Committee

2-21-13


 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 Philosophy and Religion

Dr. Kirk Swortzel
Chair UCCC
Mississippi State
MS 39762

September 25, 2013

Dear Dr. Swortzel,

The Department of Philosophy and Religion has spent several years planning a large scale curriculum renovation. As part of this renovation, we wish to modify PHI 2123 Medical Ethics to PHI 3323 Medical Ethics. The course modification has been approved by the Philosophy and Religion Curriculum Committee.

Yours sincerely,

John Bickle, Ph.D.
Department Head

Albert Bisson, Th.M.
Chair, Curriculum Committee

PHI 2123
Course modification proposal

1. CATALOG DESCRIPTION

- a. **Current course.** PHI 2123 Medical Ethics. Three hours lecture. A philosophical study of situations requiring ethical decision making in the area of medicine. (Not open to freshmen).
- b. **Modified course:** PHI 3323 Medical Ethics. Three hours lecture. A philosophical study of situations requiring ethical decision making in the area of medicine. (Not open to freshmen).

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES.

- a. Change number and level from 2123 to 3323.

3. JUSTIFICATION AND LEARNING OUTCOMES

- a. The content in this field has changed substantially since the course was first proposed, and studies in medical ethics are now more diverse and rigorous.
 - i. The faculty who teach this course (Bickle, Kallfelz, Moffatt, and Phillips) are currently teaching the course as an upper division class and would like to change the number to reflect the level of difficulty in both the content and expectations.
 - ii. For the purposes of comparison, we have included a syllabus for medical ethics and a syllabus for PHI 3313 Environmental Ethics to show that they are taught at the same level (note the reading assignments, paper requirement, and essay exams), and a syllabus for PHI 1123 to show that it is taught at a lower level (note the reading assignments, lack of paper requirement, and multiple choice exam).
 - iii. Additionally, as part of a large scale curriculum revision, a number and level change would make this class more consistent with our other applied ethics courses, PHI 3013 Business Ethics, and PHI 3313 Environmental Ethics.
 - iv. The course is listed as a requirement for the Pre-Pharmacy Concentration (PPHR) in the Biochemistry B.S. degree program. We have notified the advisor of our intent and suggested that they submit a proposal to modify their program accordingly.

4. ADDITIONAL INFORMATION

- a. COURSE SYMBOL - No change.
- b. COURSE NUMBER - Change from 2123 to 3323.
- c. COURSE TITLE - No change.
- d. CREDIT HOURS - No change.
- e. PRE-REQUISITE/CO-REQUISITE - No change.
- f. METHOD/HOURS OF INSTRUCTION - No change.
- g. METHOD OF DELIVERY - No change.

- h. COURSE DESCRIPTION - No change.
- i. COURSE CONTENT - No change.

5. GRADUATE STUDENT REQUIREMENTS. No change.

6. METHOD OF EVALUATION. No change.

7. SUPPORTING DOCUMENTS

- a. Letter from program coordinator

APPROVAL FORM FOR
COURSES
MISSISSIPPI STATE UNIVERSITY

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

College or School: Arts & Sciences

Department: Philosophy and Religion

Contact Person: Albert Bisson

Mail Stop: 9577 **E-mail:** ABisson@philrel.msstate.edu

Nature of Change: Delete

Date Initiated: 09/09/13 **Effective Date:** October '13

Current Listing in Catalog:

Symbol	Number	Title
REL	4253/6253	Religion in America

Credit Hours
(3)

Current Catalog Description:

Surveys history of religion in America, emphasizing interaction with social and political developments.

New or Modified Listing for Catalog:

Symbol	Number	Title
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Credit Hours
()

New or Modified Catalog Description:

Approved: J. H. Bell

Date: 9/9/13

Department Head

[Signature]

9/18/13

Chair, College or School Curriculum Committee

[Signature]

9-18-13

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 Philosophy and Religion

Dr. Kirk Swortzel
Chair UCCC
Mississippi State
MS 39762

September 9, 2013

Dear Dr. Swortzel,

The Department of Philosophy and Religion requests the removal of the following course from our course listing: Religion in America (REL 4253/6253). We request the deletion because the cross-listing with HI 4253/6253 has been removed, and we have replaced the course with one that fits our needs better: Religion and U.S. Culture (REL 3103). The course deletion has been approved by the Philosophy and Religion Curriculum Committee.

Yours sincerely,

John Bickle, Ph.D.
Department Head

Albert Bisson, Th.M.
Undergraduate Religion Coordinator
Chair, Curriculum Committee

PROPOSED COURSE DELETION

1. CATALOG DESCRIPTION

REL 4253/6253 Religion in America

(Prerequisite: HI 1063 or HI 1073). Surveys history of religion in America, emphasizing interaction with social and political developments. Three hours lecture. (Same as HI 4253/6253).

1. JUSTIFICATION

This course is no longer cross-listed to HI 4253/6253. Also, it has been replaced by a new course: Religion in U.S. Culture (REL 3103).

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: 9/1/2013 Effective Date: 1/1/2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
ECE	3443	Signals and Systems	(3)

Current Catalog Description:

(Prerequisite: Grade of C or better in ECE 3424) Three hours lecture. Modeling of analog and discrete-time signals and systems, time domain analysis. Fourier series, continuous and discrete-time Fourier transforms and applications, sampling, z-transform, state variables.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
			()

New or Modified Catalog Description:

Approved: Nicholas Youman

Department Head

J. S. Fah
Chair, College or School Curriculum Committee

R. Bowden
Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

Date: 8/30/13

September 23, 2013

9/25/13

1. CATALOG DESCRIPTION

ECE 3443 Signals and Systems. (Prerequisite: Grade of C or better in ECE 3424) Three hours lecture. Modeling of analog and discrete-time signals and systems, time domain analysis. Fourier series, continuous and discrete-time Fourier transforms and applications, sampling, z-transform, state variables.

2. JUSTIFICATION FOR DISTANCE LEARNING OFFERING

ECE 3443 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 ECE 3443 as a formal prerequisite to the awarding of their graduate degree. Additionally, some graduate students may want to take ECE 3443 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 ECE 3443 have traditionally been required to seek an equivalent course at some other university.

3. LEARNING OUTCOMES

Students completing this course will be able to:

- understand the basic concepts of signals, system modeling, and system classification
- understand time-domain and frequency-domain approaches to the analysis of continuous and discrete systems
- use necessary tools and techniques to analyze electrical networks and systems
- to apply modern simulation software to system analysis

4. DETAILED COURSE OUTLINE OF CAMPUS 1

I. MODELING CONCEPTS (4 contact hours)

A. Introduction

B. Energy and Power signals

C. Signal Models

1. Continuous-Time and Discrete-Time signals
2. Transformations of the independent variable
3. Exponential and sinusoidal signals
4. Discrete-time unit impulse
5. Continuous-time unit impulse function

D. System Models

1. Continuous and Discrete systems
2. Properties

II. Linear Time-Invariant (LTI) Systems (5 contact hours)

A. Convolution Sum

B. Convolution Integral

C. Properties

- III. Fourier Series (5 contact hours)
 - A. Response of LTI Systems to Complex Exponentials
 - B. Continuous-time periodic signals
 - 1. Properties
 - 2. Parseval's theorem
 - C. Discrete-time periodic signals
 - 1. Properties
 - 2. Parseval's theorem
 - D. Fourier Series and LTI systems
- IV. Continuous-Time Fourier Transform (5 contact hours)
 - A. Aperiodic signals
 - B. Periodic signals
 - C. Properties
 - D. Theorems and transform pairs
- V. Discrete-Time Fourier Transform (3 contact hours)
 - A. Aperiodic signals
 - B. Periodic signals
 - C. Properties
- VI. Sampling (2 contact hours)
 - A. Representation of continuous-time signals by samples
 - B. Sampling theorem
 - C. Aliasing
- VII. Laplace Transforms (5 contact hours)
 - A. Region of convergence
 - B. Inverse Laplace
 - C. Properties
- VIII. Z-transform (7 contact hours)
 - A. Z-transform from the Laplace transform
 - B. Region of convergence
 - C. Inverse Z-transform
 - D. Properties
 - E. Tables and transform pairs
- IX. LTI Systems (3 contact hours)
 - A. Causality
 - B. Stability
 - C. Difference equations
- X. Midterm Exam (3 contact hours)
- XI. Final Exam (3 contact hours)

5. DETAILED COURSE OUTLINE OF CAMPUS 5

Topic	Face-to-Face	Online
Modeling Concepts	4 contact hours (lectures)	4 contact hours (video lectures)
Linear Time-Invariant (LTI) Systems	5 contact hours (lectures)	5 contact hours (video lectures)
Fourier Series	5 contact hours (lectures)	5 contact hours (video lectures)
Continuous-Time Fourier Transform	5 contact hours (lectures)	5 contact hours (video lectures)
Discrete-Time Fourier Transform	3 contact hours (lectures)	3 contact hours (video lectures)
Sampling	2 contact hours (lectures)	2 contact hours (video lectures)
Laplace Transforms	5 contact hours (lectures)	5 contact hours (video lectures)
Z-transform	7 contact hours (lectures)	7 contact hours (video lectures)
LTI Systems	3 contact hours (lectures)	3 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%
Midterm Exam I	20%
Midterm Exam II	20%
Midterm Exam III	20%
Final Exam	30%

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.

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 ECE3443 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.



Department of Electrical &
Computer Engineering
Mississippi State University
Box 9571, 406 Hardy Rd.
Mississippi State, MS 39762

September 10, 2013

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 ECE3443 Signals and Systems. ECE3443 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

JW Bruce

Randolph Follett

M. KARIMI
Masoud Karimi

Robert Reese



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 Shackouls Honors College

Department:

Contact Person: Dr. Kate McClellan/ Dr. Chris Snyder

Phone: 5-8340 / 5-2522

E-mail: lkm195@msstate.edu / csnyder@honors.msstate.edu

Nature of Change: Add to General Education **Date Initiated:** 9/11/2013 **Effective Date:** Spring 2014

Current MSU General Education Category for the Course:

Symbol	Number	Title	Credit Hours
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Description:

Proposed MSU General Education Category for the Course:

Symbol	Number	Title	Credit Hours
HON	3143	Honors Seminar in Social Sciences	(3)

Description:

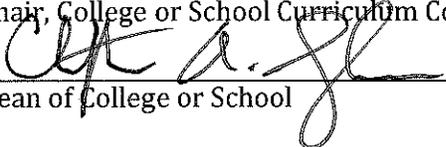
(Prerequisite: sophomore standing or above). Three hour seminar. An interdisciplinary or problem-based study of social groups, institutions, and other phenomena. Topics and instructors will vary.

Approved:

Date:

NA
 Department Head

NA
 Chair, College or School Curriculum Committee


 Dean of College or School

10/3/13

Chair, University Committee on Courses and Curricula

Chair, Deans Council

1. Catalog Description

Honors Seminar in Social Sciences (3 credits)

(Prerequisite: sophomore standing or above). Three hour seminar. An interdisciplinary or problem-based study of social groups, institutions, and other phenomena. Topics and instructors will vary.

2. Category

This course will fulfill 3 hours of General Education credit in Social Science for students who receive a C or above. Students who receive a D or F in this course must retake it or fulfill the General Education requirement in other Core courses.

3. Detailed Course Outline

See syllabus (attached)

4. Justification and Learning Outcomes

There are many interrelated fields in the social sciences that are not highlighted in traditional courses taught in a specific discipline. Similarly, there are very few traditional courses at MSU devoted to specific regions, cultural groups, social groups, etc.

The proposed course is part of *The Cursus Honorum* curriculum in the Shackouls Honors College. This course will be taught with different topics as proposed by Mississippi State University faculty. The students will learn social science methods and principles through the particular topic or problem. The interdisciplinary aspects of the topic will be highlighted so that the students gain a broader understanding over that in a course taught in a specific discipline.

This approach to education is ideally suited to the Honors College curriculum. The students enrolled in this course will be challenged to think in terms of a broader scope than is usual in a social science course. The students will be expected to make connections on their own and think critically about the topic and its impact on society as a whole. In this way, the course will develop independent learning and problem solving skills. Assigned response papers and emphasis on class discussion and presentations will help to hone students' critical thinking, writing, and speaking skills. More specifically, the proposed course will fulfill MSU General Education learning outcomes (LO) and expected outcomes in knowledge (K) and skills (S) in the following ways:

Social Sciences

This course introduces students to key methodologies, theories, and approaches in the social sciences, with particular focus on cultural anthropology. Students will engage with some of the theoretical frameworks that have helped to shape anthropological inquiry

(e.g., structuralism, postmodernism), as well as learn the basics of ethnographic fieldwork and methodology through close examination of two ethnographic monographs (*In an Antique Land* and *The Object of Memory: Arab and Jew Narrate the Palestinian Village*).

Students who successfully complete this seminar will:

- 1) understand and appreciate human behavior and social structures, processes, and institutions (LO);
- 2) recognize the differences between, or similarities of, societies separated by institutions, culture, geography, and time (K);
- 3) use appropriate theories to analyze, describe, and explain social phenomena (S); and
- 4) critically evaluate fundamental theories and concepts in political and other social behaviors (S)

5. Proposed Contact Person

Dr. Kate McClellan, Anthropology & Middle Eastern Cultures; 662-325-8340

6. Support

See letters (attached)

7. Planned Frequency

One section in Spring, 2014

8. Method of Instruction/Delivery

Seminar (S), Face to Face (F)

9. Proposed Abbreviation

Honors Sem Social Science

**Honors Seminar in Social Sciences:
PEOPLES AND CULTURES OF THE MIDDLE EAST
Spring 2014
Dr. Kate McClellan, lkm195@msstate.edu**

Course Description

In this course, we will examine a range of cultural and social phenomena particular to the Middle East. Though the Middle East is often framed as a homogeneous entity, a major aim of this class is to understand the vast extent of regional variation – in religion, language, history, politics, and culture – within and among the countries that make up this large geographical region. We will approach these topics with an anthropological eye, paying close attention to individual lives and everyday experiences of people living in and connected to the Middle East. You will also be introduced to some of the key methods and theories of anthropology, particularly as you give the two assigned ethnographies a close read. Additionally, in addition to understanding some of the more traditional ways in which the Middle East has been approached and analyzed in anthropology, we will also examine new kinds of anthropology – such as ethnographic work that examines media, technology, and transnationalism – that are emerging in our increasingly globalized world.

Course Organization

This course counts as a core Social Sciences seminar in the Honors curriculum. It will be organized as a traditional seminar, meaning that focus will be on class discussion rather than lecturing. This means that in order for each of you to get the most out of this course, it is essential that you complete the readings and come to class prepared to discuss, question, and critique the week's topic. As you are reading, try to make note of what questions the readings raise for you, which parts are particularly salient to your own experiences, and how each ethnographic account might fit into a larger anthropological theory of the Middle East.

Readings

There are three assigned books for this course, all of which are available at the University Bookstore and in the Library Reserves:

Eickelman, Dale. 2001. *The Middle East and Central Asia: An Anthropological Approach*, 4th edition. Upper Saddle River NJ: Prentice Hall.

Ghosh, Amitav. 1992. *In an Antique Land*. London: Granta Books.

Slyomovics, Susan. 1998. *The Object of Memory: Arab and Jew Narrate the Palestinian Village*. Philadelphia: University of Pennsylvania Press.

All other readings can be found on Blackboard. I will also periodically bring to class short essays and news clippings for you to read.

Participation/ Reading Responses

All students are expected to participate in class discussions with thoughtful, respectful, and meaningful comments and questions. To ensure good discussion, you are required to bring a discussion question with you to each course. These questions will serve as springboards for larger class discussions. At the beginning of the semester, you will also be assigned a day to lead the class in discussion. This means that you will be responsible for introducing and leading discussion in all required readings for that day.

Attendance will also factor into your participation grade. Each absence after 3 unexcused absences will result in your participation grade by ten points per absence (i.e. A to B). Excused absences are only given in the case of sickness, emergency, or religious holiday.

Response Papers

You will submit three response essays throughout the semester. Details will be provided in class.

Final Paper

There is one final paper for this class. The final paper should be 10 pages (double-spaced, 12-point font, normal margins) in length and should use one or two of the readings as a springboard to further explore a research topic of your choosing. During the last week of class, each of you will also make a presentation of your final paper topic. I will take your paper presentations into consideration when grading your final papers.

Grading

Final grades will be calculated from the following:

- a. participation (discussion and attendance): 10%
- b. map quiz & discussion presentation: 20%
- c. response papers: 30%
- e. final paper (including paper presentation): 40%

MSU Honor Code

All students at Mississippi State University are responsible for knowing and adhering to the academic integrity policy of this institution. The University has adopted an Honor Code for dealing with such issues as cheating and plagiarism. Plagiarism, cheating, and other forms of academic misconduct will not be tolerated in this course and will be dealt with according to MSU policy. If you have any questions or concerns regarding any of these issues please don't hesitate to ask a question in class, in private, or consult the University's Honor Code website here: <http://www.honorcode.msstate.edu//>

Class Schedule

I. ANTHROPOLOGY AND THE MIDDLE EAST

Week 1: Introduction to Anthropology and the Middle East

Eickelman, Chapter 1: Anthropology, the Middle East, and Central Asia. Skim Preface and Note on Transliteration.

Week 2: Anthropology of the Middle East: Traditions and Critiques

Eickelman, Ch. 2: Intellectual Predecessors, East and West

Edward Said, *Orientalism* (excerpts)

Paul Rabinow. 1977. Introduction and Chapter 4. In *Reflections on Fieldwork in Morocco*.

II. ISLAM, GENDER, and KINSHIP

Week 3: Islam

MAP QUIZ

Eickelman. Ch. 10: Islam and the 'Religions of the Book'

Elizabeth Warnock Fernea. Chapters 9, 10, and 17 (Ramadan, The Feast, and Muharram), in *Guests of the Sheik: An Ethnography of an Iraqi Village*.

Week 4: Gender

Eickelman, Ch. 8: Women, Men, and Sexuality

Lila Abu-Lughod. 2002. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others."

Unni Wikkan. 1977. "Man Becomes Woman: Transsexualism in Oman as a Key to Gender Roles." In *Man, N.S.*, Vol. 12, no. 2: 304-319.

FILM: *Class of 2006*

Week 5: Tribes and Kin

Eickelman, Chapter 6: What Is a Tribe?

Andrew Shryock. 2004. "The New Jordanian Hospitality: House, Host, and Guest in the Culture of Public Display." In *Comparative Studies in Society and History*, vol. 46, no. 1: 35-61.

III. SPACES AND PLACES

Week 6: Houses and Villages

Ghosh, *In an Antique Land* (first half)

Pierre Bourdieu, "The Berber House"

Week 7: Village Life

Ghosh, *In an Antique Land* (second half)

Week 8: Urban Landscapes

Eickelman, Ch. 5: Cities in their Place.

Janet Abu-Lughod. 1987. "The Islamic City – Historic Myth, Islamic Essence, and Contemporary Relevance." In *International Journal of Middle East Studies*, 19:155-176.

IV. COLONIALISM, POLITICS, and CONTESTED HISTORIES**Week 9: Colonialism/Postcolonialism**

FILM: *Battle of Algiers*

Eickelman, Ch. 11: "Colonial Authority," pp. 326-333.

Joan Gross, David McMurray, and Ted Swedenburg. 1996. "Arab Noise and Ramadan Nights: Rai, Rap, and Franco-Maghrebi Identities."

Week 10: Anthropological Approaches to the 'Arab Spring'

Roundtable on The Arab Spring, *International Journal of Middle Eastern Cultures*

Laith Ulaby, "Tears in Tahrir from Tamer: Arabic Language Pop Stars & The Arab Spring" and Mia Fuller, "The 2011 Libyan Uprising in Historical Context" video lectures available here: <http://cmes.berkeley.edu/category/topics/arab-spring>

Week 11: The Object of Memory

Susan Slyomovics, *The Object of Memory: Arab and Jew Narrate the Palestinian Village*

V. GLOBALIZATION and NEW MEDIA**Week 12: Transnationalism and Middle Eastern Diasporas**

Andrew Shryock. 2000. "Family Resemblances: Kinship and Community in Arab Detroit."

Andrew Gardner. 2012. Rumour and Myth in the Labour Camps of Qatar. In *Anthropology Today* 28(6):25-28.

Week 13: Pop Culture and TV

FILM: *Persepolis*

Lila Abu-Lughod. 1993. "The Objects of Soap Opera: Egyptian Television and the Cultural Politics of Modernity."

Week 14: Technology and Modernity

Charles Hirschkind. 2012. "Experiments in Devotion Online: The YouTube *Khutba*."

Marcia Inhorn, 2003. Prologue and Introduction, in *Local Babies, Global Science: Gender, Religion, and In Vitro Fertilization in Egypt*.

Week 15: Paper Presentations

MISSISSIPPI STATE
UNIVERSITY™

September 24, 2013

Dr. Kirk Swortzel, Chair

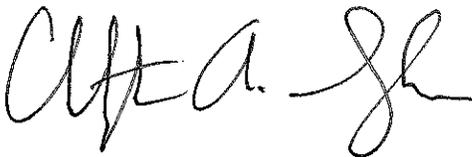
University Committee on Curriculum and Courses

Dear Dr. Swortzel:

I am writing this letter of support for the attached new course proposal. During the Spring semester 2012 the UCCC approved a program revision for the Shackouls Honors College. This included a new category of interdisciplinary Honors courses, to be offered under each of the university's General Education categories. At that point a sample syllabus for a Humanities seminar was submitted and approved, and last year a sample syllabus for a Natural Science seminar was also approved. Please now find a sample syllabus for a Social Science seminar. Specifically, this new course is HON 3143 Seminar in Social Sciences: Peoples and Cultures of the Middle East. This course has the full support of the Honors College. It will expose our students to a deeper understanding of this important region. It supports the university strategic goal of encouraging globalization, and ties into the strengths of our Department of Anthropology and Middle Eastern Cultures.

If you or other UCCC members have any questions about the proposal, please feel free to contact me at 662-325-2522 or csnyder@honors.msstate.edu.

Sincerely,



Christopher A. Snyder, Ph.D.

Dean of the Shackouls Honors College

Professor of History





MISSISSIPPI STATE
UNIVERSITY™

**Department of Anthropology and
Middle Eastern Cultures**

September 24, 2013

Dean Christopher A. Snyder
Shakouls Honors College
Mississippi State University
Mississippi State, MS 39762

Dear Dean Snyder:

I am writing this letter with regard to Dr. Kate McClelland, an Adjunct Professor of Anthropology affiliated with the Department of Anthropology and Middle Eastern Cultures (AMEC). Last year Dr. McClelland taught introductory courses for us, which were very well received by students. Next semester (Spring 2014), with your approval, we would like her to teach an Honors section of Cultural Anthropology. I know that you would like her also to teach an Honors course on Middle Eastern cultures. This is her particular area of expertise and I strongly recommend her for this position. I believe she will do an excellent job.

Please let me know if you, or anyone else, needs anything further from me.

Sincerely,

Michael L. Galaty, Ph.D.
Head and Professor
Anthropology and Middle Eastern Cultures



Mississippi State UNIVERSITY

College of Veterinary Medicine

September 20, 2013

University Courses and Curricula Committee:

This letter is in support of the proposed course titled CVM 5364 Veterinary Specialty Center rotation. The College of Veterinary Medicine Curriculum Committee believes that is an excellent step toward our persistent efforts to provide the best education for our students. Thank you for considering this course proposal.

Approved:

Heath King, DVM, DACT
Assistant Clinical Professor
Chair, CVM Curriculum Committee

Erin Brinkman-Ferguson, DVM, DACVR
Assistant Professor

Richard Hopper, DVM, DACT
Professor

John Thomason, DVM, MS, DACVIM
Assistant Professor

Linda Pote, MS, PhD
Professor

Jodi Richardson
Phase 1 DVM Student

Lesya Pinchuk, MD, PhD
Assistant Professor

Lauren Dabney
Phase 2 DVM Student

APPROVAL FORM FOR
COURSES
 MISSISSIPPI STATE UNIVERSITY

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

College or School: Vet Med

Department: Clinical Sciences

Contact Person: Dr. Andy Shores

Mail Stop: 9825 **E-mail:** shores@cvm.msstate.edu

Nature of Change: Add

Date Initiated: 8/9/13 **Effective Date:** May 2014

Current Listing in Catalog:
 Symbol Number Title

Credit Hours
 ()

Current Catalog Description:

New or Modified Listing for Catalog:
 Symbol Number Title

CVM 5364 Veterinary Specialty Center rotation

Credit Hours
 (4)

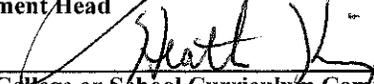
New or Modified Catalog Description:

Veterinary Specialty Center Rotation. (4 weeks). Senior veterinary students will participate in care of veterinary patients referred to Neurology, Ophthalmology, and Oncology

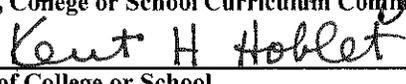
Approved: 

Date: 9/4/13

Department Head


 Chair, College or School Curriculum Committee

9/23/13


 Dean of College or School

9/4/13

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

Course Addition

Veterinary Specialty Center- Required Clinical Rotation

CVM 5364

College of Veterinary Medicine

1. Catalog Description

Veterinary Specialty Center Rotation. (4 weeks). Senior veterinary students will participate in care of veterinary patients referred to Neurology, Ophthalmology, and Oncology.

2. Detailed Course Outline

(See attached course syllabus)

3. Method of Evaluation

(See attached course syllabus)

The course will be graded based on a written examination (25%) and faculty evaluation of the students' clinical skills (25%), patient care (25%), rounds participation and knowledge (10%), professionalism and attitude (10%) and medical record keeping (5%).

4. Justification and Outcome

The College of Veterinary Medicine provides Veterinary Neurology, Veterinary Ophthalmology, and Cancer Therapy Services staffed by board-certified faculty specialists. These services operate at MSU-CVM and the Veterinary Specialty Center (VSC) located in Starkville. VSC is an affiliate of Mississippi State University.

This rotation will provide senior veterinary students the opportunity to learn from Board-certified faculty specialists and gain additional experience with clinical cases. Learning will also occur through clinical rounds sessions and one-on-one interaction with specialists and residents.

This rotation is unique from existing rotations in that students will gain experience in several sub-specialties of veterinary medicine (Neurology, Ophthalmology, and Cancer Therapy), and have the opportunity to work closely with specialists in a busy referral-practice environment.

Providing this rotation to MSU-CVM students will help the Veterinary College better fulfill the standards set forth by the AVMA Council on Education (COE), specifically the standard of Clinical Resources that is evaluated on the AVMA COE site visit for accreditation.

Learning opportunities during the rotation will consist of hands-on patient care, client communication, and daily interaction with the clinical staff. The student will also have the opportunity to participate in numerous medical and surgical procedures. Additionally, assigned readings, clinical case rounds, topic rounds, and seminar presentations by faculty or students may be used for introduction of learning materials. Students are expected to participate and be well-prepared for all scheduled rounds and other learning/informational exercises.

The learning outcomes will include proficiency at performing an ophthalmic and neurologic examinations, and practical knowledge of common diagnostic methodologies, surgical procedures, and medical therapies used in veterinary neurology, ophthalmology, and cancer treatment.

This is a 4 week clinical rotation. (4 Credits)

5. Academic Misconduct

Veterinary students are always working under the umbrella of the MSU Honor Code in all activities and course work. (Honor code is listed in syllabus).

6. Target Audience

Fourth year (senior) veterinary students.

7. Support

Attached letter of support from the MSU-CVM Curriculum Committee

8. Instructors of Record

Drs. Andy Shores, Caroline Betbeze, and Michaela Beasley

9. Graduate Student Requirements

Not applicable

10. Planned frequency

The course will be offered continuously each semester.

11. Explanation of Duplication

There is no other clinical course which duplicates this clinical experience.

12. Method of Instruction Code

H-Clinical Instruction

F- Face to face (method of delivery)

13. Proposed CIP number

51.2401

14. Proposed 24-Character Abbreviation

VCS Clinical Rotation

15. Proposed Semester Effective
Summer 2014

16. Other Appropriate Information

17. Proposal Contact Person

Dr. Andy Shores
Department of Clinical Sciences
College of Veterinary Medicine
Office – VSC
Phone - 662-325-7339
Email- shores@cvm.msstate.edu

Course Syllabus

CVM 5364 Veterinary Specialty Center Rotation (Neurology, Ophthalmology, Cancer Therapy)

Course Information

CVM 5364

VSC Clinical Rotation- Neurology, Ophthalmology and Cancer Therapy

Offered Summer, Fall, and Spring semesters, 2014-2015

Contact Information

Course Coordinator- Dr. Andy Shores

Department of Clinical Sciences

College of Veterinary Medicine

Office - VSC

Phone - 662-325-7339

Email- shores@cvm.msstate.edu

Faculty

Dr. Michaela Beasley

Assistant Clinical Professor of Neurology

(706) 329-4440

Dr. Caroline Betbeze

Assistant Clinical Professor of Ophthalmology

(765) 404-8211

Dr. Andy Shores

Professor of Neurology

(601) 316-9352

Residents

Dr. Jenny Rich, Neurology (202)-957-5360

Dr. Simon Kornberg, Neurology (310) 498-6630

Dr. Maria Perez, Neurology (803) 998-9311

Dr. Gabi Garcia, Neurology (305) 331-6784

Technicians

Ashley Wicha (662) 552-6913

Kayla Alexander (662) 251-1940

Stephanie Dray (662) 417-2406

Course Pre-Requisites, Co-Requisites, Other Restrictions:

Prerequisite: Enrollment in the professional veterinary degree program as a senior.

Course Syllabus
CVM 5364
Veterinary Specialty Center Rotation (Neurology, Ophthalmology, Cancer Therapy)

Student Learning Objectives

Ophthalmology Section:

Learning opportunities during the rotation will consist of hands-on patient care, client communication, and daily interaction with the clinical staff in the ophthalmology section. **The following objectives will be met during the rotation:**

1. The student should feel comfortable performing a complete ophthalmic examination
2. The student should gain understanding and knowledge of the most common ophthalmic diseases and the indications for examination of the eyes. The following diseases will be studied in detail and a final exam will include questions on the following topics (but will not be limited to the following topics):
 - a. Glaucoma
 - b. Uveitis
 - c. Cataracts
 - d. Corneal ulcers
 - e. Keratoconjunctivitis sicca
 - f. Adnexal disease (Entropion, ectopic cilia, distichiasis, third eyelid disease, eyelid tumors)
 - g. Feline herpesvirus
 - h. Ocular tumors
 - i. Neuro-ophthalmology
3. The student should be familiar with common choices for therapy for ocular disease and understand basic clinical pharmacology of ophthalmic medications. This includes understanding different modes of drug delivery to the eye and common antimicrobials, anti-inflammatory agents, glaucoma medications, mydriatic/cycloplegics, anesthetics, tear substitutes and stimulators, anti-collagenases, surgical medications. Questions on these medications will also be represented on final exam.
4. The student should be able to interpret ophthalmic exam findings and develop a differential diagnosis list and plan to effectively treat the patient.
5. The student should be able to communicate the plan to the client and answer any questions they may have about the disease process. If answers are not known, the student should have the knowledge to find the answers through research.
6. The student is expected to be familiar with and understand the indications for (not necessarily be able to perform all of these) common diagnostic testing and procedures performed in ophthalmology:
 - a. Proper restraint of the ophthalmic patient
 - b. Corneoconjunctival cytology and culture
 - c. Schirmer tear test
 - d. External ophthalmic staining
 - e. Tonometry
 - f. Corneal debridement and related procedures
 - g. Direct and indirect ophthalmoscopy
 - h. Slit lamp biomicroscopy
 - i. Ocular ultrasonography, CT scan, MRI
 - j. Electroretinography
 - k. Ocular biopsies
 - l. Nasolacrimal flush
 - m. Gonioscopy
 - n. Anterior chamber and vitreal paracentesis

7. In order to evaluate the knowledge acquired, the student must successfully complete a final examination with a passing grade (see grading scale attached). Specific instructions regarding the exam are listed under course description and goals.

Neurology/ Cancer Therapy Section:

Learning opportunities during the rotation will consist of hands-on patient care, client communication, and daily interaction with the clinical staff in the Neurology section. **The following objectives will be met during the rotation:**

1. Learn how to perform a complete neurologic examination
2. Learn the neuro-anatomic correlates of each test in the neurologic examination
3. Learn to localize neurologic dysfunction based on the neurologic examination findings
4. Learn to compile a differential diagnosis list based on anamnesis, signalment, and neurologic exam findings
5. Learn safety measures for personnel and patients when an MRI is performed
6. When applicable, learn safety measures for personnel and patients when radiation therapy is performed.
7. When applicable, learn safety measures for personnel administering chemotherapy and owners handling animals who have been administered chemotherapy.

Course Syllabus
CVM 5364
Veterinary Specialty Center Rotation (Neurology, Ophthalmology, Cancer Therapy)

Course Description

This is a 4 week clinical rotation in which the student will spend time in both the Neurology/ Cancer therapy and Ophthalmology sections. An example of 6 students/ rotation schedule is given below:

Weeks:	Neuro/Cancer M, W	Neuro/Cancer T, Th	Ophtho
1	D, B	C, A	E, F
2	C, A	B, F	D, E
3	E, F	A, B	C, D
4	D, E	F, C	B, A

Ophthalmology Section:

Schedule

Mondays and Tuesdays: Students will meet at 8 AM at VSC (satellite clinic on Stark Road) for case and topic round (8-9) and outpatient procedures, surgeries, and appointments to follow.

Wednesdays and Thursdays: Students will meet at 8 AM at MSU-CVM for case and topic rounds (8-9). The treatments for inpatients should be done and patients should be SOAPed prior to rounds.

Fridays: Students are encouraged to attend CPC at MSU-CVM (which usually starts at 8 AM) and will travel to VSC for outpatient appointments starting at 9:30.

Students will assist and participate in all clinical cases presented to the hospital.

Ophthalmology provides services for both large and small animal patients, as well as assists other services by providing ophthalmic expertise to assist in the diagnosis of systemic disease through their ocular manifestations. The student will also have the opportunity to participate in numerous ophthalmic surgeries and procedures at VSC, as well as MSU-CVM. Additionally, assigned readings, clinical case rounds, topic rounds, and seminar presentations by faculty or students may be used for introduction of learning materials. Students are expected to participate and be well-prepared for all scheduled rounds and other learning/informational exercises.

Following successful completion of the rotation, the student will be able to demonstrate proficiency at performing a full ophthalmic examination, including both anterior and posterior segments of the eye. The student will also gain knowledge of therapies (surgical and medical), diagnostic methods, medications, and interpretation of ophthalmic exam findings.

Final exam will include questions regarding topics listed under the student learning objectives, but is not limited to those topics and may include general questions about ophthalmologic diseases or relating to specific cases that were seen on the rotation.

General Information

Instructions for appointments/receiving and inpatient care- ophthalmology

- a. The day prior to receiving, the ophthalmology technician will print a schedule for the next day and students will sign up for cases. Students are expected to call the phone number for the client to remind them of their appointment for the next day. Please tell them the following:
 - a. Appointment location (Veterinary Specialty Center or MSU-CVM) and time of appointment
 - b. If new appointment, tell them to arrive 15 minutes early to fill out paperwork
 - c. Information regarding fasting (yes or no)
 - d. Bring all medications they are currently receiving
- b. On the day of the appointment, the student will be expected to read any past history available on each patient. The student will accompany the ophthalmology technician into the exam room (at MSU-CVM or VSC) to obtain a history, weight, and vitals (TPR, MM color, CRT) and will present the case to the ophthalmologist.
- c. When patients are being admitted into MSU-CVM for overnight care or surgery, do not let them leave without signing proper forms or leaving a deposit or talking to the ophthalmology staff/clinician. At CVM, you will always place a hospital identification collar on the pet when they are admitted to the hospital. Ophthalmology keeps their patients in CVS wards or medicine/oncology wards.
- d. If a patient is seen at VSC and is transported to MSU CVM for overnight care or surgery, a new record in UVIS is opened. If this occurs, the student needs to enter the physical exam, weight, and vital parameters into the UVIS record and will be in charge of history, physical exam, SOAPs, preliminary discharge instructions and general record-keeping for that patient. The ophthalmology clinician will review before verified.
 - a. If a patient is scheduled for surgery, most will receive perioperative cefazolin. Please discuss with clinician and submit prescription for cefazolin prior to surgery.
- e. Discharge instructions should follow this format:
 - a. Presenting complaint:
 - b. Diagnosis:
 - c. Diagnostic testing/procedure:
 - d. Client Instructions:
 - e. General Ophthalmology Discharge Instructions:
- f. Specific Instructions for cataract surgery patients
 - a. Cataract patients receive a pre-surgical dilating protocol prior to surgery. The student will have a handout to follow and a box of different eye drops to administer at specific times prior to surgery. This will be discussed the day prior to surgery.
 - b. Intraocular pressure will be checked by the student and ophthalmology instructor approximately 2 and 6 hours following cataract surgery.
 - c. Cataract patients have an additional handout that goes with the discharge instructions. It can be found on UVIS.
- g. Time for patient discharge will depend on our daily schedules. Ideally, weekend discharges are early in the morning (8-9:30).

- h. The student is expected to call the client daily while the patient is hospitalized. Clinician will call following surgical procedures. The student is also expected to call the client 1-2 days following discharge to check up on the patient's progress at home. There is an ophthalmology call log to help remember who to call. Please fill out **COMMUNICATION LOG** in UVIS **anytime** you speak to a client.
- i. Bring your lunch as we tend to be busy and may not get a long lunch break.

Equine Patients

- a. There will always be an ophthalmology student and an equine student assigned to each equine ophthalmology case. You will be expected to work as a team with equine.
- b. Equine clinicians are in charge of the general health of the animal and ophthalmology is in charge of the health of the eye.
- c. Equine clinicians and ophthalmology clinicians will be in charge of client communications for equine patients.
- d. As the student on an equine case, you are expected to do the following:
 - i. Make sure all the medications (eye) are obtained from the pharmacy and are replenished as needed.
 - ii. Draw up all medications and label them for the treatments throughout the day; that way, the equine student is only responsible for administering them
 - iii. Help equine student administer medications and do physical exam at 8 AM and help with medications when available throughout the day.
 - iv. Responsible for writing surgery report, SOAP on the eye disease, discharge instructions (eye portion), getting together the eye medications and subpalpebral lavage items (syringes, catheter caps, alcohol swabs, etc) to go home with the patient.

Patient Care- ophthalmology

- 1. Physical examinations and treatments must be done by 8 a.m. every morning. The ophthalmology exam will usually be performed by the clinician and student after rounds.
- 2. Keep patients clean and dry. Clean up cages and patients if soiled.
- 3. No IV catheters or urinary catheters in the ward.
- 4. On days we will be at VSC, one student may be elected to stay behind to take care of animals that are hospitalized.
- 5. Medications for animals in the ward:
 - a. You are responsible for 8 pm treatments in the evening (this is true for ICU, too) and weekends.
 - b. All ward patients need to have ophthalmology treatment sheet filled out and highlighted.
 - c. If there are ward patients that need medications at midnight or 4 AM, make sure to fill out ward treatment sheet (for ICU student) in the medicine area.
- 6. Primary students on a case are responsible for morning treatments and client updates.
 - a. You need the approval of the primary clinician on the case if you would like someone else to care for an animal for which you are the primary student.
- 7. On-Call Duty:
 - a. Two students should be signed up each day for emergency duty. If an emergency comes in, the primary student is the student surgeon, the secondary student is the helper.
- 8. Weekend on-call responsibilities:
 - a. Clinician will meet student at 8 AM on weekends to examine patient and make plan. Owners should be called at least once daily.

- b. Treatments and additional walking of ward animals 2-3 p.m. and 8-10 pm.
- c. Consumption of alcohol is prohibited when on call.
- d. The student is responsible for typing the surgery reports. These must be approved by the clinician/surgeon.

Anesthesia and commonly used drugs and dosages- ophthalmology

1. Medications:

- a. Acepromazine -0.01-0.03mg/kg q 4-6 h
- b. Buprenorphine 13-20 mcg/kg q 6 h
- c. DexDomitor 5 mcg/kg
- d. Butorphanol 0.2-0.4mg/kg
- e. Propofol 4-6mg/kg
- f. Cefazolin 22mg/kg q90min while under anesthesia
- g. Tramadol 3-5mg/kg BID-TID
- h. Carprofen 2.2 mg/kg BID
- i. Prednisone 1 mg /kg/day divided

2. The student who is primary on a case must recover their animal in ICU or anesthesia recovery until rectal temperature is 99F or close to temp. and clearly awake.

Rounds-ophthalmology

- 1. Rounds will be at 8am Mondays and Tuesdays at VSC. These are case and topic rounds with clinician. Rounds are at 8 AM on Wednesday and Thursday mornings at MSU-CVM. Ophthalmology does not have formal rounds on Fridays, but will talk about the cases in an informal setting after CPC.
- 2. Be ready to discuss everything in rounds: signalment, medications (and how they work), history, differential diagnoses, ophtho exam findings, surgical procedures, and prognosis.
- 3. Topic rounds are announced the day prior in order to give students time to read and study the topic.

Required Textbooks and Materials:

There are no required textbooks or learning materials. Suggested textbooks for resources are (available at MSU-CVM library):

Veterinary Ophthalmic Surgery (Gelatt, 2011)
Equine Ophthalmology 2nd ed. (Gilger, 2010)
Slatter's Fundamentals of Veterinary Ophthalmology 5th ed. (Maggs, Miller, and Ofri 2012)
Veterinary Ophthalmology 2 volume set 4th or 5th edition (Gelatt 2007, 2013)

Suggested journals for resources are (but are not limited to):

JAVMA
AJVR
Veterinary Ophthalmology
JSAP
JAAHA

Neurology/ Cancer Therapy Section:

Schedule

-Students will meet Monday and Wednesday in the neurology conference room at 8:30 for case rounds: 9:00 on Tuesday and Thursday. On Friday, you are encouraged to attend CPC. Be ready to discuss everything in rounds: signalment, medications (and how they work), history, differential diagnoses, and neurological progress. Topic rounds and Journal club rounds are done as time permits.

-On Mondays, Tuesdays and Wednesdays, following rounds, students will travel to VSC for receiving beginning at 9:30 AM. Students will be split between Mon, Wed receiving and Tues receiving. On non-receiving days, you will be at CVM taking care of patients and performing surgeries. Emergencies will be added as needed at both CVM and VSC. Radiation therapies are usually after lunch M-H and in the morning on F. This changes based on human appointments.

General Information

1. TEAMWORK is essential to keep things running smoothly – even if you are not the primary student on the case, please help with requests and procedures.
2. Appointments:
 - a. At VSC you will get a history from the client in the exam room. A physical and neurologic examination will be done in the back.
 - b. At CVM you will get a history from the client and bring the animal to the ward for physical and neurologic examination
 - c. DO NOT ALLOW OWNERS TO RESTRAIN THEIR PETS FOR YOU.
 - d. Leave personal leashes and collars with the owners. Do not bring them to the ward.
 - e. Some patients will be immediately discharged from VSC without ever going to CVM. The student is not expected to fill out the medical records at VSC, but is expected to provide help with all aspects of the case when asked; this includes pre-operative preparation for surgery and procedures and post-operative recovery after anesthesia.
 - f. Some VSC patients will be transported back to CVM for surgery or overnight care. Those patients returning to the CVM will become UVIS patients and you will be responsible for history, physical, SOAPS, surgery reports and discharges as well as necessary paperwork and requests for other service consults while the patient is admitted to the CVM.
3. Discharges:
 - a. Weekdays: check with primary clinician.
 - b. Weekends: 8am-9am. Period.
 - c. Discharges should include a history, physical examination, neurologic examination, diagnostic tests performed, abnormalities in the diagnostic tests, pending tests, diagnosis, prognosis, medications AND side effects, monitoring, at home care. Spell check discharges prior to submitting them to the clinician for approval.
 - d. Always include a diagnosis (definitive or presumptive) and discharge status on each patient.
4. Please have thorough case summaries and preliminary discharges done on all patients at the end of the rotation. Do not leave this for a new student. This will also serve as your transfer SOAP.
5. Lab results:
 - a. Pending lab results: write on dry erase board at CVM for VSC and CVM patients.

- b. Feel free to contact owners/ referring veterinarians with test results after discussing the case with a clinician.
- 6. Document client communications in UVIS.
- 7. Bring lunch, this service can get very busy!

Patient Care

1. Physical examinations, treatments, client communications and SOAPS must be done by rounds every morning. ICU treatments must be done by 7:30am every morning. Treatments are your responsibility at 8pm for ICU patients. You are responsible for all treatments for ward patients on weekdays and weekends. Patients in ICU need ICU treatments sheets and emergency drug sheets. Patients in the wards need ward treatment sheets.
 - a. You need the approval of the primary clinician on the case if you would like someone else to care for an animal you are primary on.
 - b. The student who stays at school is responsible for mid-day treatments for patients in the wards (medications, bladder expression/ walks, PT)
2. Keep patients clean and dry. Clean up cages and patients if soiled. This is essential for the prevention of urine scald and pressure sores.
3. No IV catheters or urinary catheters in the ward.
4. All patients with a history of SEIZURES must be in ICU. Have a seizure dose of midazolam or diazepam available (0.5mg/kg IV).
5. Swimming therapy/ treadmill therapy should be done under advisement/ supervision from Ruby Lynn or Dr. Perez.
6. Bladder expressions should be performed on paraplegic animals at least three times a day unless otherwise directed by the clinician. Help each other out with this. Urine in the kennel of a paraplegic dog does NOT equal they urinated. These patients will often "overflow" and urine in the cage is an indication their bladder needs to be expressed.
7. On-Call Duty
 - a. Two students should be signed up each day for emergency duty. The primary student will be the student on the case and the secondary student will help perform treatments.
 - b. NO consumption of alcohol while on-call.
 - c. Weekend treatments on ward patients are 8am, 2-3pm and 8-10pm. ICU patients are 8am and 8pm.

Commonly Used Medications

Sedation

- a. DexDomitor 5mcg/kg
- b. Butorphanol 0.2-0.4mg/kg

Anesthesia

- c. Cefazolin 22mg/kg q90m
- d. Solu-Delta 30mg/kg Once
- e. Famotidine 1mg/kg SID

Pain/ Post-op medications

- f. Bethanechol 2.5-5mg TID
- g. Diazepam 2.5-5mg TID
- h. Tramadol 5mg/kg TID
- i. Methadone 0.1-0.2mg/kg q4-6h
- j. Buprenex (0.3mg/ml) 0.02mg/kg q6-8h
- k. Midazolam (5mg/ml) 0.2mg/kg q8h

MRI Safety

1. You will NOT enter the MRI room.
2. You will need to complete the MRI quiz online and a paper form upon arrival to VSC.

Required Textbooks and Materials:

There are no required textbooks or learning materials. Suggested textbooks for resources are (available at MSU-CVM library):

Veterinary Neuroanatomy and Clinical Neurology (de Lahunta & Glass, 3rd edition)

Handbook of Veterinary Neurology (Lorenz, Coates & Kent, 5th edition)

A Practical Guide to Canine & Feline Neurology (Dewey, 2nd edition)

Suggested journals for resources are (but are not limited to):

JAVMA

AJVR

JVIM

Veterinary Surgery

Course Content

A typical clinical day will include case and topic rounds with students, clinical evaluation of both medical and surgical cases, and consultations on cases from other clinical services at MSU-CVM.

The clinical cases presented will serve to educate the student on disease processes and help them to meet their learning objectives.

Professional Dress

Students are expected to adhere to the Professional Dress policy of the College. As detailed in the Policies and Procedures document, blue jeans, ball caps, lack of tie with a dress shirt (gentlemen), low-cut blouses and high cut skirts (ladies) are considered inappropriate dress. The students should also have a clean lab coat and scrubs for surgical procedures.

Rotation Attendance

Attendance is mandatory. The student is expected to attend the rotation daily as discussed with the clinician and to be on time.

The student is allowed one excused absence that must be discussed with the faculty and approved.

Policy on social media, photographs

Students are not permitted to take photographs of the patients. Patients may be photographed by the faculty member or CVM photographer for use in presentations, journal articles, and learning materials, but this is to be arranged by faculty. Students are strictly prohibited from posting anything related to the clinical patients on social media websites.

Honor Code

The class will adhere to the MSU Honor Code and address academic misconduct as described in the document found at: <http://www.students.msstate.edu/honorcode/>

"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."

Student Support Services

The Office of Student Support Services and Disability Support Services is located in Montgomery Hall. The phone number is (662) 325-3335. The weblink for this office is:

<http://www.sss.msstate.edu/>

Assessment/Grading Policy:

Students will be evaluated on learning with a written examination at the beginning of the fourth week of the clinical rotation. This exam will be based on clinical knowledge that the student should have acquired during the rotation. This examination will count as 25% of the grade. A grade of 70% or higher is required to pass the exam. Students will be allowed to retake the exam at the end of the rotation if they receive a failing grade on the first attempt. The highest possible grade on the second attempt exam will be 92%. Failure of the second-attempt examination results in failure of the rotation.

75% of the grade will be based on an evaluation form (see below) that is completed by the faculty members working with the students and technical staff. This is an evaluation based on the student's clinical knowledge, willingness to participate, work ethic, patient care, and promptness. This evaluation is attached to the syllabus. A score of 19 or higher on patient care is required to pass the rotation. Grades will be incomplete until all MSU-CVM and VSC medical records completion requirements are met.

Grading Scale:

A = 93 – 100%; B = 86 - 92%; C = 79 – 85%; D = 72 - 78%; *F = below 72%*

Student:
 Rotation Number:
 Dates:

A = 93 – 100
 B = 86 – 92
 C = 79 – 85
 D = 72 – 78
 F = < 72

Final Grade:

Faculty: Shores / Betbeze / Beasley



A. Shores, DVM, MS, PhD
 Diplomate, Specialty of Neurology, ACVIM
 Clinical Professor, Neurosurgery/Neurology

Caroline Betbeze DVM, MS
 Diplomate, ACVO
 Assistant Clinical Professor

Michaela Beasley, DVM,
 DACVIM (Neurology), MS
 Assistant Clinical Professor

Below expectations	Acceptable performance	Expected performance	Exemplary performance	Total
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Clinical Skills (includes history, exam and patient assessment) (25%)

Frequently fails to perform accurate, complete histories and examinations; to identify problem and/or prepare a diagnostic / therapeutic plan. Illogical and/or scattered clinical thought processes. (<19)	Occasional deficiency in performing accurate, complete histories and examinations; in identifying problem and/or preparing a diagnostic / therapeutic plan. (19-20)	Almost always identifies and characterizes historical information accurately; performs thorough examinations and interprets findings; accurately identifies problems and develops a diagnostic / therapeutic plan. (21-22)	Takes thorough and organized histories. Performs accurate and complete examinations in a timely manner. Able to identify key and subtle problems and develop appropriate diagnostic / therapeutic plans. (23-25)	
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- Average knowledge base
 Weak knowledge base
 Strong knowledge base
 Skills in performing and interpreting neurologic/ophthalmic exam exceed expectations
 Skills in performing and interpreting neurologic/ophthalmic exam meet expected / acceptable expectations
 Skills in performing and interpreting neurologic/ophthalmic exam below expectations

Patient Care (25%)

Oversight, poor organization or negligence results in missed treatments / inadequate patient care. Potential for significant compromise of patient's health. (<19)	Basic patient needs consistently met, additional needs met as directed. Occasional insignificant errors, which are promptly reported / corrected. (19-20)	Consistently conscientious in providing treatment and care. Identifies trends and recommends or initiates improvements in patient care. (21-22)	Provides exceptionally high quality care in a timely manner; anticipates patient needs; identifies new problems; concerned for the welfare of patients and often volunteers to help others. (23-25)	
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- Always attentive to patient needs
 Usually attentive to patient needs
 Consistently inattentive to patient needs
 Timely and efficient in providing patient care
 Not always timely and efficient in providing patient care

*******A score of <19 for Patient Care will result in failure of the rotation*******

Rounds (10%)

Poor participation suggestive of minimal preparation / outside reading. Can't or won't answer direct questions accurately. (<6)	Participates in rounds when called on. Most responses accurate. Evidence of reading about own cases, but little other outside reading. Case presentations are generally accurate, but unorganized. (6-7)	Rounds participation usually voluntary and indicates some external reading. Accurate responses on most occasions. Presents cases in an organized and understandable manner. (8)	Actively participates in discussion of own cases and others cases. Evidence of outside reading. Accurately interprets and weighs conflicting information. Case information presented accurately and concisely. (9-10)	
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- Average participation in rounds
 Weak participation in rounds
 Strong participation in rounds

Medical Records (5%)

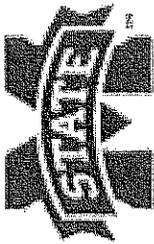
Medical Records (5%)				
Correct format for records and/or reports often not followed. There are often inaccuracies and/ or omissions. Records are frequently not completed on time. (<3)	Records and/or reports follow correct format. Information is usually accurate, and records are usually completed on time. (3)	Records and/or reports follow correct format and contain all pertinent entries. They are completed on time. (4)	Problem oriented medical records and/or procedural reports are concise, accurate and always completed on time. Reports are well written and provide clear case documentation. (5)	

Medical records always complete and on time
 Medical records usually complete and on time
 Medical records performance needs improvement

Professionalism / Attitude (10%)				
Often demonstrates a lack of interest. Frequently exhibits unprofessional behavior or used inappropriate language. Interpersonal skills need improvement. Dress is often inappropriate. (<6)	Generally has a positive attitude. Performs clinical duties without significant redirection or prodding. Demonstrates tact, appropriate interpersonal behavior and language. Usually dressed appropriately. (6-7)	Enthusiastically performs responsibilities without prompting. Behavior, interactions and dress are always appropriate. Good interpersonal skills. Consistently mature, honest and respectful. (8)	Outstanding work ethic. Self-starter. Behavior, and interpersonal skills are consistently outstanding. Always dresses professionally. Overtly demonstrates maturity, honesty, and respect in interactions with peers, staff and faculty. (9-10)	

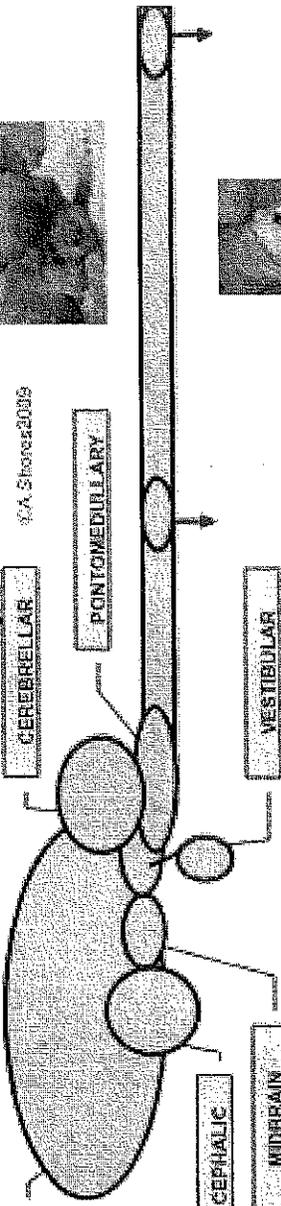
Works well with others Team player
 Exceeds expected level of professionalism
 Expected level of professionalism
 Level of professionalism needs improvement

Written Examination (25%)	
<p style="text-align: center;"> A minimum score of 70% is required to pass the examination Any student failing the examination will have a second opportunity to pass an equivalent examination. Failure of the second-attempt examination results in failure of the rotation. </p>	



Neurologic Localization / Brain Syndromes

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CEREBRAL

- Normal gait or wide circling
- Altered mental status (anxiety, depression, disorientation, lethargy, coma)
- Change in behavior (loss of trained habits, failure to recognize owner, aggression, or hyperexcitability)
- Abnormal movements/postures such as pacing, wandering, circling, head pressing, tilted head and trunk (neurosteroids)
- Postural reaction deficits in contralateral limbs
- Visual impairment (e.g. bumping into objects, menace deficit contralateral to side of lesion) with normal pupillary light reflexes
- Seizures
- ± Papilloedema



MIDBRAIN

- Spastic weakness/paralysis in limbs on the contralateral side of the body
- Increased reflexes and muscle tone in limbs on the contralateral side or in all limbs
- Postural reaction deficits in limbs on the contralateral side or in all limbs
- Mental depression or coma
- Ipsilateral deficits of cranial nerve III (oculomotor):
 - ventrolateral strabismus
 - dilated pupil unresponsive to light, with normal vision
 - drooping of upper eyelid (ptosis)
- Hyperreflexia
- ± Bilateral nystagmus
- ± Obstinate progressive head pressing (rare)



DIENCEPHALIC

- Spastic, gross stepping gait in all limbs, especially forelimbs, with preservation of strength
- Truncal ataxia
- Intention tremors of head, eyes
- Broad based stance
- Postural reactions delayed with exaggerated responses
- Menace deficit (ipsilaterally, with normal vision)
- ± Anisocoria (pupil dilated contralateral to side of lesion)
- ± Oculobobus (rare)
- ± Vestibular signs (paradrifts)



PONTOMEDULLARY

- Weakness or paralysis in all four limbs or limbs on the same side of the body as the lesion
- Normal or increased reflexes and muscle tone in all limbs
- Postural reaction deficits in limbs on the same side as the lesion or in all limbs
- Multiple cranial nerve deficits
- Jaw paralysis, decreased facial sensation (cranial nerve V)
- Depressed palpebral reflex (cranial nerves V, VII)
- Facial paralysis (cranial nerve VII)
- Head tilt, falling, rolling, nystagmus (cranial nerve VIII)
- Pharyngeal-esophageal/vocal paralysis (cranial nerves IX, X)
- Tongue paralysis (cranial nerve XII)
- Irregular respiration
- Mental depression



DIENCEPHALIC

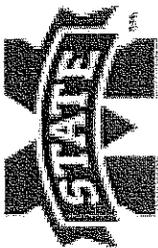
- Gait may be normal (hypothalamic lesion) or abnormal (axonic) with thalamic lesions
- Altered mental status - disorientation, lethargy, coma
- Change in behavior - aggression or hyperexcitability
- Abnormal movements/postures
 - head pressing, wandering, hiding, light circling, head pressing, cervical dystonia
 - Bilateral deficits CN II (optic) as the chiasm
 - Excess / dilated pupils / ± pupillary reflexes
- Abnormal temperature regulation
- Abnormal appetite - hyperphagia/lethargy or anorexia/cachexia
- Endocrine disturbances: diabetes insipidus / diabetes mellitus / Cushing's / acromegaly; Xa growth hormone
- ± Seizures



VESTIBULAR

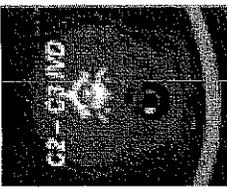
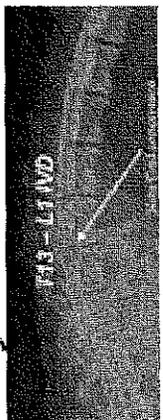
Signs	Central	Peripheral
Loss of Balance	Yes	Yes
Head Tilt	Yes	Yes
Falling/rolling	Yes	Yes
Nystagmus	Yes	Yes
Horizontal	Yes	Yes
Rotary	Yes	Yes
- Vertical	Yes	No
- Positional	Yes	No
Strabismus (mediolateral)	Yes	Yes
Cranial Nerve Deficits	Possible V, VI, VII	Possible VII
Homer's Syndrome	No	Possible
Cerebellar Signs	Possible	No
Mental Depression	Possible	No
Head pressing with ipsilateral Palpebral Reflexion Deficits	Possible	No





Neurologic Localization / Spinal Syndromes

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UMN

- Normal to hyperreflexive
- Normal to exaggerated tone
- Small tight bladder, hard to express

LMN

- Hyporeflexive to areflexive
- Decreased to absent tone
- Large distended bladder, easily expressed

Spinal Reflexes

- Shoeps (C6-C7 musculocutaneous)
- Trapezi (C7-T2 radial)
- Extensor Carpi Radialis (C7-T2 radial)
- Thoracic limb withdrawal (C6-T2 radial, ulnar, median, musculocutaneous)

Bladder Neurology

- Bladder wall - layer smooth muscle (detrusor)
- Internal urethral sphincter - smooth muscle
- External urethral sphincter - skeletal muscle
- Sensate via pudendal nerve S1-2 (L7-S3)
- Voluntary control over

Sympathetic via hypogastric nerve L1-4 (089) ; L2-5 (cat)

- Adrenergic innervation to:
 - bladder, beta-adrenergic receptors: relaxation of detrusor muscle
 - internal urethral sphincter, alpha-adrenergic receptors: contraction of sphincter
 - pelvic (parasympathetic) ganglia: inhibition of gap activity during bladder filling
 - Paresympathetic, via pelvic nerves, Sacral cord (S1-3)
 - Cholinergic innervation to:
 - Ganglia in detrusor muscle causing contraction for micturition

Stretch receptors in bladder wall cause fullness & trigger micturition through afferents in pelvic n.

- Pain receptors in submucosa afferent to lumbar & sacral cord via hypogastric & pelvic n., respectively
- Afferents from urethra detect slow, distension, and pain via pudendal n. to sacral cord
- Major control of voiding resides in brain stem at level of pontine micturition center, BMC
- BMC receives sensory info from stretch/recept. receptors in bladder & coordinates sphincter relaxation with detrusor contraction to cause micturition
- Voluntary control of micturition involves higher brain areas: eg. cerebral cortex, etc. & must exert an inhibitory influence

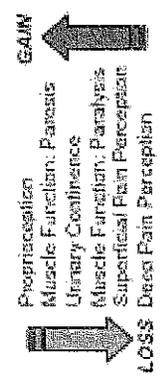
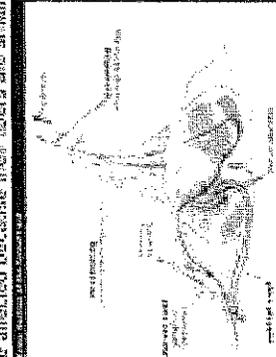
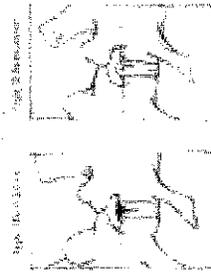
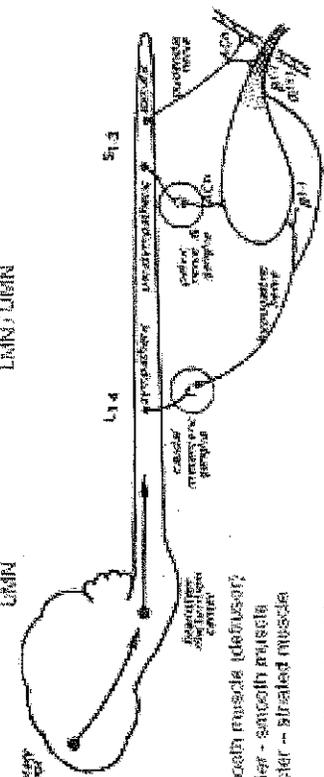
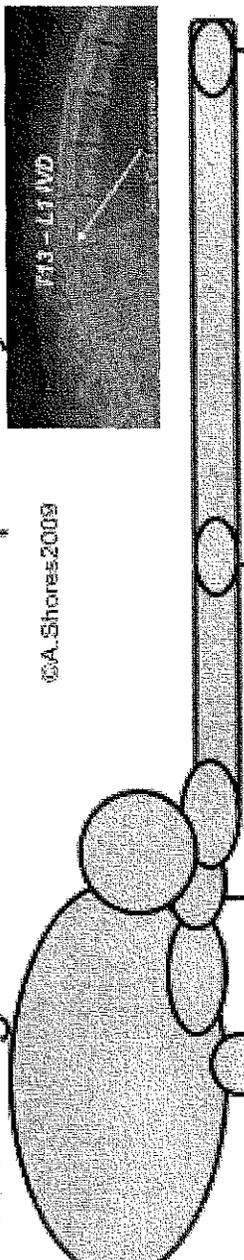
Forelimbs
Hindlimbs
Bladder

C1-C5 UMN UMN UMN

C6-T2 UMN UMN UMN

T3-L3 Normal UMN UMN

L4-S1 Normal UMN UMN



APPROVAL FORM FOR
DEGREE PROGRAMS
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: Ag & Life Sciences

Department: Food Sci, Nutrition, & Health Promo

Contact Person: Barry Hunt

Mail Stop: 9805

E-mail: bhunt@fsnhp.msstate.edu

Nature of Change: Modify

Date Initiated: 09/06/13 **Effective Date:** Spring 2014

Degree to be offered at: Starkville Campus

Current Degree Program Name: Master of Science

Major: Food, Science, Nutrition, and Health Promotion

Concentration:
Health Promotion

Degree Program Name: Master of Science

Major: Food, Science, Nutrition, and Health Promotion

Concentration:
Health Promotion

Summary of Proposed Changes:

- 1) The Health Promotion students have conducted a research project as a DIS or Special Topics in this program in the past. FNH 8673: Applied Projects for Certified Health Specialists is being added to the curriculum to formally teach this class and direct health promotion students in the masters of Science program in research that addresses a health issue in their community. 2) No changes are being made to either the Food Science or Nutrition concentrations.

Approved:

Date:

Donna Blund for Sam Chang
Department Head

9/9/13

[Signature]
Chair, College or School Curriculum Committee

9/14/13

Mark Crenshaw for Dr. Hopper
Dean of College or School

9-16-13

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council



MISSISSIPPI STATE
UNIVERSITY[™]

Department of Food Science, Nutrition and Health Promotion

September 6th, 2013

To: University Courses and Curriculum Committee

From: Dr. Sam Chang, Head
Food Science, Nutrition, and Health Promotion;
Curriculum Committee,
Food Science, Nutrition, and Health Promotion

Subject: FNH 8673 Course Addition and M.S. Degree Modification

The proposed course addition of FNH 8673: Applied Projects for Certified Health Education Specialists and the subsequent degree modification to the M.S. program due to this course addition has the full support of the Food Science, Nutrition and Health Promotion Faculty.

M. Wes Schilling
FNH Curriculum Committee Chair

2. 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
<p>Degree: Master of Science Major: Food Science, Nutrition, and Health Promotion Concentrations: Food Science and Technology, Nutrition, Health Promotion</p>	<p>Degree: Master of Science Major: Food Science, Nutrition, and Health Promotion Concentrations: Food Science and Technology, Nutrition, Health Promotion</p>
<p>"[Click here and type old degree description]"</p> <p>Graduate study is offered in the Department of Food Science, Nutrition and Health Promotion leading to a Master of Science degree in Food Science, Nutrition and Health Promotion with concentrations in Food Science and Technology; Nutrition; or Health Promotion.</p> <p>Department of Food Science, Nutrition, and Health Promotion, Box 9805, Mississippi State, MS 39762-9805 or visit the departmental website: http://www.fsnhp.msstate.edu/</p> <p>M.S. in Food Science, Nutrition and Health Promotion Food Science and Technology Concentration In 1983 the Board of Trustees of Institutions of Higher Learning designated Mississippi State University (MSU) as the flagship university for a food science program in the state of Mississippi. The designation basically stated that MSU would be the only university in the state with such a program.</p> <p>Food Science and Technology A student may work toward a Master of Science in Food Science, Nutrition and Health Promotion with a concentration in Food Science and Technology by selecting courses from Food Science, Nutrition and Health Promotion and allied areas such as biochemistry, microbiology, animal and dairy sciences, and other disciplines. Faculty, staff members, and facilities of the cooperating departments are utilized. A Bachelor of Science in Food Technology, Food Science, or related areas will be considered to meet the prerequisites for study toward an advanced degree. Students from other disciplines may be required to take leveling courses generally not to exceed 15 semester hours.</p> <p>Nutrition Concentration A Master of Science degree in Food Science, Nutrition and Health Promotion with a concentration in Nutrition is offered by selecting courses in Food Science, Nutrition and Health Promotion; Statistics; and Biochemistry.</p>	<p>"[Click here and type old degree description]"</p> <p>Graduate study is offered in the Department of Food Science, Nutrition and Health Promotion leading to a Master of Science degree in Food Science, Nutrition and Health Promotion with concentrations in Food Science and Technology; Nutrition; or Health Promotion.</p> <p>Department of Food Science, Nutrition, and Health Promotion, Box 9805, Mississippi State, MS 39762-9805 or visit the departmental website: http://www.fsnhp.msstate.edu/</p> <p>M.S. in Food Science, Nutrition and Health Promotion Food Science and Technology Concentration In 1983 the Board of Trustees of Institutions of Higher Learning designated Mississippi State University (MSU) as the flagship university for a food science program in the state of Mississippi. The designation basically stated that MSU would be the only university in the state with such a program.</p> <p>Food Science and Technology A student may work toward a Master of Science in Food Science, Nutrition and Health Promotion with a concentration in Food Science and Technology by selecting courses from Food Science, Nutrition and Health Promotion and allied areas such as biochemistry, microbiology, animal and dairy sciences, and other disciplines. Faculty, staff members, and facilities of the cooperating departments are utilized. A Bachelor of Science in Food Technology, Food Science, or related areas will be considered to meet the prerequisites for study toward an advanced degree. Students from other disciplines may be required to take leveling courses generally not to exceed 15 semester hours.</p> <p>Nutrition Concentration A Master of Science degree in Food Science, Nutrition and Health Promotion with a concentration in Nutrition is offered by selecting courses in Food Science, Nutrition and Health Promotion; Statistics; and Biochemistry.</p>

The Dietetic Internship is an innovative, post-baccalaureate program designed to prepare interns for rewarding careers in traditional and non-traditional roles. Interns complete the requirements for the Dietetic Internship and 6 hours of coursework in Food Science, Nutrition and Health Promotion with an emphasis in nutrition. The MSU Dietetic Internship Program provides hands-on experience in various clinical research, food service management, community nutrition, and nutrition education activities that registered dietitians encounter. Interns work with faculty, site coordinators, and preceptors in outpatient clinics, various inpatient settings, community settings, classrooms, and other locations as they build skills and broaden their understanding of modern dietetics. Upon completion of the internship, a graduate is prepared for the Registration Examination of the Commission on Dietetic Registration and successful entry-level practice. Students may also pursue a M.S. degree at the same time.

The Mississippi State University Dietetic Internship Program is currently granted accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312-899-0040, ext. 5400. Dietetic interns must be admitted to graduate studies at MSU. For additional information contact Dietetic Internship Program Director, Box 9805, Mississippi State, MS 39762-9805 or visit the departmental website: <http://www.fsnhp.msstate.edu/>

Health Promotion Concentration

A Master of Science degree in Food Science, Nutrition and Health Promotion with a concentration in Health Promotion is available. This program is designed to equip students for careers as health educators, health promotion specialists, and health scientists. Graduates from this program will be trained for careers in school health, public health, and/or violence and injury prevention.

Admission Criteria

A minimum of a 2.75 GPA (undergraduate work) is required for graduate work if accrued over a four-year average. If accrued over a two-year period, a 3.00 GPA is required. Applicants must take the Graduate Record Examination (GRE). International students are required to have a minimum TOEFL (Test of English as a Foreign Language) score of 550 PBT (213 CBT or 79 iBT) or an IELTS (International English Language Testing Systems) score of 6.5.

The Dietetic Internship is an innovative, post-baccalaureate program designed to prepare interns for rewarding careers in traditional and non-traditional roles. Interns complete the requirements for the Dietetic Internship and 6 hours of coursework in Food Science, Nutrition and Health Promotion with an emphasis in nutrition. The MSU Dietetic Internship Program provides hands-on experience in various clinical research, food service management, community nutrition, and nutrition education activities that registered dietitians encounter. Interns work with faculty, site coordinators, and preceptors in outpatient clinics, various inpatient settings, community settings, classrooms, and other locations as they build skills and broaden their understanding of modern dietetics. Upon completion of the internship, a graduate is prepared for the Registration Examination of the Commission on Dietetic Registration and successful entry-level practice. Students may also pursue a M.S. degree at the same time.

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Provisional Admission

A student who has not fully met the requirements stipulated by the University and the department for admission to graduate study may be granted admission as a degree-seeking graduate student with provisional status. Such students must have as his/her initial objective advancement to regular status. A provisional student must receive a 3.00 GPA on the first 9 hours of graduate-level courses on the program of study taken at Mississippi State University (courses with an S grade, transfer credits, or credits earned while in Unclassified status cannot be used to satisfy this requirement) after admission to the program in order to achieve regular status. If a 3.00 is not attained, the provisional student will be dismissed from graduate study. While in the provisional status, a student is not eligible to hold a graduate assistantship.

Program of Study/Completion Requirements
The Master of Science degree in Food Science, Nutrition and Health Promotion requires a minimum number of 30 hours of graduate credit, a research thesis, and a final defense. Of the 30 hours, 24 must be coursework, half of which must be at the 8000 level.

If a minor is approved, at least 9 hours of coursework in the area are required. The program of study should be submitted and approved by the student's graduate committee and graduate coordinator by the end of the first semester of graduate study. The graduate committee should be composed of the major professor and at least two other committee members. The committee has to be composed of a majority in the student's concentration (FST, NTR, HP). A committee member from the minor area (if a minor is sought) is required. A degree candidate must be thoroughly familiar with the literature in the field of major interest, must show the relation of special subject to allied subjects, and the level of general knowledge and training, including the use of oral and written communication. At the conclusion of research (if required in that concentration), the student will present her/his research work in the form of a seminar to an open audience and to the committee as part of the examination requirements.

"[Click here and type old concentration description]"
No changes to Food Science and Technology or Nutrition Concentrations

Provisional Admission

A student who has not fully met the requirements stipulated by the University and the department for admission to graduate study may be granted admission as a degree-seeking graduate student with provisional status. Such students must have as his/her initial objective advancement to regular status. A provisional student must receive a 3.00 GPA on the first 9 hours of graduate-level courses on the program of study taken at Mississippi State University (courses with an S grade, transfer credits, or credits earned while in Unclassified status cannot be used to satisfy this requirement) after admission to the program in order to achieve regular status. If a 3.00 is not attained, the provisional student will be dismissed from graduate study. While in the provisional status, a student is not eligible to hold a graduate assistantship.

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New Concentration Description
No changes to Food Science and Technology or Nutrition Concentrations

Health Promotion Concentration

The Master of Science degree in Food Science, Nutrition and Health Promotion with a Health Promotion concentration requires a minimum of 33 hours of graduate credit. A student may select either the thesis or non-thesis option. The student develops, in cooperation with his/her major professor, a program of study during the first semester. All students must successfully complete comprehensive examinations before being awarded the degree of Master of Science in Food Science, Nutrition and Health Promotion with a Health Promotion concentration. The student must be within 6 hours of graduation, have completed all core courses, and have a 3.00 GPA after admission to the program to apply for comprehensive examinations. A student pursuing the thesis option is required to complete 6 thesis research/thesis hours as part of the 33 required hours. A thesis committee, consisting of the student's major professor and two other graduate faculty members, must be established.

A student pursuing the non-thesis option may choose to complete a Directed Individual Study and 33 required hours. A student choosing a Directed Individual Study must establish a committee consisting of the student's major professor and two other graduate faculty members.

The following courses are required: FNH 8513 Theory and Practice of Health Education; FNH 8523 Health Promotion Techniques; FNH 8553 Behavioral Epidemiology; FNH 8613 Design and Administration of Health Promotion Programs; and FNH 8653 Implementation and Evaluation of Health Promotion Programs.

Health Promotion Concentration

The Master of Science degree in Food Science, Nutrition and Health Promotion with a Health Promotion concentration requires a minimum of 33 hours of graduate credit. A student may select either the thesis or non-thesis option. The student develops, in cooperation with his/her major professor, a program of study during the first semester. All students must successfully complete comprehensive examinations before being awarded the degree of Master of Science in Food Science, Nutrition and Health Promotion with a Health Promotion concentration. The student must be within 6 hours of graduation, have completed all core courses, and have a 3.00 GPA after admission to the program to apply for comprehensive examinations. A student pursuing the thesis option is required to complete 6 thesis research/thesis hours as part of the 33 required hours. A thesis committee, consisting of the student's major professor and two other graduate faculty members, must be established.

A student pursuing the non-thesis option is required to complete the FNH 8673 Applied Projects for Certified Health Education Specialists course as part of the 33 required credit hours. FNH 8673 is designed to help future practitioners develop program assessment, development, implementation and evaluation skills consistent with those required by the Certified Health Education Specialist (CHES) exam and licensure.

The following courses are required: FNH 8513 Theory and Practice of Health Education; FNH 8523 Health Promotion Techniques; FNH 8553 Behavioral Epidemiology; FNH 8613 Design and Administration of Health Promotion Programs; and FNH 8653 Implementation and Evaluation of Health Promotion Programs.

CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
College Required Courses:NA		College Required Courses:NA	
Major Required Courses:NA		Major Required Courses:NA	
Concentration 1. Courses FNH 8513 Theory and Practice of Health Education FNH 8523 Health Promotion Techniques FNH 8553 Behavioral Epidemiology FNH 8613 Design and Administration of Health Promotion Programs FNH 8653 Implementation and Evaluation		Concentration 1. Courses FNH 8513 Theory and Practice of Health Education FNH 8523 Health Promotion Techniques FNH 8553 Behavioral Epidemiology FNH 8613 Design and Administration of Health Promotion Programs FNH 8653 Implementation and Evaluation	

of Health Promotion Programs FNH 8563 Principles of Epidemiology and Health Science Research <i>FNH 7000 Directed Individual Study</i> KI 8313 Interpretation of Data in Kinesiology or equivalent Elective(3) Elective(3) Elective(3) Students take 9 hours of 6000 – 8000 level elective classes. Electives must be approved by the student’s Major professor		of Health Promotion Programs FNH 8563 Principles of Epidemiology and Health Science Research FNH 8673 Applied Projects for Certified Health Education Specialists KI 8313 Interpretation of Data in Kinesiology or equivalent Elective(3) Elective(3) Elective(3) Students take 9 hours of 6000 – 8000 level elective classes. Electives must be approved by the student’s Major professor	
Concentration 2. Courses		Concentration 2. Courses	
Total Hours	33	Total Hours	33

3. Justification and Student Learning Outcomes

The justification for this course addition is to take our capstone activity in the program that has been taught as a DIS or Special Topics Course and add it to the curriculum as a Capstone course that allows the students to improve their research skills and conduct a research project that addresses a community health issue.

Upon completion of FNH 8673 students will have demonstrated the ability to:

- 1) Assess needs, assets and capacity for health education
- 2) Plan health education programs involving priority populations and other stakeholders
- 3) Implement health education programs based on baseline data
- 4) Use strategies that reflect cultural competence in implementing health education programs
- 5) Conduct evaluation and research related to health education/promotion
- 6) Synthesize information found in health education/promotion literature
- 7) Develop recommendations based on results of evaluation strategies

- 8) Administer and manage health education/promotion programs
- 9) Analyze an organization's culture in relationship to health education/promotion goal
- 10) Convey health related information to priority populations
- 11) Communicate and advocate for health and health education/promotion
- 12) Identify current and emerging issues that may influence health and health education/promotion

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: CAAD Department: ART
Contact Person: Angi Bourgeois Mail Stop: 9638 E-mail: ale65@msstate.edu
Nature of Change: Modify Date Initiated: 8.15.13 Effective Date: Fall 2014

Degree to be offered at:

Current Degree Program Name: Bachelor of Fine Arts

Major: ART Concentration: Fine Arts

New Degree Program Name: Bachelor of Fine Arts

Major: ART Concentration: Fine Arts

Summary of Proposed Changes:

1. Remove separate emphasis area requirements for the 5 areas under the Fine Arts Concentration of the BFA degree.
2. Replace 6 hours of Advanced Studio coursework with 6 hours of the newly modified ART 4620 Advanced Studio—Fine Arts.
3. Clarify the Fine Arts Concentration requirements by level, rather than by specific courses for each area within the Fine Arts umbrella to create a more flexible and interdisciplinary Fine Arts Concentration.
4. Minor editing to Degree Description due to removal of emphasis requirements and other proposed changes.

Approved:

Date:

Amil Mijar
Department Head

9/9/2013

Deborah Cayan
Chair, College or School Curriculum Committee

9/20/2013

Bob Phillips
Dean of College or School

9/24/13

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

IHL Action Required

SACS Letter Sent

1. Catalog Description:

See below in Degree modification outline form

2. DEGREE MODIFICATION OUTLINE FORM

Use the chart below to make modifications to an existing undergraduate degree outline. If any General Education (Core) course is acceptable in the category, please indicate by saying "any Gen Ed course". There is no need to type in the whole list. All deleted courses and information should be shown in *italics* and all new courses and information in **bold**. Include the course prefix, number, and title in both columns. Expand this table as needed.

CURRENT Degree Description	PROPOSED Degree Description
Degree: BFA Major: Art Concentration: Fine Arts <i>(Emphasis areas: Ceramics, Drawing, Painting, Printmaking, and Sculpture)</i>	Degree: BFA Major: Art Concentration: Fine Arts (Ceramics, Drawing, Painting, Printmaking, and Sculpture)
Department Head: Lydia Thompson Office: 102 Freeman	Interim Department Head: Jamie Mixon Office: 102 Freeman
Mission	Mission
The Department of Art's primary undergraduate responsibilities include educating professional artists with concentrations in Fine Arts, Graphic Design, and Photography; preparing students for a career or advanced study; offering courses that fulfill University requirements; and providing an active art gallery to serve the University, the community, and region.	The Department of Art's primary undergraduate responsibilities include educating professional artists with concentrations in Fine Arts, Graphic Design, and Photography; preparing students for a career or advanced study; offering courses that fulfill University requirements; and providing an active art gallery to serve the University, the community, and region.
Bachelor of Fine Arts	Bachelor of Fine Arts
The Bachelor of Fine Arts (B.F.A.) degree is a professional studio degree. The B.F.A. degree is earned after successful completion of an intensive, 4 year program that provides the student with a series of in-depth studio experiences leading to thesis/senior presentation balanced by studies in humanities, communication, mathematics, and sciences.	The Bachelor of Fine Arts (B.F.A.) degree is a professional studio degree. The B.F.A. degree is earned after successful completion of an intensive, 4 year program that provides the student with a series of in-depth studio experiences leading to thesis/senior presentation balanced by studies in humanities, communication, mathematics, and sciences.
The B.F.A. degree may also serve as a preparation for graduate studies-usually the Master of Fine Arts degree in studio art or design.	The B.F.A. degree may also serve as a preparation for graduate studies-usually the Master of Fine Arts degree in studio art or design.
Admission	Admission
Art-Undeclared (UART) - All students desiring to major in art will be admitted into Art-Undeclared in the Department of Art at Mississippi State University. Students will declare their concentration (<i>and emphasis, where appropriate</i>) following successful passage of the Foundation Portfolio Review in that	Art-Undeclared (UART) - All students desiring to major in art will be admitted into Art-Undeclared in the Department of Art at Mississippi State University. Students will declare their concentration following successful passage of the Foundation Portfolio Review in

concentration (*and emphasis, where appropriate*).

Concentrations and Emphases

In the Bachelor of Fine Arts degree, a student may choose a concentration from the following: Fine Arts, Graphic Design, and Photography. *Students accepted into the Fine Arts concentration will choose one of the following emphasis areas: Ceramics, Drawing, Painting, Printmaking, Sculpture.*

Transfer Requirements

After successful admission to the University, and before *application to* the Foundation Portfolio Review, transfer students must submit work to the Transfer Portfolio Review so to articulate art studio and history credits. This review requires the presentation of a comprehensive portfolio of artwork completed in studio courses, as well as course descriptions (and in some cases, syllabi) from classes completed for credit at other institutions. This review takes place before the preregistration advising period each semester. The MSU Department of Art reserves the right to deny or accept transfer courses as applicable to the B.F.A. degree based on portfolio evaluation.

Foundation Portfolio Review Requirements

All Art majors are required to participate in the Foundation Portfolio Review. The review is a faculty evaluation of student work from a minimum of 18 credit hours completed in the following courses: Drawing I, Drawing II, Design I, Design II, 3-D Design, and Introduction to Computing for Art and possibly additional art courses.

For students interested in the *Fine Art emphasis areas* (Ceramics, Drawing, Painting, Printmaking, or Sculpture), the Foundation Portfolio Review *for each emphasis will take place at the beginning of each semester*. The Foundation Portfolio Review will result in an “accept” or “deny” into the selected emphasis.

For students interested in the Photography concentration, the Foundation Portfolio Review will take place at the beginning of each semester. The Foundation Portfolio Review will result in an “accept” or “deny” into the Photography concentration.

For students interested in Graphic Design, the Foundation Portfolio Review for entrance into that concentration will take place in the fall semester of each year. The Foundation Portfolio Review will result

that concentration.

Concentrations

In the Bachelor of Fine Arts degree, a student may choose a concentration from the following: Fine Arts, Graphic Design, and Photography.

Transfer Requirements

After successful admission to the University, and before **applying for** the Foundation Portfolio Review, transfer students must submit work to the Transfer Portfolio Review so to articulate art studio and history credits. This review requires the presentation of a comprehensive portfolio of artwork completed in studio courses, as well as course descriptions (and in some cases, syllabi) from classes completed for credit at other institutions. This review takes place before the preregistration advising period each semester. The MSU Department of Art reserves the right to deny or accept transfer courses as applicable to the B.F.A. degree based on portfolio evaluation.

Foundation Portfolio Review Requirements

All Art majors are required to participate in the Foundation Portfolio Review. The review is a faculty evaluation of student work from a minimum of 18 credit hours completed in the following courses: Drawing I, Drawing II, Design I, Design II, 3-D Design, and Introduction to Computing for Art and possibly additional art courses.

For students interested in the **Fine Arts concentration** (Ceramics, Drawing, Painting, Printmaking, and Sculpture), the Foundation Portfolio Review will take place in the spring semester of each year. The Foundation Portfolio Review will result in an “accept” or “deny” into the selected emphasis.

For students interested in the Photography concentration, the Foundation Portfolio Review will take place at the beginning of each semester. The Foundation Portfolio Review will result in an “accept” or “deny” into the Photography concentration.

For students interested in Graphic Design, the Foundation Portfolio Review for entrance into that concentration will take place in the fall semester of each year. The Foundation Portfolio Review will result in an “accept” or

in an "accept" or "deny" in the Graphic Design concentration.

The student who is accepted (by faculty evaluation) into the Photography concentration or a Fine Arts emphasis area may begin the concentration or emphasis sequence of courses. A student who is denied may remain in the art program and resubmit a portfolio in the next Review. Students cannot pursue a Photography concentration or a Fine Arts emphasis area in which they have been denied twice. They will have to choose another concentration or emphasis to pursue a B.F.A. in Art at Mississippi State.

The student who is accepted (by faculty evaluation) into the Graphic Design concentration may begin the concentration sequence of courses. A student who is denied may remain in the art program and may resubmit a portfolio in the Review offered the following year. Students who are denied cannot take concentration courses in Graphic Design until they resubmit a portfolio and are accepted into the program. A student who is denied twice cannot pursue a Graphic Design concentration. He or she will have to choose another concentration to pursue a B.F.A. in Art at Mississippi State.

Only the top students in the Review will be accepted into the Graphic Design concentration. Contact the Advising Coordinator for more information.

Senior Presentation Requirements

Senior Graphic Design students are required to present a portfolio *and* senior students in the other concentration areas are required to present an exhibition as degree requirements. These final presentation requirements are fulfilled in capstone courses; ART 4640 Advanced Graphics for students in the Graphic Design concentration; ART 4083 Senior Research/ART 4093 Senior Thesis for students in the Fine Arts concentration area; and ART 4583 Photographic Portfolio/ART 4593 Photographic Portfolio II for students in the Photography concentration.

Computer and Camera Requirements

The Department of Art requires incoming B.F.A. Art majors to purchase certain technology and equipment necessary for production and presentation of artwork within departmental courses. All incoming students are required to purchase a personal laptop computer and software upon enrollment into their first semester

"deny" in the Graphic Design concentration.

Students accepted (by faculty evaluation) into the Photography concentration or Fine Arts concentration may begin the concentration sequence of courses. **Students** denied may remain in the art program and resubmit a portfolio in the next Review. Students cannot pursue a Photography concentration or Fine Arts concentration in which they have been denied twice. They will have to choose another concentration in order to pursue a B.F.A. in Art at Mississippi State.

Students accepted (by faculty evaluation) into the Graphic Design concentration may begin the concentration sequence of courses. **Students** denied may remain in the art program and may resubmit a portfolio in the Review offered the following year. **Students** denied cannot take concentration courses in Graphic Design until they resubmit a portfolio and are accepted into the program. **Students** denied twice cannot pursue a Graphic Design concentration. He or she will have to choose another concentration to pursue a B.F.A. in Art at Mississippi State.

Only the top students in the Review will be accepted into the Graphic Design concentration. Contact the Advising Coordinator for more information.

Senior Presentation Requirements

Senior Graphic Design students are required to present a portfolio **and present an exhibition**. Senior students in the other concentrations are required to present an exhibition as degree requirements. These final presentation requirements are fulfilled in capstone courses; ART 4640 Advanced Graphics for students in the Graphic Design concentration; ART 4083 Senior Research **and** ART 4093 Senior Thesis for students in the Fine Arts concentration area; and ART 4583 Photographic Portfolio **and** ART 4593 Photographic Portfolio II for students in the Photography concentration.

Computer and Camera Requirements

The Department of Art requires incoming B.F.A. Art majors to purchase certain technology and equipment necessary for production and presentation of artwork within departmental courses. All incoming students are required to purchase a personal laptop computer and software upon enrollment into their first semester courses. The required computer and software must be selected from an approved departmental list of minimum hardware and software requirements available on the Department of

courses. The required computer and software must be selected from an approved departmental list of minimum hardware and software requirements available on the Department of Art web site.

Financial aid that includes this requirement may be available by contacting the MSU Student Financial Aid and Scholarship office.

Additionally, upon enrollment in ART 2103 Photography Survey, students will be required to purchase a digital single-lens reflex (DSLR) camera. The required camera must be selected from an approved departmental list of minimum specifications. The approved list is available on the Department of Art web site.

Student Materials Fee

Additional fees associated with class materials, technology and laboratory materials are required of students and are automatically assessed to the students.

Art website.

Financial aid that includes this requirement may be available by contacting the MSU Student Financial Aid and Scholarship office.

Additionally, upon enrollment in ART 2103 Photography Survey, students will be required to purchase a digital single-lens reflex (DSLR) camera. The required camera must be selected from an approved departmental list of minimum specifications. The approved list is available on the Department of Art website.

Student Materials Fee

Additional fees associated with class materials, technology and laboratory materials are required of students and are automatically assessed to the students.

CURRENT CURRICULUM OUTLINE		Required Hours	PROPOSED CURRICULUM OUTLINE		Required Hours
English (Ex: EN 1103 English Comp I): EN 1103 English Comp I or EN 1163 Accelerated Comp I EN 1113 English Comp II or EN 1173 Accelerated Comp II		6	English (Ex: EN 1103 English Comp I): EN 1103 English Comp I or EN 1163 Accelerated Comp I EN 1113 English Comp II or EN 1173 Accelerated Comp II		6
Fine Arts (General Education): See Art History and Theory Program		3	Fine Arts (General Education): See Art History and Theory Program		3
Natural Sciences (2 labs required from Gen Ed): See General Education courses		6-8	Natural Sciences (2 labs required from Gen Ed): See General Education courses		6-8
Extra Science (if appropriate) See General Education courses			Extra Science (if appropriate) See General Education course		
Math (General Education): MA 1313		6-9	Math (General Education): MA 1313 College Algebra or equivalent See General Education courses		6-9
Humanities (General Education): See General Education courses		6	Humanities (General Education): See General Education courses		6
Social/Behavioral Sciences (Gen Ed): See General Education courses		6	Social/Behavioral Sciences (Gen Ed): See General Education courses		6

Major Core Courses		Major Core Courses	
<p>Concentration Courses</p> <p>Fine Arts Concentration (<i>Emphasis areas: Ceramics, Drawing, Painting, Printmaking, and Sculpture</i>)</p> <p>Foundation Program (18 hours) ART 1123 Design I ART 1133 Design II ART 1153 3-D Design ART 1213 Drawing I ART 1223 Drawing II ART 2803 Intro to Computing for Art* Computer Literacy Requirement</p> <p>Survey Program (18 hours) ART 2503 Ceramic Art Survey ART 2013 Painting Survey ART 2213 Life Drawing I ART 2303 Printmaking Survey ART 2403 Sculpture Survey ART 2103 Photography Survey</p> <p>Art History and Theory Program (15 hours) ART 1013 Art History I* ART 1023 Art History II* *fulfills Fine Art General Education Requirement 9hrs Art History Elective</p> <p>Fine Arts Concentration Program (39 hours)</p> <p><i>Upon successful completion of the Foundation Portfolio Review for the Fine Arts Concentration in the chosen emphasis area (Ceramics, Drawing, Painting, Printmaking, or Sculpture), students will complete 6 hours of Fine Arts Concentration Core, 9 hours of elective credit, and the required 27 hours in one emphasis area, as designated below.</i></p> <p>Fine Arts Concentration Core (6 hours) ART 4083 Senior Research* ART 4093 Senior Thesis* <i>*Senior Capstone experience, co-requisite with 6 hours of Advanced Studio in the chosen emphasis area.</i></p>	90	<p>Concentration Courses</p> <p>Fine Arts Concentration (Ceramics, Drawing, Painting, Printmaking, and Sculpture)</p> <p>Foundation Program (18 hours) ART 1123 Design I ART 1133 Design II ART 1153 3-D Design ART 1213 Drawing I ART 1223 Drawing II ART 2803 Intro to Computing for Art* *fulfills Computer Literacy Requirement</p> <p>Survey Program (18 hours) ART 2503 Ceramic Art Survey ART 2013 Painting Survey ART 2213 Life Drawing I ART 2303 Printmaking Survey ART 2403 Sculpture Survey ART 2103 Photography Survey</p> <p>Art History and Theory Program (15 hours) ART 1013 Art History I* ART 1023 Art History II* *fulfills Fine Arts General Education Requirement 9hrs Art History Elective</p> <p>Fine Arts Concentration Program (39 hours)</p> <p>Upon successful completion of the Foundation Portfolio Review for the Fine Arts Concentration, students proceed into the concentration sequence of courses.</p> <p>Intermediate Studio Requirement (3 hours) 3 hours chosen from the list below: ART 2233 Drawing III ART 3523 3D Seminar</p> <p>Intermediate Studio Electives (3 hours) See advisor for list of approved electives</p> <p>Advanced Studio Electives (12 hours) See advisor for list of approved electives</p>	90

Electives (6 hours)

6 hours Art Studio Electives

3 hours General Elective

Ceramics Emphasis (24 hours)

ART 35_3 3D Seminar

ART 4650 Advanced Studio Ceramics

*6 hours of Advanced Sculpture courses—
(two 3/hr courses, Choose from 4000 level
Courses)*

12 hours chosen from the following list:

ART 46_3 Advanced Ceramics –

Hand-building Techniques

*ART 46_3 Advanced Ceramics – Wheel
Techniques*

*ART 46_3 Advanced Ceramics – Glaze
Formulation*

*ART 46_3 Advanced Ceramics –
Professional Practices*

*Ceramics Emphasis Electives – Choose 1
from the following:*

ART 3873 Digital Photography

*ART 46?3 Advanced Sculpture (Choose
from 4000 level Courses.)*

ART3803 Gallery Management

Drawing Emphasis (24 hours)

ART 2233 Drawing III

ART 3053 Watercolor Painting

ART 3213 Life Drawing II

ART 3303 Printmaking II

ART 4343 Drawing IV

*6 hours of ART 4600 Advanced Studio-
Drawing*

*Drawing Emphasis Electives—Choose 1
of the following:*

ART 3023 Painting II

ART 3033 Non-Representational Painting

ART 3043 Figurative Painting

ART 3443 Illustration

ART 3803 Gallery Management

ART 4620 Advanced Studio-Printmaking

Painting Emphasis (24 hours)

ART 2223 Life Drawing II OR

ART 2233 Drawing III

ART 3023 Painting II

ART 3033 Non-Representational Painting

ART 3043 Figurative Painting

ART 3052 Watercolor Painting

*6 hours of ART4610 Advanced Studio-
Painting*

*Painting Emphasis Electives—Choose 1
of the following:*

Advanced Studio Requirements (6 hours)

ART 4620 Advanced Studio Fine Arts*

**(to be taken in conjunction with ART
4083 Senior Research and ART 4093
Senior Thesis, typically in the final two
semesters of coursework)**

Capstone Courses (6 hours)

ART 4083 Senior Research*

ART 4093 Senior Thesis*

***Senior Capstone experience, co-
requisite with 6 hours of Advanced
Studio in the chosen emphasis area.**

Electives (9 hours)

6 hours Art Studio Electives

3 hours General Elective

Graphic Design Concentration

Foundation Program (21 hours)

ART 1123 Design I

ART 1133 Design II

ART 1153 3-D Design

ART 1213 Drawing I

ART 1223 Drawing II

ART 2803 Intro to Computing for Art⁺

***Computer Literacy Requirement**

CO 1003 Fundamentals of Public Speaking

The Foundation Portfolio Review is
required after successful completion of the
Foundation Program.

Survey Program (12 hours)

12 hours chosen from the following:

ART 2013 Painting Survey

ART 2213 Life Drawing I

ART 2303 Printmaking Survey

ART 2403 Sculpture Survey

ART 2103 Photography Survey

**Art History and Theory Program (15
hours)**

ART 1013 Art History I*

ART 1023 Art History II*

***fulfills Fine Art General Education
Requirement**

ART 3163 History of Graphic Design

6hrs Art History Elective

Concentration Core Courses (21 hours)

**ART 2813 Intermediate Computing for
Designers**

ART 3313 Graphic Design I

ART 3323 Graphic Design II

ART 4103 Typography I

ART 3403 Printmaking II

ART 3443 Illustration

ART 3803 Gallery Management

ART 3873 Digital Photography

ART 3XXX Digital Illustration

ART4053 Watermedia Painting

ART 4343 Drawing IV

ART 4990 Special Topics in Painting

Printmaking Emphasis (24 hours)

Art 2233 Drawing III

Art 3303 Printmaking II

Art 3403 Printmaking III

Art 3XX3 Advanced Printmaking

Art 3873 Digital Photo

*Art 4620 Advanced Studio – Printmaking
(6 hours)*

Printmaking Emphasis Electives—

Choose 1 of the following:

Art 3803 Gallery Management

Art 4123 Screen Printing

Art 4343 Drawing IV

Art 4443 Alternative Color Photography

Art 4600 Advanced Studio Drawing

Sculpture Emphasis (24 hours)

ART 35x3 3D Seminar

*3 hours Advanced Ceramics (choose 1
4000-level course)*

*6 hours ART 4630 Advanced Studio-
Sculpture*

Choose 9 hours from the following list:

*ART 4xxx Advanced Sculpture-Furniture
Design*

*ART 4xxx Advanced Sculpture-Metal
Fabrication*

*ART 4xxx Advanced Sculpture-Materials
Processes*

**Sculpture Emphasis Electives—Choose 2
from the following:**

ART 3873 Digital Photography

*ART 46x3 Advanced Ceramics (Choose 1
4000-level course)*

ART 3803 Gallery Management

ARC 2713 Passive Building Systems

TKI Forge Welding and Foundry

TKI 3183 Machine Metal Processes

Graphic Design Concentration

Foundation Program (21 hours)

ART 1123 Design I

ART 1133 Design II

ART 1153 3-D Design

ART 1213 Drawing I

ART 4403 Advertising Design I

ART 4640 Advanced Studio - Graphic
Design

ART 4883 Graphic Design for the Internet

Concentration Electives (12 hours)

12 hours chosen from following list or by
consent of Concentration Director.

ART 3443 Illustration

ART 3873 Digital Photography

ART 3913 Intro to Print Production

ART 4113 Typography II

ART 4413 Advertising Design II

ART 4523 Internship in Graphic Design

ART 4713 Advanced Print Production

ART 4813 Multimedia I

ART 4823 Multimedia II

ART 4863 Advanced Studio- Computer Art

Electives (9 hours)

6 hrs. Art Studio Electives

3 hrs. General Elective

Photography Concentration

Foundation [18 hours]

Art 1123 Design 1

Art 1213 Drawing 1

Art 1133 Design 2

Art 1223 Drawing 2

Art 1153 3-D Design

CO 1003 Fundamentals of Public Speaking

Survey Courses [12 hours]

Art 2103 Photography Survey

Art 2303 Printmaking Survey

6 hrs. Survey Electives chosen from:

Art 2013 Painting Survey

Art 2403 Sculpture Survey

Art 2503 Ceramics Survey

Art 2213 Life Drawing I

Art History Courses [15]

Art 1013 Art History 1

Art 1023 Art History 2

Art 3633 History of Photography or other
approved photo/film based art history
course.

6 hours Art History Elective

Concentration Core Courses [30 hours]

Required Concentration Courses [18]

ART 3223 Darkroom Basics

ART 3233 Studio Lighting

ART 3873 Digital Photography

ART 4223 Alternative Photography OR

ART 1223 Drawing II
ART 2803 Intro to Computing for Art+
***Computer Literacy Requirement**
CO 1003 Fundamentals of Public Speaking

The Foundation Portfolio Review is required after successful completion of the Foundation Program.

Survey Program (12 hours)
12 hours chosen from the following:
ART 2013 Painting Survey
ART 2213 Life Drawing I
ART 2303 Printmaking Survey
ART 2403 Sculpture Survey
ART 2103 Photography Survey

Art History and Theory Program (15 hours)
ART 1013 Art History I*
ART 1023 Art History II*
***fulfills Fine Art General Education Requirement**
ART 3163 History of Graphic Design
6hrs Art History Elective

Concentration Core Courses (18 hours)
ART 2813 Intermediate Computing for Designers
ART 3313 Graphic Design I
ART 3323 Graphic Design II
ART 4103 Typography I
ART 4403 Advertising Design I
ART 4640 Advanced Studio - Graphic Design
ART 4883 Graphic Design for the Internet

Concentration Electives (12 hours)
12 hours chosen from following list or by consent of Concentration Director.
ART 3443 Illustration
ART 3873 Digital Photography
ART 3913 Intro to Print Production
ART 4113 Typography II
ART 4413 Advertising Design II
ART 4523 Internship in Graphic Design
ART 4713 Advanced Print Production
ART 4813 Multimedia I
ART 4823 Multimedia II
ART 4863 Advanced Studio- Computer Art

Electives (9 hours)
6 hrs. Art Studio Electives
3 hrs. General Elective

ART 4443 Alternative Color Processes
ART 4583 The Photographic Portfolio 1
ART 4593 The Photographic Portfolio 2

Concentration Electives [12 hours]
Must be selected from list or consent of the Concentration Director
ART 3243 Intermediate Darkroom
ART 3803 Gallery Management
ART 4223 Alternative Processes
ART 4443 Alternative Color Processes
ART 4693 Internship – Fine Art
ART 4873 Digital Imaging 1
ART 3303 Printmaking 2
ART 4660 Adv Photography [can be repeated for credit]
CO 3713 Digital Communication

Art Electives [15 hours]

Photography Concentration

Foundation [18 hours]

Art 1123 Design 1
Art 1213 Drawing 1
Art 1133 Design 2
Art 1223 Drawing 2
Art 1153 3-D Design
CO 1003

Survey Courses [12 hours]

Art 2103 Photography Survey
Art 2303 Printmaking Survey
6 hrs. Survey Electives chosen from:
 Art 2013 Painting Survey
 Art 2403 Sculpture Survey
 Art 2503 Ceramics Survey
 Art 2213 Life Drawing I

Art History Courses [15]

Art 1013 Art History 1
Art 1023 Art History 2
Art 3633 History of Photography or other
approved photo/film based art history
course.
6 hours Art History Elective

Concentration Core Courses [30 hours]

Required Concentration Courses [18]

ART 3223 Darkroom Basics
ART 3233 Studio Lighting
ART 3873 Digital Photography
ART 4223 Alternative Photography OR
ART 4443 Alternative Color Processes
ART 4583 The Photographic Portfolio 1
ART 4593 The Photographic Portfolio 2

Concentration Electives [12 hours]

Must be selected from list or consent of the
Concentration Director
ART 3243 Intermediate Darkroom
ART 3803 Gallery Management
ART 4223 Alternative Processes
ART 4443 Alternative Color Processes
ART 4693 Internship – Fine Art
ART 4873 Digital Imaging 1
ART 3303 Printmaking 2
ART 4660 Adv Photography [can be
repeated for credit]
CO 3713 Digital Communication

Art Electives [15 hours]

Total Hours

123

Total Hours

123

3. Justification and Student Learning Outcomes

This proposal to modify the Bachelor of Fine Arts with a concentration in Fine Arts is drawn directly from concerns raised by the program accrediting body for the Department of Art, the National Association of Schools of Art and Design (NASAD). In 2010, the Department of Art underwent a curriculum review in anticipation of our 10 year reaffirmation visit from NASAD and attempted to address issues that we felt would arise—specifically in terms of our Fine Arts areas, which prior to 2010 were separate concentrations (Ceramics, Drawing, Painting, Printmaking, and Sculpture). These areas have historically had low enrollments in the 3/4000 level elective courses, causing the department to “stack” different levels of courses into one class. Our 2010 modification had the goal of balancing the faculty’s desire to stay as close to our existing curriculum model (which has produced extremely high quality student work) and to address concerns that have been raised by the university and which might have been raised by our accrediting body. In the Spring 2012, NASAD’s On Site Committee visiting MSU and their resulting Visitors’ Report noted concern with low numbers of majors in the existing emphasis areas and the large number of low enrolled and “stacked” courses. In their report, they recommended the following:

“It is recommended the Fine Art department [sic] assess the feasibility of sustaining the numerous areas of concentration emphasis or tracks within the major, given the concerns of low enrollments in upper level courses. It is advised that they combine the areas of emphasis into one General Fine Arts Major (NASAD Handbook 2012-13, IX.I), and offer tracks within the existing areas of emphasis. Such an approach would eliminate some of the size and scope concerns stated earlier in the report.”

Following extensive discussion, the Department of Art has unanimously approved to structure the Fine Arts concentration curriculum to be a fully consolidated concentration, which will allow students to pursue a specific fine art area through strategic course scheduling and good student advising, while also increasing the flexibility and interdisciplinary exchanges within the five fine arts areas. The proposed Fine Arts concentration curriculum will allow the Department to eliminate stacked courses as well as under enrolled sections, which are frequently necessary to justify to the upper administration, while still providing our students with the high quality instruction for which we received high praise from our NASAD review committee: “The degree of outstanding work achieved in the program was highly impressive and of the caliber one would hope to see from the most prestigious art programs in the country.” The Department faculty feel confident that the proposed modification to the degree will address the reported concerns, while the fundamental nature and quality of our program will remain the same.

The modifications proposed do not affect the learning outcomes of the existing concentration, rather it allows for more flexibility and more strategic offerings of courses.

4. Support

The proposed modification does not require any additional resources. At a Department of Art retreat, held Thursday, August 15, the faculty voted unanimously to support the proposed changes. Attached is a letter containing the signatures of the tenured and tenure-track faculty.

5. Proposed 4-Letter Abbreviation

N/A

6. Effective Date

Fall 2014



415 Barr Avenue 102 Freeman Hall Po Box 5182

Mississippi State, MS 39762-5541



www.caad.msstate.edu

Tel: 662.325.2970
Fax: 662.325.3850

DEPARTMENT OF ART

August 30, 2013

RE: Department of Art Degree Modification.

Dear UCC Committee,

At a Department of Art retreat, held Thursday, August 15, the faculty voted unanimously to support the proposed degree modification in which the Fine Arts concentration curriculum shall become a fully consolidated concentration and combine the areas of Fine Arts emphasis into one general Fine Arts Major. In a faculty meeting held today (August 30, 2013) faculty members have signed below to verify their vote on August 15th in support of this modification.

Sincerely

Critz Campbell
Curriculum Committee Chair
Department of Art

Printed Name	Signature
Angi Bourgeois	
Linda SedKinger	
Tim McCourt	
Soon Kee Ngoh	
Brent Funderburk	
GREGORY MARTIN	
Jude Landry	
Neil Callander	
Dominic Lippillo	
PETER BARN	
SUZANNE POWNEY	

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: English

Contact Person: Becky Hagenston Mail Stop: 9518 E-mail: bhagenston@english.msstate.edu

Nature of Change: Modification Date Initiated: Spring 2013 Effective Date: Spring 2014

Degree to be offered at: Starkville

Current Degree Program Name: B.A. in English

Major: English Concentration: _____

New Degree Program Name: _____

Major: _____ Concentration: _____

Summary of Proposed Changes:

Add an additional Group (Postcolonial and World Literatures) to the courses that can fulfill requirements for graduation. Students will have the option of taking either EN 4923 Postcolonial Literatures and Theory or EN 4813 The World Novel Since 1900—or to choose one more course from Group I or Group II.

Approved: [Signature]
Department Head

Date: 8-28-13

[Signature]
Chair, College or School Curriculum Committee

9/18/13

[Signature]
Dean of College or School

9-18-13

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

IHL Action Required

SACS Letter Sent



MISSISSIPPI STATE
UNIVERSITY™

Department of English

P. O. Box E

Mississippi State, MS 39762-5505

(662) 325-3644 • FAX: (662) 325-3645

TO: Dr. Tommy Anderson
Chair, Arts and Sciences Curriculum Committee

FROM: Becky Hagenston
Chair, English Dept. Curriculum Committee

RE: Approval for Degree Modification

DATE: April 24, 2013

The English Department's Curriculum Committee and the department as a whole have voted to add another Group (Postcolonial and World Literatures) to the courses that can fulfill requirements for graduation. Students will have the option of taking either EN 4923 Postcolonial Literatures and Theory or EN 4813 The World Novel Since 1900—or to choose one more course from Group I or Group II.

DEGREE MODIFICATION PROPOSAL

1. CATALOG DESCRIPTION

See below

2. CURRICULUM OUTLINE

CURRENT Degree Description	PROPOSED Degree Description
<p>Degree: Bachelor of Arts Major: English Concentration:</p>	<p>Degree: Bachelor of Arts Major: English Concentration:</p>
<p>Major Advisors: Professor Richard Raymond (Head) Associate Professor Lara Dodds (M.A. Program) Assistant Professor Thomas Anderson (B.A. program) Office: 316 Lee Hall</p>	<p>Major Advisors: Professor Richard Raymond (Head) Associate Professor Lara Dodds (M.A. program) Assistant Professor Ginger Pizer (B.A. program) Office: 316 Lee Hall</p>
<p>The study of English not only gives students knowledge of language and literature but also helps to develop their ability to read perceptively, think critically, analyze problems, and write correctly and persuasively. For this reason, a major in English has traditionally been viewed as good training for careers in law, government, business, and publishing, as well as for careers in teaching and writing.</p> <p>The department offers an undergraduate major (B.A.), a minor in English, and an M.A. The department also edits and publishes the distinguished literary journal, <i>The Mississippi Quarterly</i>. Additionally, the department operates the university Writing Center (200 Lee Hall) to assist all MSU students with their writing.</p> <p>The Department of English awards several scholarships annually: the Howell H. Gwin Scholarships to an outstanding junior majoring in English and to two entering graduate students in English; the George B. Nutt Scholarship to a freshman declaring an English major or to a sophomore or junior English major; the Helen W. Skelton Annual Scholarship to full-time English major maintaining at least a 3.0 GPA and demonstrating good character, leadership and financial need; the William H. Magruder Scholarship to an upper-division or graduate English major; the Roger LeMoyné Dabbs Memorial Scholarship to an English or Communication major; and the Eugene Butler Creative Writing Scholarship to an undergraduate or graduate student. The Department of English sponsors Xi Kappa Chapter of Sigma Tau Delta National English Honor Society; memberships are offered by invitation to scholastically qualified junior and senior undergraduate students and to second-year graduate students who are English majors. The Department of English also sponsors writing contests and publishes <i>The Jabberwock Review</i>, a student-edited collection of literature and art.</p> <p>In addition to two semesters of freshman composition, which the department recommends be taken at the 1163/73 or Honors level, English majors take EN 2213, 2223, 2243, 2253, and 3414, and at least 21 additional hours of English electives, of which 15 hours must be 4000 level. English electives include courses satisfying the following group requirements: Group I (one course): EN 4503, 4513, 4523, 4533, 4703, 4713 Group II (one course): EN 4643, 4653, 4723, 4733, 4863, 4883, 4663 Group III (two courses): EN 4333, 4343, 4903, 4913, 4923, 4933 Group IV (one course): to be taken from Group I or Group II</p> <p>No more than one experimental course may be counted toward fulfillment of the English elective requirements. For students who have taken accelerated or honors composition, EN 2203</p>	<p>The study of English not only gives students knowledge of language and literature but also helps to develop their ability to read perceptively, think critically, analyze problems, and write correctly and persuasively. For this reason, a major in English has traditionally been viewed as good training for careers in law, government, business, and publishing, as well as for careers in teaching and writing.</p> <p>The department offers an undergraduate major (B.A.), a minor in English, and an M.A. The department also edits and publishes the distinguished literary journal, <i>The Mississippi Quarterly</i>. Additionally, the department operates the university Writing Center (200 Lee Hall) to assist all MSU students with their writing.</p> <p>The Department of English awards several scholarships annually: the Howell H. Gwin Scholarships to an outstanding junior majoring in English and to two entering graduate students in English; the George B. Nutt Scholarship to a freshman declaring an English major or to a sophomore or junior English major; the Helen W. Skelton Annual Scholarship to full-time English major maintaining at least a 3.0 GPA and demonstrating good character, leadership and financial need; the William H. Magruder Scholarship to an upper-division or graduate English major; the Roger LeMoyné Dabbs Memorial Scholarship to an English or Communication major; and the Eugene Butler Creative Writing Scholarship to an undergraduate or graduate student. The Department of English sponsors Xi Kappa Chapter of Sigma Tau Delta National English Honor Society; memberships are offered by invitation to scholastically qualified junior and senior undergraduate students and to second-year graduate students who are English majors. The Department of English also sponsors writing contests and publishes <i>The Jabberwock Review</i>, a student-edited collection of literature and art.</p> <p>In addition to two semesters of freshman composition, which the department recommends be taken at the 1163/73 or Honors level, English majors take EN 2213, 2223, 2243, 2253, and 3414, and at least 21 additional hours of English electives, of which 15 hours must be 4000 level. English electives include courses satisfying the following group requirements: Group I (one course): EN 4503, 4513, 4523, 4533, 4703, 4713 Group II (one course): EN 4643, 4653, 4723, 4733, 4863, 4883, 4663 Group III (one course, or one more course from either Group I or Group II): EN 4393, 4813 Group IV (two courses): EN 4333, 4343, 4903, 4913, 4923, 4933</p> <p>No more than one experimental course may be counted toward fulfillment of the English elective requirements. For students who have taken accelerated or honors composition, EN 2203 does not</p>

<p>does not count toward the requirements for the major.</p> <p>English majors must take an Upper Division Arts and Sciences Humanities (HI, FL, PHI) or Study Abroad Elective in fulfilling the Arts and Sciences B.A. common curriculum requirements.</p> <p>1. English majors must maintain at least a 2.5 QPA in all upper-division English courses. Students who fall below a 2.5 QPA must bring it up to 2.5 the next semester or drop the English major.</p> <p>2. English majors must attain a C or better in all English courses at the 2000 level or above in order for those courses to count toward the requirements of the major.</p> <p>3. English majors must take 15 hours at the 4000 level at MSU. Students seeking secondary-school teaching certification should consult with an English Education advisor. English minors take at least 18 hours of English electives with a grade of C or better beyond completion of the freshman composition requirement of their major. Of these hours, at least six must be at the 4000 level; these must be completed in residence. Students should consult the English major advisor to plan a minor program which will complement their major studies and career interests.</p>		<p>count toward the requirements for the major.</p> <p>English majors must take an Upper Division Arts and Sciences Humanities (HI, FL, PHI) or Study Abroad Elective in fulfilling the Arts and Sciences B.A. common curriculum requirements.</p> <p>1. English majors must maintain at least a 2.5 QPA in all upper-division English courses. Students who fall below a 2.5 QPA must bring it up to 2.5 the next semester or drop the English major.</p> <p>2. English majors must attain a C or better in all English courses at the 2000 level or above in order for those courses to count toward the requirements of the major.</p> <p>3. English majors must take 15 hours at the 4000 level at MSU. Students seeking secondary-school teaching certification should consult with an English Education advisor. English minors take at least 18 hours of English electives with a grade of C or better beyond completion of the freshman composition requirement of their major. Of these hours, at least six must be at the 4000 level; these must be completed in residence. Students should consult the English major advisor to plan a minor program which will complement their major studies and career interests.</p>	
CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
English Composition EN1103 English Comp I OR EN1163 Accelerated Comp I EN1113 English Comp II OR EN1173 Accelerated Comp II	6	English Composition EN1103 English Comp I OR EN1163 Accelerated Comp I EN1113 English Comp II OR EN1173 Accelerated Comp II	6
Foreign Language 3 semesters one Foreign Language	9	Foreign Language 3 semesters one Foreign Language	9
Fine Arts See A&S requirements	3	Fine Arts See A&S requirements	3
Natural Sciences 3-4 hours Physical Science w/Lab* 3-4 hours Biological Science w/Lab** 3-4 hours Natural Science Elective***	9-12	Natural Sciences 3-4 hours Physical Science w/Lab* 3-4 hours Biological Science w/Lab** 3-4 hours Natural Science Elective***	9-12
Math MA 1313 College Algebra 3 hours above College Algebra	6	Math MA 1313 College Algebra 3 hours above College Algebra	6
Humanities 3 hours Philosophy Elective - see advisor 6 hours History Sequence - choose one of the following: HI 1063 Early U.S. History HI 1073 Modern U.S. History HI 1163 World History Before 1500 HI 1173 World History Since 1500 HI 1213 Early Western World HI 1223 Modern Western World	9	Humanities 3 hours Philosophy Elective - see advisor 6 hours History Sequence - choose one of the following: HI 1063 Early U.S. History HI 1073 Modern U.S. History HI 1163 World History Before 1500 HI 1173 World History Since 1500 HI 1213 Early Western World HI 1223 Modern Western World	9
Social Sciences****	18	Social Sciences****	18

6 hours See A&S requirements 12 hours Social Sciences Electives		6 hours See A&S requirements 12 hours Social Sciences Electives	
<p>Major Core Courses 3 hours Fourth semester in chosen Foreign Lang</p> <p>Upper Division Arts and Sciences Humanities (HI, FL, PHI) or Study Abroad Elective EN 1111 English Studies EN 2213 <i>English Literature I</i> EN 2223 <i>English Literature II</i> EN 2243 <i>American Literature I</i> EN 2253 <i>American Literature II</i> EN 3414 Critical Writing and Research EN 4111 Portfolios and Reflective Writing</p> <p>Upper Division Requirements (15 hours) 3 hours Pre-1660 English Lit Elective 3 hours Post-1660 English Lit Elective 3 hours American Lit Elective 3 hours American or contemporary Lit Elective 3 hours English Lit Elective</p> <p>English Vocational Elective (3 hours) EN 4323 Lit Criticism OR EN 4353 <i>20th Century Critical Theory</i> EN 4403 Linguistics EN 3303 Creative Writing EN 4223 Legal Writing EN 4233 Composition Pedagogy OR EN 4243 Writing Center Tutor Training EN 3313 Writing for the Workplace Elective (3 hours)</p> <p>Oral Communication Requirement CO 1003 Fundamentals of Public Speaking General Electives (15 hours) Consult advisor</p>		<p>Major Core Courses 3 hours Fourth semester in chosen Foreign Lang</p> <p>Upper Division Arts and Sciences Humanities (HI, FL, PHI) or Study Abroad Elective EN 1111 English Studies EN 2213 English Literature Before 1800 EN 2223 English Literature After 1800 EN 2243 American Literature Before 1865 EN 2253 American Literature After 1865 EN 3414 Critical Writing and Research EN 4111 Portfolios and Reflective Writing</p> <p>Upper Division Requirements (15 hours) 3 hours Pre-1660 English Lit Elective 3 hours Post-1660 English Lit Elective 3 hours American Lit Elective 3 hours American or contemporary Lit Elective 3 hours English Lit Elective 3 hours Postcolonial or World Lit Elective</p> <p>English Vocational Elective (3 hours) EN 4323 Lit Criticism OR EN 4353 Critical Theory Since 1900 EN 4403 Linguistics EN 3303 Creative Writing EN 4223 Legal Writing EN 4233 Composition Pedagogy OR EN 4243 Writing Center Tutor Training EN 3313 Writing for the Workplace Elective (3 hours)</p> <p>Oral Communication Requirement CO 1003 Fundamentals of Public Speaking General Electives (15 hours) Consult advisor</p>	
Concentration Courses		Concentration Courses	
Total Hours	124	Total Hours	124
(Must maintain a 2.5 GPA in upper-division English courses. Must make a grade of C or higher in all upper-division English courses. Must complete 31 upper division A&S hours. Must take 15 hours at the 4000 level in residence.) *CH, GG, or PH; see General Education courses. **BIO, EPP, or PO; see General Education courses. ***Consult advisor. ****Must be from 2 different areas and must cross 4 disciplines over the 18 hours. Only one Economics allowed. See advisor.		(Must maintain a 2.5 GPA in upper-division English courses. Must make a grade of C or higher in all upper-division English courses. Must complete 31 upper division A&S hours. Must take 15 hours at the 4000 level in residence.) *CH, GG, or PH; see General Education courses. **BIO, EPP, or PO; see General Education courses. ***Consult advisor. ****Must be from 2 different areas and must cross 4 disciplines over the 18 hours. Only one Economics allowed. See advisor.	

3. JUSTIFICATION AND STUDENT LEARNING OUTCOMES

This new document reflects the change in Director of Undergraduate Studies from Dr. Anderson to Dr. Ginger Pizer.

In compliance with our Five Year External Review, we are placing more emphasis on world literatures. To this end, we have added a new course, EN 4393 Postcolonial Literatures and Theory. We have also created a new group, Postcolonial and World Literatures, which will consist of this course and EN 4813 The World Novel Since 1900.

This change is also reflected under Upper Division Requirements.

EN 2213, 2223, 2243, 2253 and 4353 have already been renamed. This technical change will make the titles consistent.

These modifications do not change the way the English degree currently meets local, state, regional, and national educational needs.

These modifications will not result in duplication.

These modifications will enhance diversity within the English discipline and make our curriculum more in line with the trans-national, cross-cultural focus of the most competitive graduate schools in the country.

4. LETTERS OF SUPPORT

A. Department of English

5. The modification will not require a new abbreviation for identification in official university reports.

6. Effective Date
Spring 2014

APPROVAL FORM FOR

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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

College: Arts & Sciences

Department: Chemistry

Contact Person: Stephen Foster

Mail Stop: 9573

E-mail: scf2@msstate.edu

Nature of Change: Modification

Date: 9/18/2013

Program will be offered at: Starkville (Campus 1)

Current Degree Program Name: Master of Science

Effective Date: Spring 14

Major: Chemistry

Concentration:

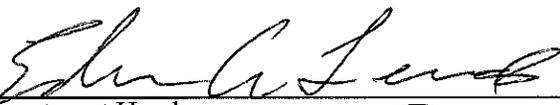
New Degree Program Name: Master of Science

Major: Chemistry

Concentration:

Summary of Proposed Changes:

Add the requirement that all M.S. students successfully complete CH 8111 "Professional Chemistry".



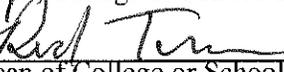
Department Head

9/18/2013



Chair, College or School Curriculum Committee

9/19/2013



Dean of College or School

9-23-13

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

SACS Letter Sent



MISSISSIPPI STATE
UNIVERSITY
Department of Chemistry

To: University Committee on Courses and Curriculum (UCCC)

From: Dr. Stephen C. Foster, Graduate Coordinator

A handwritten signature in black ink, appearing to read "Stephen C. Foster".

RE: Support for changes to the M.S. and Ph.D. programs in chemistry.

Date: August 29, 2013

I am the chair of the graduate affairs committee in the chemistry department. This committee reviews all policy changes to the graduate program and proposes any needed changes to the full faculty of the department. This letter summarizes the views of that committee and the faculty of the department.

The changes outlined in the proposals were initiated more than one year ago. They have been the subject of several committee meetings and have been discussed at length in several faculty meetings. The final documents were approved for submission (by unanimous vote) to UCCC during the chemistry fall retreat in August of this year.

I am confident that the proposed changes will substantially improve our graduate program and I hope you will look favorably upon this application.

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
<p>Degree: Master of Science Major: Chemistry Concentrations:</p>	<p>Degree: Master of Science Major: Chemistry Concentrations:</p>
<p>The Department of Chemistry provides a flexible and dynamic environment in which to pursue a Master of Science or Doctor of Philosophy degree in chemistry. Students have the opportunity to work with faculty with interests in Biochemistry, Environmental Chemistry, and Materials Science, as well as in Analytical, Inorganic, Organic, and Physical Chemistry. The faculty has active research programs in Synthesis (inorganic, organic, <i>polymer</i> and supramolecular synthesis), Surface Chemistry (catalysis and corrosion studies), Spectroscopy (IR laser spectroscopy and bioanalytical applications for Raman and Surface Enhanced Raman methods), Structural Biology (using NMR and computational methods), and Biophysical studies (including cancer drug discovery). Environmental research programs focus on the development of novel miniature chemical sensors and on pesticide and herbicide transport while computational chemists are developing <i>Ab initio</i> and semiempirical methods to study complex biological systems and important chemical processes. The research is supported by an array of in-house equipment. NMR spectrometers include 600-MHz and 300-MHz instruments. An EPR spectrometer and single crystal and powder X-ray diffractometers with <i>CCD detection</i> are maintained in the department. Students also have access to a wide range of instruments including UV-vis, FT-IR, and UV/Vis/near-IR spectrophotometers, as well as mass spectrometers, including GC-MS, LC-MS, and quadrupole ion trap instruments. Individual research labs maintain an array of instruments including: lasers, an atomic force microscope, a Laser Raman microscope, ITC and DSC microcalorimeters, a stopped-flow UV/vis system, a spectrofluorimeter, a Circular Dichroism spectropolarimeter, a scanning electrochemical microscope, and numerous <i>GC's and HPLC's</i>. Research and teaching assistantships are available. <i>The department also offers five GAANN (Graduate Assistance in Areas of National Need) fellowships to qualified U.S. residents.</i> For more information write to the Graduate Coordinator, Department of Chemistry, Box 9573, Mississippi State, MS 39762; send electronic mail to grad@chemistry.msstate.edu, or visit the Website at http://www.msstate.edu/dept/chemistry.</p> <p>Admission Criteria Although not required, the admissions committee encourages students to take the GRE general test. <i>Foreign</i> students may be admitted with a TOEFL (Test of English as a Foreign Language) score of 477 PBT (153 CBT or 53 iBT) or an IELTS (International English Language Testing Systems) score of 4.5 (University minimum), but a TOEFL score of at least 550 PBT (213 CBT or 79 iBT) or an IELTS score of 6.5 is</p>	<p>The Department of Chemistry provides a flexible and dynamic environment in which to pursue a Master of Science or Doctor of Philosophy degree in chemistry. Students have the opportunity to work with faculty with interests in Biochemistry, Chemical Education, Environmental Chemistry, and Materials Science, as well as in Analytical, Inorganic, Organic, and Physical Chemistry. The faculty has active research programs in Synthesis (inorganic, organic and supramolecular synthesis), Surface Chemistry (catalysis and corrosion studies), Spectroscopy (IR laser spectroscopy and bioanalytical applications for Raman and Surface Enhanced Raman methods), Structural Biology (using NMR, calorimetry and computational methods), and Biophysical studies (including cancer drug discovery). Environmental research programs focus on the development of novel miniature chemical sensors and on pesticide and herbicide transport, while computational chemists are developing <i>ab initio</i> and semiempirical methods to study complex biological systems and important chemical processes. The research is supported by an array of in-house equipment. NMR spectrometers include 600-MHz and 300-MHz instruments. An EPR spectrometer and single crystal and powder X-ray diffractometers are maintained in the department. Students also have access to a wide range of instruments including UV-vis, FT-IR, and UV/Vis/near-IR spectrophotometers, as well as mass spectrometers, including GC-MS, LC-MS, and quadrupole ion trap instruments. Individual research labs maintain an array of instruments including: lasers, an atomic force microscope, a Laser Raman microscope, ITC and DSC microcalorimeters, a stopped-flow UV/vis system, a scanning electrochemical microscope, and numerous GC and HPLC instruments. Research and teaching assistantships are available. For more information write to the Graduate Coordinator, Department of Chemistry, Box 9573, Mississippi State, MS 39762; send electronic mail to grad@chemistry.msstate.edu, or visit the Website at http://www.chemistry.msstate.edu/.</p> <p>Admission Criteria All students who have earned a B.S. in chemistry, biochemistry, or other closely related field will be given full consideration for admission and the award of an assistantship. Although not required, the admissions committee encourages international students to take the GRE general test. International students may be admitted with a TOEFL (Test of English as a Foreign Language) score of 477 PBT (153 CBT or 53 iBT) or an IELTS (International English Language Testing Systems) score of 4.5 (University minimum), but a TOEFL score of at least 550 PBT (213 CBT or 79 iBT) or an IELTS score of 6.5 is</p>

required for a student to be considered for financial aid.

Provisional Admission—Provisional admission is granted to a student with some deficiency in her/his chemistry background. Students admitted to provisional status are eligible for advancement to regular status after receiving a 3.00 GPA on the first 9 hours of regular graduate-level courses taken after admission to the program. Courses with an S grade, transfer credits, or credits earned while in *Unclassified* status cannot be used to satisfy this requirement. The specific courses used to overcome these deficiencies are chosen by the department's graduate committee on a case-by-case basis.

Program of Study/Completion Requirements

For the Master of Science degree, the department requires 30 hours of credit (6 hours of research, 23 hours of coursework and one seminar credit). For the Ph.D., the department requires one core course in four of the five major areas of chemistry (analytical, biochemistry, inorganic, organic, physical) and three seminars. In addition, each student must pass a series of cumulative exams and take additional coursework as determined in consultation with the doctoral committee. Each graduate student must complete a research project, write a thesis or dissertation, and defend results before a faculty committee.

Academic Performance

All entering students take placement exams to demonstrate competency in the four of the five major areas of chemistry. Competency is demonstrated by scoring at or above the 50th percentile level on each exam. If the student fails to show this level of knowledge, he or she is required to take advanced undergraduate classes in the failing area(s) and achieve a B or better in each course. If the student does not achieve a B in the remedial class, he or she can retake the placement exam. Failure to score above the 50th percentile on a second attempt will result in dismissal from the program.

An overall GPA of 3.00/4.00 on all graduate courses taken after being admitted to the program is required by the University to remain in good standing. The Department of Chemistry requires a B average on all chemistry courses above the 6000 level. If a student fails to meet either criterion, he or she is placed on probation. If the student does not correct the deficiency within one semester, the student may be dismissed from the program.

Core Courses

Analytical

CH 8313 Advanced Analytical

CH 8333 Advanced Instrumental

CH 8990 Special Topics: Chemical Separations

Organic

CH 8553 Theoretical Organic

CH 8513 Synthetic Organic

Inorganic

CH 8203 Advanced Inorganic Chemistry II

required for a student to be considered for financial aid.

Provisional Admission—Provisional admission may be granted to a student with some deficiency in her/his chemistry background. Students admitted to provisional status are eligible for advancement to regular status after receiving a 3.00 GPA on the first 9 hours of regular graduate-level courses taken after admission to the program. Courses with an S grade, transfer credits, or credits earned while in **unclassified** status cannot be used to satisfy this requirement. The specific courses used to overcome these deficiencies are chosen by the department's graduate committee on a case-by-case basis.

Program of Study/Completion Requirements

All graduate students are required to complete the **professional chemistry course (CH 8111)**. For the Master of Science degree, the department requires an **additional 29** hours of credit (6 hours of research, 22 hours of coursework and one seminar credit). **Doctoral students must complete CH 8111, a minimum of 6 three-hour courses and three seminars. Chemistry courses must be above the 6000 level to count toward the requirements for the M.S. and Ph.D.; coursework outside the department at the 6000 level may be deemed acceptable by a student's supervisory committee but cannot constitute more than 50% of the total program.** In addition, each Ph.D. student must pass a series of cumulative exams and an oral proposal examination. Each graduate student must complete a research project, write a thesis or dissertation, and defend their results before a faculty committee.

Academic Performance

An overall GPA of 3.00/4.00 on all graduate courses taken after being admitted to the program is required by the University to remain in good standing. The Department of Chemistry requires a B average on all chemistry courses above the 6000 level. If a student fails to meet either criterion, he or she is placed on probation. If the student does not correct the deficiency within one semester, the student may be dismissed from the program.

Graduate Courses—Course prerequisites are noted in parentheses.

CH 6212 Advanced Inorganic Laboratory (prior credit or concurrent enrollment in CH 4213/6213). 2 hours

CH 6213 Advanced Inorganic Chemistry I (Consent of the instructor and CH 4413/6413). 3 hours

CH 6303 Environmental Chemistry I (CH 4523/6523). 3 hours

CH 6351 Analytical Chemistry Laboratory II (concurrent registration in CH 4353/6353). 1 hour

CH 6353 Analytical Chemistry II (CH 2313 or CH 2314). 3 hours

CH 6404 Biophysical Chemistry (PH 1123, CH 4523, MA 1723). 3 hours lecture/1 hour recitation.

CH 6411 Physical Chemistry Laboratory I (CH 4413/6413). 1 hour

CH 6413 **Physical Chemistry** (CH 1223, PH 2213 or PH 1113 and MA 1723). 3 hours

CH 6421 Physical Chemistry Laboratory II (CH 4413/6413).

CH 8990 *Special topic: Organometallic Chemistry*
CH 8990 *Special topic: Inorganic Structures and Properties*
Physical
CH 8423 *Molecular Structure*
CH 8623 *Physical Biochemistry*

Graduate Courses—Course prerequisites are noted in parentheses.

CH 6212 Advanced Inorganic Laboratory (prior credit or concurrent enrollment in CH 4213/6213). 2 hours
CH 6213 Advanced Inorganic Chemistry I (Consent of the instructor and CH 4413/6413). 3 hours
CH 6303 Environmental Chemistry I (CH 4523/6523). 3 hours
CH 6351 Analytical Chemistry Laboratory II (concurrent registration in CH 4353/6353). 1 hour
CH 6353 Analytical Chemistry II (CH 2313 or CH 2314). 3 hours
CH 6411 Physical Chemistry Laboratory I (CH 4413/6413). 1 hour
CH 6413 Physical Chemistry I (CH 1223, PH 2213 or PH 1113 and MA 1723). 3 hours
CH 6421 Physical Chemistry Laboratory II (CH 4413/6413). 1 hour
CH 6423 Physical Chemistry II (CH 1223, PH 2213 or PH 1113, MA 1723). 3 hours
CH 6511 Organic Chemistry Laboratory I (CH 2221 and CH 2223). 1 hour
CH 6513 Organic Chemistry I (CH 2223). 3 hours
CH 6521 Organic Chemistry Laboratory II (CH 4511/6511 and CH 4513/6513). 1 hour
CH 6523 Organic Chemistry II (CH 4513). 3 hours
CH 6533 Intermediate Organic Chemistry (CH 4523/6523). 3 hours
CH 6990 Special Topics in Chemistry. 1-9 hours
CH 7000 Directed Individual Study. 1-6 hours
CH 8000 Thesis Research/Thesis. Hours and credits to be arranged; minimum of 6 hours required for degree
CH 8111 Professional Chemistry. 1 hour
CH 8711-8741 *Seminar. 1-4 hours*
CH 8990 Special Topics in Chemistry. 1-9 hours
CH 9000 Dissertation Research/Dissertation. Hours and credits to be arranged; minimum of 20 hours required for degree

Analytical Chemistry:

CH 8313 Advanced Analytical Chemistry (Consent of instructor). 3 hours
CH 8333 Advanced Instrumental Analysis (CH 4353/6353 or consent of instructor). 3 hours
CH 8343 Electroanalytical Chemistry (Consent of instructor). 3 hours

Biochemistry:

Any course numbered 6000 or above as offered by the Department of Biochemistry and Molecular Biology is accepted for major credit.

1 hour

CH 6423 **Quantum Mechanics and Spectroscopy** (CH 1223, PH 2213 or PH 1113, MA 1723). 3 hours
CH 6511 Organic Chemistry Laboratory I (CH 2221 and CH 2223). 1 hour
CH 6513 Organic Chemistry I (CH 2223). 3 hours
CH 6521 Organic Chemistry Laboratory II (CH 4511/6511 and CH 4513/6513). 1 hour
CH 6523 Organic Chemistry II (CH 4513). 3 hours
CH 6533 Intermediate Organic Chemistry (CH 4523/6523). 3 hours
CH 6990 Special Topics in Chemistry. 1 - 9 hours
CH 7000 Directed Individual Study. 1 - 6 hours
CH 8000 Thesis Research/Thesis. Hours and credits to be arranged; minimum of 6 hours required for degree
CH 8111 Professional Chemistry. 1 hour
CH 8711-8731 Seminar. 1 - 3 hours
CH 8990 Special Topics in Chemistry. 1 - 9 hours
CH 9000 Dissertation Research/Dissertation. Hours and credits to be arranged; minimum of 20 hours required for degree

Analytical Chemistry:

CH 8313 Advanced Analytical Chemistry (Consent of instructor). 3 hours
CH 8333 Advanced Instrumental Analysis (CH 4353/6353 or consent of instructor). 3 hours
CH 8343 Electroanalytical Chemistry (Consent of instructor). 3 hours

Inorganic Chemistry:

CH 8203 Advanced Inorganic Chemistry II (CH 4213/6213, and CH 4423/6423). 3 hours
CH 8213 Organometallic Chemistry. 3 hours

Organic Chemistry:

CH 8513 Synthetic Organic Chemistry. 3 hours
CH 8553 Theoretical Organic Chemistry. 3 hours

Physical Chemistry:

CH 8423 Molecular Structure (CH 4423/6423 and MA 2913). 3 hours

<p>Inorganic Chemistry: CH 8203 Advanced Inorganic Chemistry II (CH 4213/6213, and CH 4423/6423). 3 hours</p> <p>Organic Chemistry: FP 8123 Advanced Lignocellulosic Chemistry. 3 hours CH 8513 Synthetic Organic Chemistry. 3 hours CH 8553 Theoretical Organic Chemistry. 3 hours</p> <p>Physical Chemistry: CH 8423 Molecular Structure (CH 4423/6423 and MA 2913). 3 hours CH 8473 Quantum Chemistry I. (PH 4723, MA 3353, MA 4153). 3 hours</p> <p>Chemical Physics: Any course numbered 6000 or above as offered by the Department of Physics is accepted for major credit.</p>			
"[Click here and type old concentration description]"		"[Click here and type new concentration description]"	
CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
College Required Courses CH 8000 Thesis Research	6	College Required Courses CH 8000 Thesis Research	6
Major Required Courses CH 8711 Seminar I	1	Major Required Courses CH 8111 Professional Chemistry CH 8711 Seminar I	1 1
Coursework	23	Coursework	22
Concentration 1. Courses		Concentration 1. Courses	
Concentration 2. Courses		Concentration 2. Courses	
Total Hours	30	Total Hours	30

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: Chemistry

Contact Person: Stephen Foster

Mail Stop: 9573

E-mail: scf2@msstate.edu

Nature of Change: Modification

Date: 8/29/2013

Program will be offered at: Starkville (Campus 1)

Current Degree Program Name: Doctor of Philosophy

Effective Date: Spring 2014

Major: Chemistry

Concentration:

New Degree Program Name: Doctor of Philosophy

Major: Chemistry

Concentration:

Summary of Proposed Changes:

The modifications allow greater specialization by our Ph.D. students. These changes align the program with the recommendation of the American Chemical Society (ACS) that chemistry doctoral candidates should have depth of knowledge in a specialty area. ACS also recommends a course be given in professional ethics and responsibilities and a previously approved "Professional Chemistry" course will be required of all future graduates.



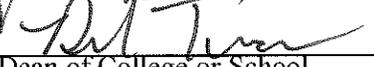
Department Head

9/19/2013



Chair, College or School Curriculum Committee

9/23/2013



Dean of College or School

9-23-13

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

<input type="checkbox"/>	SACS Letter Sent
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MISSISSIPPI STATE
UNIVERSITY
Department of Chemistry

To: University Committee on Courses and Curriculum (UCCC)

From: Dr. Stephen C. Foster, Graduate Coordinator

A handwritten signature in black ink, appearing to read "Stephen C. Foster".

RE: Support for changes to the M.S. and Ph.D. programs in chemistry.

Date: August 29, 2013

I am the chair of the graduate affairs committee in the chemistry department. This committee reviews all policy changes to the graduate program and proposes any needed changes to the full faculty of the department. This letter summarizes the views of that committee and the faculty of the department.

The changes outlined in the proposals were initiated more than one year ago. They have been the subject of several committee meetings and have been discussed at length in several faculty meetings. The final documents were approved for submission (by unanimous vote) to UCCC during the chemistry fall retreat in August of this year.

I am confident that the proposed changes will substantially improve our graduate program and I hope you will look favorably upon this application.

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
<p>Degree: Doctor of Philosophy Major: Chemistry Concentrations:</p>	<p>Degree: Doctor of Philosophy Major: Chemistry Concentrations:</p>
<p>The Department of Chemistry provides a flexible and dynamic environment in which to pursue a Master of Science or Doctor of Philosophy degree in chemistry. Students have the opportunity to work with faculty with interests in Biochemistry, Environmental Chemistry, and Materials Science, as well as in Analytical, Inorganic, Organic, and Physical Chemistry. The faculty has active research programs in Synthesis (inorganic, organic, <i>polymer</i> and supramolecular synthesis), Surface Chemistry (catalysis and corrosion studies), Spectroscopy (IR laser spectroscopy and bioanalytical applications for Raman and Surface Enhanced Raman methods), Structural Biology (using NMR and computational methods), and Biophysical studies (including cancer drug discovery). Environmental research programs focus on the development of novel miniature chemical sensors and on pesticide and herbicide transport while computational chemists are developing <i>Ab initio</i> and semiempirical methods to study complex biological systems and important chemical processes. The research is supported by an array of in-house equipment. NMR spectrometers include 600-MHz and 300-MHz instruments. An EPR spectrometer and single crystal and powder X-ray diffractometers with <i>CCD detection</i> are maintained in the department. Students also have access to a wide range of instruments including UV-vis, FT-IR, and UV/Vis/near-IR spectrophotometers, as well as mass spectrometers, including GC-MS, LC-MS, and quadrupole ion trap instruments. Individual research labs maintain an array of instruments including: lasers, an atomic force microscope, a Laser Raman microscope, ITC and DSC microcalorimeters, a stopped-flow UV/vis system, a spectrofluorimeter, a Circular Dichroism spectropolarimeter, a scanning electrochemical microscope, and numerous <i>GC's and HPLC's</i>. Research and teaching assistantships are available. <i>The department also offers five GAANN (Graduate Assistance in Areas of National Need) fellowships to qualified U.S. residents.</i> For more information write to the Graduate Coordinator, Department of Chemistry, Box 9573, Mississippi State, MS 39762; send electronic mail to grad@chemistry.msstate.edu, or visit the Website at http://www.msstate.edu/dept/chemistry.</p> <p>Admission Criteria Although not required, the admissions committee encourages students to take the GRE general test. <i>Foreign</i> students may be admitted with a TOEFL (Test of English as a Foreign Language) score of 477 PBT (153 CBT or 53 iBT) or an IELTS (International English Language Testing Systems) score of 4.5 (University minimum), but a TOEFL score of at least 550 PBT (213 CBT or 79 iBT) or an IELTS score of 6.5 is</p>	<p>The Department of Chemistry provides a flexible and dynamic environment in which to pursue a Master of Science or Doctor of Philosophy degree in chemistry. Students have the opportunity to work with faculty with interests in Biochemistry, Chemical Education, Environmental Chemistry, and Materials Science, as well as in Analytical, Inorganic, Organic, and Physical Chemistry. The faculty has active research programs in Synthesis (inorganic, organic and supramolecular synthesis), Surface Chemistry (catalysis and corrosion studies), Spectroscopy (IR laser spectroscopy and bioanalytical applications for Raman and Surface Enhanced Raman methods), Structural Biology (using NMR, calorimetry and computational methods), and Biophysical studies (including cancer drug discovery). Environmental research programs focus on the development of novel miniature chemical sensors and on pesticide and herbicide transport, while computational chemists are developing <i>ab initio</i> and semiempirical methods to study complex biological systems and important chemical processes. The research is supported by an array of in-house equipment. NMR spectrometers include 600-MHz and 300-MHz instruments. An EPR spectrometer and single crystal and powder X-ray diffractometers are maintained in the department. Students also have access to a wide range of instruments including UV-vis, FT-IR, and UV/Vis/near-IR spectrophotometers, as well as mass spectrometers, including GC-MS, LC-MS, and quadrupole ion trap instruments. Individual research labs maintain an array of instruments including: lasers, an atomic force microscope, a Laser Raman microscope, ITC and DSC microcalorimeters, a stopped-flow UV/vis system, a spectrofluorimeter, a scanning electrochemical microscope, and numerous GC and HPLC instruments. Research and teaching assistantships are available. For more information write to the Graduate Coordinator, Department of Chemistry, Box 9573, Mississippi State, MS 39762; send electronic mail to grad@chemistry.msstate.edu, or visit the Website at http://www.chemistry.msstate.edu/.</p> <p>Admission Criteria All students who have earned a B.S. in chemistry, biochemistry, or other closely related field will be given full consideration for admission and the award of an assistantship. Although not required, the admissions committee encourages international students to take the GRE general test. International students may be admitted with a TOEFL (Test of English as a Foreign Language) score of 477 PBT (153 CBT or 53 iBT) or an IELTS (International English Language Testing Systems) score of 4.5 (University minimum), but a TOEFL score of at least 550 PBT (213 CBT or 79 iBT) or an IELTS score of 6.5 is</p>

required for a student to be considered for financial aid.

Provisional Admission—Provisional admission *is* granted to a student with some deficiency in her/his chemistry background. Students admitted to provisional status are eligible for advancement to regular status after receiving a 3.00 GPA on the first 9 hours of regular graduate-level courses taken after admission to the program. Courses with an S grade, transfer credits, or credits earned while in *Unclassified* status cannot be used to satisfy this requirement. The specific courses used to overcome these deficiencies are chosen by the department's graduate committee on a case-by-case basis.

Program of Study/Completion Requirements

For the Master of Science degree, the department requires 30 hours of credit (6 hours of research, 23 hours of coursework and one seminar credit). *For the Ph.D., the department requires one core course in four of the five major areas of chemistry (analytical, biochemistry, inorganic, organic, physical) and three seminars.* In addition, each student must pass a series of cumulative exams *and take additional coursework as determined in consultation with the doctoral committee.* Each graduate student must complete a research project, write a thesis or dissertation, and defend results before a faculty committee.

Academic Performance

All entering students take placement exams to demonstrate competency in the four of the five major areas of chemistry. Competency is demonstrated by scoring at or above the 50th percentile level on each exam. If the student fails to show this level of knowledge, he or she is required to take advanced undergraduate classes in the failing area(s) and achieve a B or better in each course. If the student does not achieve a B in the remedial class, he or she can retake the placement exam. Failure to score above the 50th percentile on a second attempt will result in dismissal from the program.

An overall GPA of 3.00/4.00 on all graduate courses taken after being admitted to the program is required by the University to remain in good standing. The Department of Chemistry requires a B average on all chemistry courses above the 6000 level. If a student fails to meet either criterion, he or she is placed on probation. If the student does not correct the deficiency within one semester, the student may be dismissed from the program.

Core Courses

Analytical

CH 8313 *Advanced Analytical*

CH 8333 *Advanced Instrumental*

CH 8990 *Special Topics: Chemical Separations*

Organic

CH 8553 *Theoretical Organic*

CH 8513 *Synthetic Organic*

Inorganic

CH 8203 *Advanced Inorganic Chemistry II*

required for a student to be considered for financial aid.

Provisional Admission—Provisional admission **may be** granted to a student with some deficiency in her/his chemistry background. Students admitted to provisional status are eligible for advancement to regular status after receiving a 3.00 GPA on the first 9 hours of regular graduate-level courses taken after admission to the program. Courses with an S grade, transfer credits, or credits earned while in **unclassified** status cannot be used to satisfy this requirement. The specific courses used to overcome these deficiencies are chosen by the department's graduate committee on a case-by-case basis.

Program of Study/Completion Requirements

All graduate students are required to complete the professional chemistry course (CH 8111). For the Master of Science degree, the department requires **an additional 29** hours of credit (6 hours of research, 22 hours of coursework and one seminar credit). **Doctoral students must complete CH 8111, a minimum of 6 three-hour courses and three seminars. Chemistry courses must be above the 6000 level to count toward the requirements for the M.S. and Ph.D.; coursework outside the department at the 6000 level may be deemed acceptable by a student's supervisory committee but cannot constitute more than 50% of the total program.** In addition, **each Ph.D. student** must pass a series of cumulative exams **and an oral proposal examination.** Each graduate student must complete a research project, write a thesis or dissertation, and defend **their** results before a faculty committee.

Academic Performance

An overall GPA of 3.00/4.00 on all graduate courses taken after being admitted to the program is required by the University to remain in good standing. The Department of Chemistry requires a B average on all chemistry courses above the 6000 level. If a student fails to meet either criterion, he or she is placed on probation. If the student does not correct the deficiency within one semester, the student may be dismissed from the program.

Graduate Courses—Course prerequisites are noted in parentheses.

CH 6212 Advanced Inorganic Laboratory (prior credit or concurrent enrollment in CH 4213/6213). 2 hours

CH 6213 Advanced Inorganic Chemistry I (Consent of the instructor and CH 4413/6413). 3 hours

CH 6303 Environmental Chemistry I (CH 4523/6523). 3 hours

CH 6351 Analytical Chemistry Laboratory II (concurrent registration in CH 4353/6353). 1 hour

CH 6353 Analytical Chemistry II (CH 2313 or CH 2314). 3 hours

CH 6404 Biophysical Chemistry (PH 1123, CH 4523, MA 1723). 3 hours lecture/1 hour recitation.

CH 6411 Physical Chemistry Laboratory I (CH 4413/6413). 1 hour

CH 6413 **Physical Chemistry** (CH 1223, PH 2213 or PH 1113 and MA 1723). 3 hours

CH 6421 Physical Chemistry Laboratory II (CH 4413/6413).

CH 8990 *Special topic: Organometallic Chemistry*
CH 8990 *Special topic: Inorganic Structures and Properties*
Physical

CH 8423 *Molecular Structure*
CH 8623 *Physical Biochemistry*

Graduate Courses—Course prerequisites are noted in parentheses.

- CH 6212 Advanced inorganic Laboratory (prior credit or concurrent enrollment in CH 4213/6213). 2 hours
CH 6213 Advanced Inorganic Chemistry I (Consent of the instructor and CH 4413/6413). 3 hours
CH 6303 Environmental Chemistry I (CH 4523/6523). 3 hours
CH 6351 Analytical Chemistry Laboratory II (concurrent registration in CH 4353/6353). 1 hour
CH 6353 Analytical Chemistry II (CH 2313 or CH 2314). 3 hours
CH 6411 Physical Chemistry Laboratory I (CH 4413/6413). 1 hour
CH 6413 Physical Chemistry I (CH 1223, PH 2213 or PH 1113 and MA 1723). 3 hours
CH 6421 Physical Chemistry Laboratory II (CH 4413/6413). 1 hour
CH 6423 Physical Chemistry II (CH 1223, PH 2213 or PH 1113, MA 1723). 3 hours
CH 6511 Organic Chemistry Laboratory I (CH 2221 and CH 2223). 1 hour
CH 6513 Organic Chemistry I (CH 2223). 3 hours
CH 6521 Organic Chemistry Laboratory II (CH 4511/6511 and CH 4513/6513). 1 hour
CH 6523 Organic Chemistry II (CH 4513). 3 hours
CH 6533 Intermediate Organic Chemistry (CH 4523/6523). 3 hours
CH 6990 Special Topics in Chemistry. 1-9 hours
CH 7000 Directed Individual Study. 1-6 hours
CH 8000 Thesis Research/Thesis. Hours and credits to be arranged; minimum of 6 hours required for degree
CH 8111 Professional Chemistry. 1 hour
CH 8711-8741 *Seminar. 1-4 hours*
CH 8990 Special Topics in Chemistry. 1-9 hours
CH 9000 Dissertation Research/Dissertation. Hours and credits to be arranged; minimum of 20 hours required for degree

Analytical Chemistry:

- CH 8313 Advanced Analytical Chemistry (Consent of instructor). 3 hours
CH 8333 Advanced Instrumental Analysis (CH 4353/6353 or consent of instructor). 3 hours
CH 8343 Electroanalytical Chemistry (Consent of instructor). 3 hours

Biochemistry:

Any course numbered 6000 or above as offered by the Department of Biochemistry and Molecular Biology is accepted for major credit.

1 hour

- CH 6423 **Quantum Mechanics and Spectroscopy** (CH 1223, PH 2213 or PH 1113, MA 1723). 3 hours
CH 6511 Organic Chemistry Laboratory I (CH 2221 and CH 2223). 1 hour
CH 6513 Organic Chemistry I (CH 2223). 3 hours
CH 6521 Organic Chemistry Laboratory II (CH 4511/6511 and CH 4513/6513). 1 hour
CH 6523 Organic Chemistry II (CH 4513). 3 hours
CH 6533 Intermediate Organic Chemistry (CH 4523/6523). 3 hours
CH 6990 Special Topics in Chemistry. 1 - 9 hours
CH 7000 Directed Individual Study. 1 - 6 hours
CH 8000 Thesis Research/Thesis. Hours and credits to be arranged; minimum of 6 hours required for degree
CH 8111 Professional Chemistry. 1 hour
CH 8711-8731 Seminar. 1 - 3 hours
CH 8990 Special Topics in Chemistry. 1 - 9 hours
CH 9000 Dissertation Research/Dissertation. Hours and credits to be arranged; minimum of 20 hours required for degree

Analytical Chemistry:

- CH 8313 Advanced Analytical Chemistry (Consent of instructor). 3 hours
CH 8333 Advanced Instrumental Analysis (CH 4353/6353 or consent of instructor). 3 hours
CH 8343 Electroanalytical Chemistry (Consent of instructor). 3 hours

Inorganic Chemistry:

- CH 8203 Advanced Inorganic Chemistry II (CH 4213/6213, and CH 4423/6423). 3 hours
CH 8213 Organometallic Chemistry. 3 hours

Organic Chemistry:

- CH 8513 Synthetic Organic Chemistry. 3 hours
CH 8553 Theoretical Organic Chemistry. 3 hours

Physical Chemistry:

- CH 8423 Molecular Structure (CH 4423/6423 and MA 2913). 3 hours

<p>Inorganic Chemistry: CH 8203 Advanced Inorganic Chemistry II (CH 4213/6213, and CH 4423/6423). 3 hours</p> <p>Organic Chemistry: FP 8123 Advanced Lignocellulosic Chemistry. 3 hours CH 8513 Synthetic Organic Chemistry. 3 hours CH 8553 Theoretical Organic Chemistry. 3 hours</p> <p>Physical Chemistry: CH 8423 Molecular Structure (CH 4423/6423 and MA 2913). 3 hours CH 8473 Quantum Chemistry I. (PH 4723, MA 3353, MA 4153). 3 hours</p> <p>Chemical Physics: Any course numbered 6000 or above as offered by the Department of Physics is accepted for major credit.</p>			
"[Click here and type old concentration description]"		"[Click here and type new concentration description]"	
CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
College Required Courses CH 9000 Dissertation Research	20	College Required Courses CH 9000 Dissertation Research	20
Major Required Courses CH 8711 Seminar I CH 8721 Seminar II CH 8731 Seminar III <i>Four "core" courses</i>	1 1 1 12	Major Required Courses CH 8111 Professional Chemistry CH 8711 Seminar I CH 8721 Seminar II CH 8731 Seminar III Six 3-hour courses	1 1 1 1 18
Concentration 1. Courses		Concentration 1. Courses	
Concentration 2. Courses		Concentration 2. Courses	
Total Hours	35	Total Hours	42



MISSISSIPPI STATE
UNIVERSITY

College of Veterinary Medicine

September 20, 2013

University Courses and Curricula Committee:

This letter is in support of the proposed degree modification to the Doctorate of Veterinary Medicine (DVM). The Curriculum Committee believes the addition of the CVM 5364 Veterinary Specialty Center rotation will strengthen our students' education, making our graduates more competitive in the ever involving field of Veterinary Medicine. Thank you for considering this modification to the current DVM degree.

Approved:

Heath King, DVM, DACT
Assistant Clinical Professor
Chair, CVM Curriculum Committee

Erin Brinkman-Ferguson, DVM, DACVR
Assistant Professor

Richard Hopper, DVM, DACT
Professor

John Thomason, DVM, MS, DACVIM
Assistant Professor

Linda Pote, MS, PhD
Professor

Jodi Richardson
Phase 1 DVM Student

Lesya Pinchuk, MD, PhD
Assistant Professor

Lauren Dabney
Phase 2 DVM Student



CURRENT CURRICULUM OUTLINE	Required Hours	PROPOSED CURRICULUM OUTLINE	Required Hours
<u>Year 1(DVM1) Fall Semester</u> CVM 5013 Veterinary Neuroscience CVM 5011 Professional Development I CVM 5032 Immunology CVM 5023 Infectious Agents I CVM 5036 Veterinary Physiology CVM 5046 Veterinary Anatomy I CVM 5073 Veterinary Histology	24	<u>Year 1 (DVM1) Fall Semester</u> CVM 5013 Veterinary Neuroscience CVM 5011 Professional Development I CVM 5032 Immunology CVM 5023 Infectious Agents I CVM 5036 Veterinary Physiology CVM 5046 Veterinary Anatomy I CVM 5073 Veterinary Histology	24
<u>Year 1 (DVM 1) Spring Semester</u> CVM 5163 Veterinary Parasitology CVM 5021 Professional Development II CVM 5022 Veterinary Epidemiology CVM 5044 Intro to Veterinary Pathology CVM 5072 Veterinary Anatomy II CVM 5223 Pharmacology I CVM 5193 Infectious Agents II	18	<u>Year 1 (DVM 1) Spring Semester</u> CVM 5163 Veterinary Parasitology CVM 5021 Professional Development II CVM 5022 Veterinary Epidemiology CVM 5044 Intro to Veterinary Pathology CVM 5072 Veterinary Anatomy II CVM 5223 Pharmacology I CVM 5193 Infectious Agents II	18
<u>Year 2 (DVM 2) Fall Semester</u> CVM 5123 Intro to VetAnesthesiology CVM 5123 Vet Clinical Pathology CVM 5553 Pharmacology II CVM 5153 Equine Medicine &Surg I CVM 5143 Theriogenology CVM 5152 Vet Toxicology CVM 5186 Small Animal Med &Surg I CVM 5111 Professional Development III	24	<u>Year 2 (DVM 2) Fall Semester</u> CVM 5123 Intro to Vet Anesthesiology CVM 5123 Vet Clinical Pathology CVM 5553 Pharmacology II CVM 5153 Equine Medicine &Surg I CVM 5143 Theriogenology CVM 5152 Vet Toxicology CVM 5186 Small Animal Med &Surg I CVM 5111 Professional Development III	24
<u>Year 2 (DVM 2) Spring Semester</u> CVM 5133 Veterinary Preventative Med CVM 5173 Equine Medicine &Surg II CVM 5162 Diagnostic Imaging CVM 5175 Food Animal Medicine &Surg CVM 5183 Special Species CVM 5196 Small Animal Med&Surg II CVM 5121 Professional Development IV	23	<u>Year 2 (DVM 2) Spring Semester</u> CVM 5133 Veterinary Preventative Med CVM 5173 Equine Medicine &Surg II CVM 5162 Diagnostic Imaging CVM 5175 Food Animal Medicine &Surg CVM 5183 Special Species CVM 5196 Small Animal Med &Surg II CVM 5121 Professional Development IV	23
<u>Year 3 (DVM 3) Clinical Rotations</u> CVM 5214 Laboratory Services CVM 5224 Radiology CVM 5234 Anesthesiology CVM 5276 Food Animal Medicine &Surg CVM 5266 Equine Medicine &Surg CVM 5246 Community Veterinary Service CVM 5256 Small Animal Surgery	36	<u>Year 3 (DVM 3) Clinical Rotations</u> CVM 5214 Laboratory Services CVM 5224 Radiology CVM 5234 Anesthesiology CVM 5246 Community Veterinary Service CVM 5256 Small Animal Surgery CVM 5266 Equine Medicine &Surg CVM 5276 Food Animal Medicine &Surg	36

<u>Year 4 (DVM 4) Required Rotations</u> *CVM 5302 Clinical Pathologic Conf *CVM 5386 Small Animal Internal Med *CVM 5310 Small Animal Emerg & *Critical Care Medicine *CVM 5282 Ambulatory/Large Animal Primary Care *CVM 5292 Flowood/MVRDL Externship	16	<u>Year 4 (DVM 4) Required Rotations</u> *CVM 5302 Clinical Pathologic Conf *CVM 5386 Small Animal Internal Med *CVM 5310 Small Animal Emerg & Critical Care Medicine *CVM 5282 Ambulatory/Large Animal Primary Care *CVM 5292 Flowood/MVRDL Externship *CVM 5364 Veterinary Specialty Center	20
<div style="border: 1px solid black; padding: 2px;">*Denotes Required Course</div>			
<u>Remaining Year 4 Elective Options</u> CVM 5000 DIS in Vet Med 1 CVM 5392 Pharmacy CVM 5420 Advanced Rotation-Radiology (1-6 hours) CVM 5430 Advanced Rotation-Anesthesiology (1-6 hours) CVM 5454 Adv Rot in Small Animal Surg CVM 5464 Adv Rot Equine Med & Surg CVM 5474 Adv Rot Food Animal Pract CVM 5484 Adv Rot Small Animal Internal Medicine CVM 5510 Animal Industry Ext 1(1-6 hrs) CVM 5520 Animal Industry Ext 2(1-6 hrs) CVM 5530 Animal Industry Ext 3(1-6 hrs) CVM 5540 Animal Industry Ext 4(1-6 hrs) CVM 5550 Animal Industry Ext 5(1-6 hrs) CVM 5560 Advanced Clinical Rotation 1 (ACR 1) (1-6 hrs) CVM 5570 Advanced Clinical Rotation 2 (ACR 2) (1-6 hrs) CVM 5580 Advanced Clinical Rotation 3 (ACR 3) (1-6 hrs) CVM 5622 Vet Diagnostic Toxicology CVM 5640 Shelter Medicine Spay Neuter CVM 5644 Applied Gross Anatomy CVM 5654 Applied Vet Parasitology CVM 5662 Clinical Neurology CVM 5672 Veterinary Dentistry CVM 5682 Veterinary Ophthalmology CVM 5692 Art and Business Mgmt CVM 5694 Veterinary Cytology CVM 5714 Adv Small Animal Derm CVM 5722 Small Ruminant Prod Med CVM 5754 Adv Small Animal Surgery CVM 5764 Adv Equine Reproduction CVM 5772 Canine Theriogenology CVM 5784 Clinical Behavior Medicine CVM 5814 The Feline Patient CVM 5844 Clinical Pharmacology CVM 5854 Aquarium Health Mgmt CVM 5862 Equine Lameness	30	<u>Remaining Year 4 Elective Options</u> CVM 5000 DIS in Vet Med 1 CVM 5392 Pharmacy CVM 5420 Advanced Rotation-Radiology (1-6 hours) CVM 5430 Advanced Rotation-Anesthesiology (1-6 hours) CVM 5454 Adv Rot in Small Animal Surg CVM 5464 Adv Rot Equine Med & Surg CVM 5474 Adv Rot Food Animal Pract CVM 5484 Adv Rot Small Animal Internal Medicine CVM 5510 Animal Industry Ext 1(1-6 hrs) CVM 5520 Animal Industry Ext 2(1-6 hrs) CVM 5530 Animal Industry Ext 3(1-6 hrs) CVM 5540 Animal Industry Ext 4(1-6 hrs) CVM 5550 Animal Industry Ext 5(1-6 hrs) CVM 5560 Advanced Clinical Rotation 1 (ACR 1) (1-6 hrs) CVM 5570 Advanced Clinical Rotation 2 (ACR 2) (1-6 hrs) CVM 5580 Advanced Clinical Rotation 3 (ACR 3) (1-6 hrs) CVM 5622 Vet Diagnostic Toxicology CVM 5640 Shelter Medicine Spay Neuter CVM 5644 Applied Gross Anatomy CVM 5654 Applied Vet Parasitology CVM 5662 Clinical Neurology CVM 5672 Veterinary Dentistry CVM 5682 Veterinary Ophthalmology CVM 5692 Art and Business Mgmt CVM 5694 Veterinary Cytology CVM 5714 Adv Small Animal Derm CVM 5722 Small Ruminant Prod Med CVM 5754 Adv Small Animal Surgery CVM 5764 Adv Equine Reproduction CVM 5772 Canine Theriogenology CVM 5784 Clinical Behavior Medicine CVM 5814 The Feline Patient CVM 5844 Clinical Pharmacology CVM 5854 Aquarium Health Mgmt CVM 5862 Equine Lameness	26

CVM 5864 Bovine Production Med CVM 5990 Special Topics in Vet Medicine I (1-6 hrs)		CVM 5864 Bovine Production Med CVM 5990 Special Topics in Vet Medicine I (1-6 hrs)	
Total Hours	171	Total Hours	171

* Required

Students must take 26 hours of electives during their senior year. Electives can be selected from the above listed CVM courses or from University courses upon advisor's approval.

JUSTIFICATION AND STUDENT LEARNING OUTCOMES

The College of Veterinary Medicine provides Veterinary Neurology, Veterinary Ophthalmology, and Cancer Therapy Services staffed by board-certified faculty specialist. These services operate at MSU-CVM and the Veterinary Specialty Center (VSC) located in Starkville. VSC is an affiliate of Mississippi State University. The addition of this required course will provide senior veterinary students the opportunity to learn from board-certified faculty specialist and gain additional experience with clinical cases. Learning will also occur through clinical rounds sessions and one-on-one interaction with specialist and residents.

This course is unique from existing courses in that students will gain experience in several sub-specialties of veterinary medicine (Neurology, Ophthalmology, and Cancer Therapy), and have the opportunity to work closely with specialist in a busy referral-practice environment. Furthermore, providing this course to MSU-CVM students will help the Veterinary College better fulfill the standards of Clinical Resources that is evaluated on the AVMA COE site visit accreditation.

1. Will this program change meet local, state, regional, and national educational and cultural needs?
Local, state, regional and national educational needs will continue to be met by this program change.
2. Will this program change result in duplication in the System? If so, please describe.
No change, there will be no duplication in the System
3. Will this program change/advance student diversity within the discipline? If so, please describe.
Possibly, by exposing more students to areas of the profession they may not otherwise explore.
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.
Certainly, in the past students often had to travel to other institutions to gain experience in these sectors of Veterinary Medicine. By exposing all students to the Veterinary Specialty Center rotation they will likely be at an advantage over graduates from schools that are not capable of providing a similar experience.
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.

Potentially our graduates could see an increase in salary for the same reasons as mentioned in number 4 above.

SUPPORT

See attached letter of support from the College of Veterinary Medicine Curriculum Committee.

PROPOSED 4-LETTER ABBREVIATION

No change

EFFECTIVE DATE

April 2014

APPROVAL FORM FOR
COURSES
MISSISSIPPI STATE UNIVERSITY

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

College or School: Education

Department: Kinesiology

Contact Person: Stanley P. Brown

Mail Stop: 9575

E-mail: spb107@msstate.edu

Nature of Change: Technical Change

Date Initiated:

Effective Date: Fall 2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
EP	2013	Introduction to Exercise Science	(3)

Current Catalog Description:

The course introduces the history of exercise science and examines the academic disciplines and professions comprising exercise science and kinesiology.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
EP	2013	Fundamentals of Kinesiology	(3)

New or Modified Catalog Description:

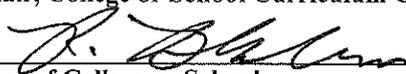
The course introduces the history of exercise science and examines the academic disciplines and professions comprising exercise science and kinesiology.

NOTE: This proposal is for a change only in the title of the course.

Approved: 

Department Head

Date: 10-3-13

Chair, College or School Curriculum Committee


Dean of College or School

10/3/13

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

COURSE TECHNICAL CHANGE

A. PROPOSAL FORMAT

1. CATALOG DESCRIPTION

Current

EP 2013. Introduction to Exercise Science. (3) Three hours lecture. The course introduces the history of exercise science and examines the academic disciplines and professions comprising exercise science and kinesiology.

New

EP 2013. Fundamentals of Kinesiology. (3) Three hours lecture. The course introduces the history of exercise science and examines the academic disciplines and professions comprising exercise science and kinesiology.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

The only change requested is a title change. The course title will now be *Fundamentals of Kinesiology*.

3. JUSTIFICATION AND LEARNING OUTCOMES

The modification is not to improve the course, because the current course content, learning objectives and method of delivery will remain unchanged. Rather, the rationale for the name change is to make the title congruent with the title of the department.

Learning Outcomes

1. To acquire knowledge of the broad field of kinesiology.
2. To introduce the beginning student to the research and professional literature in Kinesiology.

ADDITIONAL INFORMATION

- a. COURSE SYMBOL – EP (No Change)
- b. COURSE NUMBER – 2013 (No Change)
- c. COURSE TITLE – Fundamentals of Kinesiology. The course description and content remains the same. The title is now reflective of the department as a whole. The new 24-character abbreviation for the course is FUND KINE.
- d. CREDIT HOURS – 3 (No Change)
- e. PRE-REQUISITE/CO-REQUISITE – NA
- f. METHOD/HOURS OF INSTRUCTION - No change in instruction method is necessary.
- g. METHOD OF DELIVERY – No change in the method of delivery.
- h. COURSE DESCRIPTION - No change in the course description.
- i. COURSE CONTENT - No change in course content.

5. GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)

6. METHOD OF EVALUATION

No Change

7. ACADEMIC MISCONDUCT

8. TARGET AUDIENCE

9. SUPPORT

B. SPECIAL NOTES

1. CROSS-LISTING

NA

2. EFFECTIVE DATE

August 2014

3. GENERAL EDUCATION COURSE DESIGNATION

NA

4. EFFECTS ON OTHER COURSES

NA

5. MASTER SCHEDULE

CURRENT COURSE SYLLABUS

EP 2013 Introduction to Exercise Science

COURSE TYPE

Lecture

CATALOG DESCRIPTION

EP 2013. Introduction to Exercise Science. (3) Three hours lecture. This course introduces the history of exercise science and examines the academic disciplines and professions comprising exercise science and kinesiology.

OBJECTIVES

1. Describe the differences and similarities between the terms exercise, movement and physical activity. CFPO #3
2. Describe how exercise science emerged from physical education as a discipline within academia. CFPO #3
3. Describe how exercise and sport have been established in the culture. CFPO #3
4. Define and describe the career opportunities within the discipline and subdisciplines related to exercise science. CFPO #3
5. Describe the professional organizations and certifications within Kinesiology. CFPO #3
6. Examine the difference between certification and licensure. CFPO #3
7. Describe the professions related to movement science. CFPO #3
8. Describe professional, ethical and legal issues within Kinesiology professional practice. CFPO #3
9. Describe the various subdisciplines of exercise science and Kinesiology. CFPO #3
10. Explore the field of Kinesiology by critiquing the professional or scientific literature. CFPO #5
11. Produce an exercise assessment of a patient working through a given scenario in which blood pressure and pulse rate are taken. CFPO #1,9,10,12.
12. Describe possible future trends in Kinesiology. CFPO # 14

EVALUATION OF STUDENT PROGRESS

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

Short Exams (plus the final) & Pop Quizzes = 325 Points (varies each semester)

Project 1 (Paper) 25 Points

Project 2 (Exercise Leader Scenario) 25 Points

BP & HR Technique Check-off 25 Points

Total = 400 Points

Exams

Makeup exams will be given ONLY if a proper written excuse is presented, but may or may not be identical to the original exam.

Project I

You will critique an article from an exercise science, exercise science related, or health professions journal. The article may be of a professional OR scientific nature in any of the areas covered by the text or in the lectures or in your reading assignments. You MUST seek approval of the journal source via email before finalizing your selection of a journal out of which you will select an article to critique. Internet journals are acceptable if they are either a scientific or a relevant professional publication (i.e., it must be a discernable journal with a title and list of articles that publishes regularly). You must also be able to access the full article off the internet if using this source. Critiques of abstracts (article summaries) are NOT acceptable. I will accept only a critique of full length articles from recognized journals. Be mindful that topics can be something we haven't yet covered to that point in the semester, so scan ahead in the book to look for relevant topics.

The critique should have three parts: a) summary of the content (first few sentences), b) major conclusions presented in the article, and c) the value and usefulness YOU SEE the material being to the discipline or profession (the ending sentences). IMPORTANT: The critique should be one typed page of ONE paragraph in 1 inch margins, double spaced with your name and source entered on the top line where page numbers go (automatically placed by your word processing program). Points will be removed for less than one page, but not if you go over. Points will also be removed by deviating from this format (use of multiple paragraphs or less than one page, for example). More than one page will not garner you more points, but please do not go significantly over one page. If you do hand in two pages, staple them together and make sure your name is on the top of the second page as well. Again, improper formatting will be penalized (show me that you can follow directions). Be advised that rules of grammar and spelling count in this class – violations will result in points lost. You WILL NOT need a cover page. The critique will be graded on presentation (neatness, following the desired format), completeness (all parts present), and clarity of thought (including your interpretation of the work).

Project II

Students will form groups of 3-5 class members. You will work to construct a well thought out exercise plan for a patient using the following scenario. The patient is 80 years old (74 inches and 230 pounds) with extreme weakness (and muscle loss) in his four limbs and little core strength. He is 6 months post bypass surgery and still walks (slow and feeble ambulation) with the use of a wheeled walker. He is generally very weak and often experiences falls. He cannot rise from the floor without assistance which puts a burden on his wife who cannot help him right himself after a falling episode. His heart is normal for someone his age and post-surgery. His immediate need is increased muscle strength and endurance to keep from falling and/or rising without assistance. Devise an exercise plan suited for his age and general condition. In the plan make sure to address progression and prognosis for a timeline when he might expect to be strong enough to live again without much assistance and fear of falling. Present the plan in written (typed) form. The format is fluid. (It's up to you. I won't quibble about the format).

BP & HR Technique

The class will be divided into groups of students and each group is assigned a week in which to complete the check-off. Students not completing the assignment in the assigned week will forfeit the 25 points.

Required Text

Brown, S. P. (2013). Fundamentals of Kinesiology, Kendal Hunt, Dubuque, IW.

Additional readings posted on Blackboard:

Physical Activity Guidelines Fact Sheet

Why Skipping Exercise Can Be Deadly

Resting HR & BP

A Brief History of Exercise Science

ACADEMIC HONESTY AND STUDENT CONDUCT

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

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

Please visit: <http://www.msstate.edu/dept/audit/1207A.html>. Honesty and integrity are expected of every student. All occurrences of academic misconduct will be dealt with in accordance with the guidelines and procedures outlined in the Academic Misconduct Policy. Additional university policies related to

students can be accessed at: http://www.msstate.edu/web/student_policies.html. Academic misconduct includes, but is not limited to, deceptive acts such as the following:

- Using unauthorized materials (crib notes, books, etc.) as an aid during an examination.
- Looking at or using information from another person's examination, report, or assignment.
- Providing assistance to, or receiving assistance from, another person in any manner prohibited by the instructor
- Possessing or providing an examination or assignment, or any part thereof, at any time or in any manner not authorized by the instructor.
- Taking a quiz, examination, or similar evaluated assignment for another person; or utilizing another person to take a quiz, examination, or similar assignment in place of oneself.
- Submitting any course materials or activities not the student's own, allowing such a submission to be made for oneself, or making such a submission for another.
- Using the ideas, organization, or words of another from a book, article, paper, computer file, or other source in any assignment without giving proper credit following accepted citation rules (plagiarism).
- Altering, stealing, and/or falsifying research data used in research reports, theses, or dissertations.
- Disregarding policies governing use of human subjects or animals in research.
- Students must sign the honor code at the beginning of the course.

Technology

Students will need to access Blackboard to obtain files such as the syllabus and assignments. Student grades will be posted through Blackboard and the calendar and announcements areas will be used to send student reminders and to keep students on task throughout the semester.

Diversity

This issue will not specifically be discussed within the scope of this course.

Disability

Appropriate accommodations will be made for students with disabilities. For example, for those with physical disabilities, a classroom with wheelchair access will be provided. Students with learning disabilities will be given accommodations, as suggested, by Student Support Services. Students will also be made aware of and advised of ways to appropriately handle patients that they may encounter with disabilities.

Topics Covered

Introduction to the course (1 hour)

History of Exercise Science (8 hours)

 Greece and Rome (2 hr)

 History of Science (1 hr)

 History of Medicine (1 hr)

 Physical Education in the 19th Century (2 hr)

 The Harvard Fatigue Laboratory and the Beginnings of Exercise Physiology in the 20th Century (1 hr)

 Conant's Report to Congress in 1963 and the Emergence of Exercise Science (1 hr)

Exercise and Society (2 hr)

Health Education/Promotion (1 hr)

Exercise Science Honors Society, Exercise Science Seminar, and Planning for an Internship (1 hr)

Professional Organizations, Government Agencies, and Certifications (1 hr)

Job Activities (1 hr)

Management and Marketing (2 hr)

On Being a Professional (1 hr)

Professional Issues (2 hr)

Preparation for a Graduate Health Career (1 hr)

Exercise Physiology (2 hr)

Sport Nutrition (1 hr)

Physical Activity Epidemiology (2 hr)

Clinical Exercise Physiology (2 hr)
Aging and Physical Activity (1 hr)
Disability (1 hr)
Strength and Conditioning (1 hr)
Sport Psychology (2 hr)
Exercise Psychology (1 hr)
Clinical and Sport Biomechanics (2 hr)
Athletic Training (1 hr)
Motor Behavior (1 hr)
Sport History (1 hr)
Sport Sociology (1 hr)
Future Trends in Exercise Science (2 hr)
Tests (4 hr)

Bibliography

Variable current topics covered, but there are typically several journal articles used. The following list notes some current journal articles that would possibly be used.

Ang, DC; Kalesh, AS; Bigatti, S; Mazzuca, SA; Jensen, MP; Hilligoss, J; Slaven, J; and Saha, C. (2012). Research to Encourage Exercise for Fibromyalgia (REEF): Use of Motivational Interviewing, Outcomes from a Randomized Controlled Trial. *Clinical Journal of Pain*. In press. Published on-line October 05, 2012. <http://www.ncbi.nlm.nih.gov/pubmed/23042474>

Carayol, M; Bernard, P; Boiche, J; Riou, F; Mercier, B; Cousson-Gelie, F; Romain, AJ; Delpierre, C; and Ninot, G. (2012). Psychological effect of exercise in women with breast cancer receiving adjuvant therapy: what is the optimal dose needed? *Annals of Oncology*, In press. On-line publication, October 05, 2012. <http://annonc.oxfordjournals.org/content/early/2012/10/05/annonc.mds342.long>

Cooper, R; Naclerio, F; Allgrove, J; and Jimenez, A. (2012). Creatine supplementation with specific view to exercise/sport performance: an update. *Journal of the International Society of Sports Nutrition*, 9:33. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3407788/>

Giagazoglou, P; Arabatzi, F; Dipla, K; Liga, M; and Kellis, E. (2012). Effect of a hippotherapy intervention program on static balance and strength in adolescents with intellectual disabilities. *Research in Developmental Disabilities*, 3(6): 2265-2270. <http://www.sciencedirect.com/science/article/pii/S0891422212001709>

Guerriero, RM; Proctor, MR; Mannix, R; and Meehan, WP. (2012). Epidemiology, trends, assessment and management of sport-related concussion in United States high schools. *Current Opinions in Pediatrics*. In press. On-line publication October 4, 2012. <http://www.ncbi.nlm.nih.gov/pubmed/23042252>

Jong, MC; van de Vijver, L; Busch, M; Fritsma, J; and Seldenrijk. (2012). Integration of complementary and alternative medicine in primary care: What do patients want? *Patient Education and Counseling*. In press. Published on-line October 02, 2012. [http://www.pec-journal.com/article/S0738-3991\(12\)00341-2/abstract](http://www.pec-journal.com/article/S0738-3991(12)00341-2/abstract)

Payakachat, N; Tillford, JM; Kovacs, E; and Kuhlthau, K. (2012). Autism spectrum disorders: a review of measures for clinical, health service and cost-effectiveness applications. *Expert Review of Pharmacoeconomics and Outcomes Research*, 12(4): 485-503. http://www.expert-reviews.com/doi/abs/10.1586/erp.12.29?url_ver=Z39.88-2003&rfr_id=ori:rid:crossref.org&rfr_dat=cr_pub%3dpubmed

Also, here is a list of hyperlinks to several of the primary websites that are utilized in the class.

<http://certification.acsm.org/get-certified>

<http://www.afa.com/>

<http://www.nsc-lift.org/Certification/>

<http://www.career.msstate.edu/>

<http://www.nichd.nih.gov/health/topics/asd.cfm>

APPROVAL FORM FOR
COURSES
 MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Freeman Hall-Room 102, Mail Stop 9638 (325-1922).

College or School: Education Department: Kinesiology
 Contact Person: Stanley P. Brown Mail Stop: 9575 E-mail: spb107@msstate.edu
 Nature of Change: Deletion Date Initiated: 9/2013 Effective Date: Fall 2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
EP	6113	Fitness Programs and Testing Procedures	(3)

Current Catalog Description:

(Prerequisite: EP 3304). Two hours lecture. Two hours laboratory. Provides study of and practice in conducting adult fitness programs and fitness testing procedures.

New or Modified Listing for Catalog:

Symbol Number Title

Credit Hours
()

New or Modified Catalog Description:

NA

Approved: Stanley P. Brown
 Department Head

Date: 9-6-13

B. W.
 Chair, College or School Curriculum Committee

9-27-13

Teresa Jayroe
 Dean of College or School

9-27-13

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

COURSE DELETIONS

1. CATALOG DESCRIPTION

EP 6113. Fitness Programs and Testing Procedures. (3) (Prerequisite: EP 3304). Two hours lecture. Two hours laboratory. Provides study of and practice in conducting adult fitness programs and fitness testing procedures.

2. JUSTIFICATION

This course is not required in any graduate program offered by the department.

B. SPECIAL NOTES

1. CROSS-LISTING

N/A

2. EFFECTIVE DATE

Fall 2014

3. EFFECTS ON OTHER COURSES

The course is not required by any other department nor by any of the graduate concentrations in kinesiology.

4. SUPPORT

See attached.

APPROVAL FORM FOR
COURSES
MISSISSIPPI STATE UNIVERSITY

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

College or School: **Education** Department: **Kinesiology**
Contact Person: **Stanley P. Brown** Mail Stop: **9575** E-mail: **spb107@msstate.edu**
Nature of Change: **Technical Change** Date Initiated: **9/2013** Effective Date: **8/2014**

Current Listing in Catalog:
Symbol Number Title Credit Hours
EP 8263 Exercise Biochemistry (3)

Current Catalog Description:

Three hours lecture. An advanced review of exercise metabolism with special emphasis on aerobic processes during muscular effort.

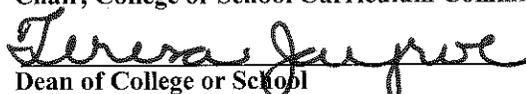
New or Modified Listing for Catalog:
Symbol Number Title Credit Hours
EP 8263 Exercise Metabolism (3)

New or Modified Catalog Description:

Three hours lecture. An advanced review of exercise metabolism with special emphasis on aerobic processes during muscular effort.

Approved: 
Department Head

Date: 9-30-13

Chair, College or School Curriculum Committee

Dean of College or School

9-30-13

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

COURSE TECHNICAL CHANGE

A. PROPOSAL FORMAT

1. CATALOG DESCRIPTION

Current

EP 8263. Exercise Biochemistry. (3) (Prerequisites: EP 3304). Three hours lecture. An advanced review of exercise metabolism with special emphasis on aerobic processes during muscular effort.

New

EP 8263. Exercise Metabolism. (3) (Prerequisites: EP 3304). Three hours lecture. An advanced review of exercise metabolism with special emphasis on aerobic processes during muscular effort.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

The only change requested is a title change. The course title will now be *Exercise Metabolism*.

3. JUSTIFICATION AND LEARNING OUTCOMES

The modification is not to improve the course, because the current course content, learning objectives and method of delivery will remain unchanged. Rather, the rationale for the name change is to make the title congruent with course content. This course from its inception has been taught as an exercise metabolism course, not as a more general biochemistry course as the current title suggests.

Learning Outcomes

1. To acquire knowledge on exercise metabolism.
2. To synthesize research findings into a coherent final paper.

ADDITIONAL INFORMATION

- a. COURSE SYMBOL – EP (No Change)
- b. COURSE NUMBER – 8263 (No Change)
- c. COURSE TITLE – Exercise Metabolism. The course description and content remains the same. The title is now more reflective of the nature of the course. The new 24-character abbreviation for the course is EX MET.
- d. CREDIT HOURS – 3 (No Change)
- e. PRE-REQUISITE/CO-REQUISITE – EP 3304 (No Change)
- f. METHOD/HOURS OF INSTRUCTION - No change in instruction method is necessary.
- g. METHOD OF DELIVERY – No change in the method of delivery.
- h. COURSE DESCRIPTION - No change in the course description.
- i. COURSE CONTENT - No change in course content.

5. GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)

6. METHOD OF EVALUATION

No Change

7. ACADEMIC MISCONDUCT

8. TARGET AUDIENCE

9. SUPPORT

B. SPECIAL NOTES

1. CROSS-LISTING

NA

2. EFFECTIVE DATE

August 2014

3. GENERAL EDUCATION COURSE DESIGNATION

NA

4. EFFECTS ON OTHER COURSES

NA

5. MASTER SCHEDULE

Current Syllabus

EP 8263 Exercise Biochemistry

Credit hours: 3

Type of Course: Lecture

Catalog Description:

An advanced review of exercise metabolism with special emphasis on aerobic processes during muscular effort.

Course Objectives:

1. Demonstrate an understanding of the integration between structure and function of cells, tissues, organs, and systems of the body. (CFPO#1,3,5,10,13,14)
2. Describe the structure and function of skeletal muscle, and be able to thoroughly discuss the excitation and contraction processes, the sliding filament theory, and the cross-bridge cycle. (CFPO#1,3,5,10,13,14)
3. Discuss the anatomy and physiology of the nervous system, and demonstrate an understanding of the role of the neuromuscular system in production of force and movement. (CFPO#1,3,5,10,13,14)
4. Demonstrate an understanding of the role of enzymes as catalysts. (CFPO#1,3,5,10,13,14)
5. Discuss the various ATP energy systems and demonstrate an understanding of the regulation of these metabolic pathways. (CFPO#1,3,5,10,13,14)
6. Discuss the metabolism of carbohydrates, lipids and protein, and understand their relationship to the various metabolic pathways. (CFPO#1,3,5,10,13,14)
7. Describe the classes of nutrients. (CFPO#1,3,5,10,13,14)
8. Demonstrate an understanding of energy storage in the body. (CFPO#1,3,5,10,13,14)
9. Describe functions and mechanisms of action of various hormones, and demonstrate an understanding of their role in regulating multiple processes within the body. (CFPO#1,3,5,10,13,14)
10. Demonstrate an understanding of the metabolic, hormonal and structural responses and adaptations of the various organ systems to different types of exercise. (CFPO#1,3,5,10,13,14)
11. Demonstrate an understanding of pH and temperature homeostasis. (CFPO#1,3,5,10,13,14)

Topics to Be Covered:

1. Methods to study exercise biochemistry – 3 hours
2. Control of the internal environment – 3 hours
3. Bioenergetics – 3 hours
4. Exercise metabolism – 6 hours
5. Biochemistry of nutrition and body composition – 6 hours
6. Hormonal responses to exercise – 3 hours
7. The nervous system – 3 hours
8. Skeletal muscle – 6 hours
9. Regulation of acid-base balance and temperature during exercise – 3 hours
10. Training effect on biochemical parameters and factors affecting performance in men, women, and children – 6 hours
11. Exercise, obesity and adipocytes – 3 hours

Required Texts:

Brown, Miller, and Eason. Exercise Physiology: Basis of Human Movement in Health and Disease. Lippincott Williams & Wilkins. 2006.

Recommended Texts:

Powers and Howley. Exercise Physiology: theory and application to fitness and performance. McGraw-Hill. 2009.
Houston. Biochemistry Primer for Exercise Science. Human Kinetics. 2006.

Methods of Instruction:

Lecture, class discussion, course related assignments.

Suggested Student Activities:

Students will write a review paper and present it within the general topic of exercise biochemistry. Specific guidelines for writing and presenting the paper will be provided in class.

Specific guidelines for writing and presenting the paper will be provided in class.

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.”

Technology:

Presentation software will be used by students to present and discuss their papers.

Diversity:

Will be addressed through examples discussed in class.

Disability:

Accommodations will be made for students with disabilities.

Field Component:

None

Evaluation of Student Progress:

There will be two exams during the semester. Exams can include multiple choice, fill-in-the-blank, matching, and/or short answer. Exam 1 short answer. Exam 1 – 35 points, Exam 2 – 35 points, Paper and presentation – 30 points. A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%.

Bibliography:

Effects of experimental weight perturbation on skeletal muscle work efficiency, fuel utilization, and biochemistry in human subjects. Goldsmith R, Joannisse DR, Gallagher D, Pavlovich K, Shamoan E, Leibel RL, Rosenbaum M. Am J Physiol Regul Integr Comp Physiol. 2010 Jan;298(1):R79-88.

Skeletal muscle hypertrophy following resistance training is accompanied by a fiber type-specific increase in satellite cell content in elderly men. Verdijk LB, Gleeson BG, Jonkers RA, Meijer K, Savelberg HH, Dendale P, van Loon LJ. J Gerontol A Biol Sci Med Sci. 2009 Mar;64(3):332-9

Proposed Syllabus (Unchanged except for course title and hours applied to some content to better reflect UCCC guidelines)

EP 8263 Exercise Metabolism

Credit hours: 3

Type of Course: Lecture

Catalog Description:

An advanced review of exercise metabolism with special emphasis on aerobic processes during muscular effort.

Course Objectives:

1. Demonstrate an understanding of the integration between structure and function of cells, tissues, organs, and systems of the body. (CFPO#1,3,5,10,13,14)
2. Describe the structure and function of skeletal muscle, and be able to thoroughly discuss the excitation and contraction processes, the sliding filament theory, and the cross-bridge cycle. (CFPO#1,3,5,10,13,14)
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4. Demonstrate an understanding of the role of enzymes as catalysts. (CFPO#1,3,5,10,13,14)
5. Discuss the various ATP energy systems and demonstrate an understanding of the regulation of these metabolic pathways. (CFPO#1,3,5,10,13,14)
6. Discuss the metabolism of carbohydrates, lipids and protein, and understand their relationship to the various metabolic pathways. (CFPO#1,3,5,10,13,14)
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9. Describe functions and mechanisms of action of various hormones, and demonstrate an understanding of their role in regulating multiple processes within the body. (CFPO#1,3,5,10,13,14)
10. Demonstrate an understanding of the metabolic, hormonal and structural responses and adaptations of the various organ systems to different types of exercise. (CFPO#1,3,5,10,13,14)
11. Demonstrate an understanding of pH and temperature homeostasis. (CFPO#1,3,5,10,13,14)

Topics to Be Covered:

1. Methods to study exercise biochemistry – 3 hours
2. Control of the internal environment – 3 hours
3. Bioenergetics – 3 hours
4. Exercise metabolism – 6 hours
 - a. anaerobic metabolism (3 hours)
 - b. aerobic metabolism (3 hours)
5. Biochemistry of nutrition and body composition – 6 hours
 - a. The energy nutrients (3 hours)
 - b. Energy balance and management (3 hours)
6. Hormonal responses to exercise – 3 hours
7. The nervous system – 3 hours
8. Skeletal muscle – 6 hours
 - a. Ultrastructure of muscle (3 hours)
 - b. Excitation-contraction coupling mechanisms (3 hours)
9. Regulation of acid-base balance and temperature during exercise – 3 hours
10. Training effect on biochemical parameters and factors affecting performance in men, women, and children – 3 hours
11. Exercise, obesity and adipocytes – 3 hours
12. Exams – 3 hours

Required Texts:

Brown, Miller, and Eason. Exercise Physiology: Basis of Human Movement in Health and Disease. Lippincott Williams & Wilkins. 2006.

Recommended Texts:

Powers and Howley. Exercise Physiology: theory and application to fitness and performance. McGraw-Hill. 2009.
Houston. Biochemistry Primer for Exercise Science. Human Kinetics. 2006.

Methods of Instruction:

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Honor Code:

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Technology:

Presentation software will be used by students to present and discuss their papers.

Diversity:

Will be addressed through examples discussed in class.

Disability:

Accommodations will be made for students with disabilities.

Field Component:

None

Evaluation of Student Progress:

There will be two exams during the semester. Exams can include multiple choice, fill-in-the-blank, matching, and/or short answer. Exam 1

short answer. Exam 1 – 35 points, Exam 2 – 35 points, Paper and presentation – 30 points. A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%.

Bibliography:

Effects of experimental weight perturbation on skeletal muscle work efficiency, fuel utilization, and biochemistry in human subjects. Goldsmith R, Joannis DR, Gallagher D, Pavlovich K, Shamoan E, Leibel RL, Rosenbaum M. *Am J Physiol Regul Integr Comp Physiol*. 2010 Jan;298(1):R79-88.

Skeletal muscle hypertrophy following resistance training is accompanied by a fiber type-specific increase in satellite cell content in elderly men. Verdijk LB, Gleeson BG, Jonkers RA, Meijer K, Savelberg HH, Dendale P, van Loon LJ. *J Gerontol A Biol Sci Med Sci*. 2009 Mar;64(3):332-9

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College or School: Education

Department: Kinesiology

Contact Person: Stanley P. Brown

Mail Stop: 9575

E-mail: spb107@msstate.edu

Nature of Change: Addition

Date Initiated: 9/2013 Effective Date: Fall 2014

Current Listing in Catalog:
Symbol Number Title

Credit Hours
()

Current Catalog Description:

NA

New or Modified Listing for Catalog:

Symbol Number Title
KI 8913 Doctoral Seminar in Exercise Science

Credit Hours
(3)

New or Modified Catalog Description:

Discussions using current research literature in exercise science with in-depth analyses of selected research from exercise physiology, integrative kinesiology, and biobehavioral kinesiology.

Approved:

Stanley P. Brown
Department Head

Date: 9-6-13

B. W.

Chair, College or School Curriculum Committee

9-27-13

Teresa Jayroe
Dean of College or School

9-27-13

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

COURSE ADDITIONS

1. CATALOG DESCRIPTION

KI 8913. Doctoral Seminar in Exercise Science. (3) Discussions using current research literature in exercise science with in-depth analyses of selected research from exercise physiology, integrative kinesiology, and biobehavioral kinesiology.

2. DETAILED COURSE OUTLINE

Introduction to the exercise science research literature (3 hour)

Research in Exercise Physiology (18 hours)

Skeletal muscle function (3 hours)

Molecular pathways of muscle hypertrophy (3 hours)

Environmental influences on exercise performance (3 hours)

Hemoglobin mass and $\dot{V}O_{2\max}$ in endurance-trained athletes (3 hours)

Cardiovascular drift and $\dot{V}O_{2\max}$ during exercise (3 hours)

Neurophysiology of muscle fatigue (3 hours)

Research in Integrative Kinesiology (12 hours)

Neural adaptations with chronic physical activity (3 hours)

Ergonomic principles and biomechanics (3 hours)

Detecting and quantifying global instability during a dynamic task (3 hours)

Neural responses in primary motor cortex to transient and continuous loads during posture (3 hours)

Research in Biobehavioral Kinesiology (9 hours)

Psychophysiology of workload, stress, and health (3 hours)

Role of stress in the pathogenesis of the metabolic syndrome (3 hour)

Biobehavioral physiology and affective responses (3 hours)

Oral presentations (3 hours)

3. METHOD OF EVALUATION

Assignments are weighted as follows

Class participation (10%)

Class participation will be evaluated based on the student's ability to make meaningful contributions to class discussions, contributions that reflect an understanding of the reading material assigned and its relationship to the content of the course. Research scientists are not only expected to write, but also to discuss how their ideas advance knowledge in their field. This seminar will encourage students to develop those skills.

Written paper proposal and bibliography (10%)

The paper proposal should set up the question, present relevant background, and include a narrative outline. The proposal is due at the end of the first third of the semester and the resulting paper will be presented at the end of the course and be ready for submission for publication.

Proposal oral presentation (15%)

The proposal presentation is a 20 minute presentation to the class on your proposed paper. You will need to include the top two journals where you would like to submit your manuscript and why.

First draft of the paper (20%)

This should be a complete (all sections included) first draft of the paper. The professor will read this draft and provide feedback to the student. The feedback should be used by the student when preparing the final draft of the paper.

Oral presentation of final work (15%)

Each student will do a comprehensive oral presentation about his/her paper.

Final paper (30%)

Quality rather than quantity should be the focus, but a minimum of 15-20 pages, typed, double-spaced should be sufficient.

Letter grade scale

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

4. JUSTIFICATION & LEARNING OUTCOMES

This class will expand the graduate offerings in the department and is necessary part of the proposed doctoral program (exercise science concentration).

Learning Outcomes

1. To acquire knowledge of the current research literature in exercise physiology (CFPO # 3)
2. To acquire knowledge of the current research literature in integrative kinesiology (CFPO # 3)
3. To acquire knowledge of the current research literature in biobehavioral physiology (CFPO # 3)
4. To develop skills as an interpreter and presenter of current research in exercise science (CFPO # 5)
5. To synthesize research findings into a coherent final paper (CFPO # 13)

5. ACADEMIC MISCONDUCT

Academic misconduct includes, but is not limited to, deceptive acts such as the following:

- Using unauthorized materials (crib notes, books, etc.) as an aid during an examination.
- Looking at or using information from another person's examination, report, or assignment.
- Providing assistance to, or receiving assistance from, another person in any manner prohibited by the instructor.
- Possessing or providing an examination or assignment, or any part thereof, at any time or in any manner not authorized by the instructor.
- Taking a quiz, examination, or similar evaluated assignment for another person; or utilizing another person to take a quiz, examination, or similar assignment in place of oneself.
- Submitting any course materials or activities not the student's own, allowing such a submission to be made for oneself, or making such a submission for another.
- Using the ideas, organization, or words of another from a book, article, paper, computer file, or other source in any assignment without giving proper credit following accepted citation rules (plagiarism).
- Altering, stealing, and/or falsifying research data used in research reports, theses, or dissertations.
- Disregarding policies governing use of human subjects or animals in research.
- Students must sign the honor code at the beginning of the course.

For additional information please visit: <http://www.msstate.edu/dept/audit/1207A.html>

6. TARGET AUDIENCE

Students pursuing a doctoral degree in kinesiology and who are enrolled in the exercise science concentration. Other doctoral students in related disciplines, such as biology, nutrition, or biochemistry.

7. SUPPORT

The letter from Dr. Adam Love, Graduate Coordinator for Kinesiology, is attached.

8. INSTRUCTOR OF RECORD (GRADUATE COURSE)

JohnEric Smith

9. GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)

NA

10. PLANNED FREQUENCY (or schedule of offering)

Fall semester

11. EXPLANATION OF ANY DUPLICATION

The course does not duplicate any other course currently offered.

12. METHOD OF INSTRUCTION

S - Seminar

F - The method of delivery will be face-to-face.

13. PROPOSED C.I.P. NUMBER - 13.1314

14. PROPOSED 24-CHARACTER ABBREVIATION – Seminar Exercise Science

15. PROPOSED SEMESTER EFFECTIVE - Fall 2014

16. OTHER APPROPRIATE INFORMATION - Listed in the attached syllabus

17. PROPOSAL CONTACT PERSON – JohnEric Smith (5-2606)

18. SPECIAL NOTES

1. CROSS-LISTING - N/A
2. EFFECTIVE DATE
3. REQUIRED COURSES – The course is required for the proposed PhD in kinesiology.
4. MASTER SCHEDULE

Course Syllabus

Course: KI 8913

Course Title: Doctoral Seminar in Exercise Science

Credit: 3 semester hours

Course Type: Seminar

Catalog Description: Discussions using current research literature in exercise science with in-depth analyses of selected research from exercise physiology, integrative kinesiology, and biobehavioral kinesiology.

Course Objectives:

At the completion of the course, students will be able to do the following relative to the current literature:

1. Discuss the concept of cardiovascular drift dynamics during prolonged exercise under different environmental influences.
2. Discuss the pathways of muscle hypertrophy related to enhanced muscle function and concept of muscle fatigue.
3. Discuss neuromuscular adaptations following training relative to enhanced motor stability during dynamic tasks.
4. Discuss ergonomic principles relative to the field of biomechanics.
5. Discuss the psychophysiology of workload, stress, and health relative to the pathogenesis of metabolic diseases
6. Discuss biobehavioral physiology and affective responses to stressful challenges like exercise.

Course Requirements:

The purpose of this course is to expose doctoral students to the research literature. Each week, papers from the reading list will be discussed and critiqued through the relevant topics covered in the research paper. During class students should be ready to give an unscheduled and informal analytical evaluation of any article from that week's reading list. This is part of the class participation grade and will be evaluated according to the student's grasp of the content of the article.

Each student will research and write a review that can be submitted to a refereed journal for publication. The paper should explore in-depth an issue of the student's choosing related to the general parameters of the course. Papers will be evaluated according to the author's ability to identify and explain major concepts addressed, and his or her ability to analyze the literature gathered through research in a manner that makes a contribution to the scholarly field. The papers will be evaluated according to clarity of expression, proper use of citation, and overall organization and content.

In the long term, the course will help prepare students for their dissertation by introducing them to the practice of scholarship and by giving them an opportunity to explore in detail potential topics.

Assignments

Assignments are weighted as follows

Class participation (10%)

Class participation will be evaluated based on the student's ability to make meaningful contributions to class discussions, contributions that reflect an understanding of the

reading material assigned and its relationship to the content of the course. Research scientists are not only expected to write, but also to discuss how their ideas advance knowledge in their field. This seminar will encourage students to develop those skills.

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The paper proposal should set up the question, present relevant background, and include a narrative outline. The proposal is due at the end of the first third of the semester and the resulting paper will be presented at the end of the course and be ready for submission for publication.

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The proposal presentation is a 20 minute presentation to the class on your proposed paper. You will need to include the top two journals where you would like to submit your manuscript and why.

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Each student will do a comprehensive oral presentation about his/her paper.

Final paper (30%)

Quality rather than quantity should be the focus, but a minimum of 15-20 pages, typed, double-spaced should be sufficient. See the detailed directions for the paper at the end of the syllabus.

Letter grade scale

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

LATE ASSIGNMENTS WILL NOT BE ACCEPTED

You must complete all assignments to receive a passing grade in the course. While you are free to discuss assignments with your classmates, **all work you submit in the course must be entirely your own.** Make certain that you are familiar with the university's policy on academic honesty.

Topics Covered:

Wk 1: Introduction to the exercise science research literature (3 hour)

Research in Exercise Physiology

Wk 2: Skeletal muscle function (3 hours)

Wk 3: Molecular pathways of muscle hypertrophy (3 hours)

Wk 4: Environmental influences on exercise performance (3 hours)

Wk 5: Hemoglobin mass and $\dot{V}O_{2\max}$ in endurance-trained athletes (3 hours)

Wk 6: Cardiovascular drift and $\dot{V}O_{2\max}$ during exercise (3 hours)

Wk 7: Neurophysiology of muscle fatigue (3 hours)

Research in Integrative Kinesiology

Wk 8: Neural adaptations with chronic physical activity (3 hours)

Wk 9: Ergonomic principles and biomechanics (3 hours)

Wk 10: Detecting and quantifying global instability during a dynamic task (3 hours)

Wk 11: Neural responses in primary motor cortex to transient and continuous loads during posture (3 hours)

Research in Biobehavioral Kinesiology

Wk 12: Psychophysiology of workload, stress, and health (3 hours)

Wk 13: Role of stress in the pathogenesis of the metabolic syndrome (3 hour)

Wk 14: Biobehavioral physiology and affective responses (3 hours)

Wk 15: Oral presentations (3 hours)

Methods of Instruction:

Group discussion

Diversity:

Will be addressed through use of examples of gender differences in exercise responses and adaptations discussed in class.

Field Component: There is no field component within this course.

Honor Code:

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

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

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- Submitting any course materials or activities not the student's own, allowing such a submission to be made for oneself, or making such a submission for another.
- Using the ideas, organization, or words of another from a book, article, paper, computer file, or other source in any assignment without giving proper credit following accepted citation rules (plagiarism).
- Altering, stealing, and/or falsifying research data used in research reports, theses, or dissertations.
- Disregarding policies governing use of human subjects or animals in research.

- Students must sign the honor code at the beginning of the course.

Bibliography in Exercise Physiology:

1. Gelfi C, Vasso M, Cerretelli P. Diversity of human skeletal muscle in health and disease: contribution of proteomics. *J Proteomics*. 2011 May 16;74(6):774-95.
2. Goldsmith R, Joannisse DR, Gallagher D, Pavlovich K, Shamoan E, Leibel RL, Rosenbaum M. Effects of experimental weight perturbation on skeletal muscle work efficiency, fuel utilization, and biochemistry in human subjects. *Am J Physiol Regul Integr Comp Physiol*. 2010 Jan;298(1):R79-88.
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13. Gagnon D, Kenny GP. Sex differences in thermoeffector responses during exercise at fixed requirements for heat loss. *J Appl Physiol*. 2012 Sep;113(5):746-57.
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15. Robach P, Siebenmann C, Jacobs RA, Rasmussen P, Nordborg N, Pesta D, Gnaiger E, Díaz V, Christ A, Fiedler J, Crivelli N, Secher NH, Pichon A, Maggiorini M, Lundby C. The role of haemoglobin mass on VO₂max following normobaric 'live high-train low' in endurance-trained athletes. *Br J Sports Med*. 2012 Sep;46(11):822-7.
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17. Buford TW, Manini TM, Hsu FC, Cesari M, Anton SD, Nayfield S, Stafford RS, Church TS, Pahor M, Carter CS. Angiotensin-converting enzyme inhibitor use by older adults is associated with greater functional responses to exercise. *J Am Geriatr Soc.* 2012 Jul;60(7):1244-52.
18. Van Cauwenbergh D, De Koning M, Ickmans K, Nijs J. How to exercise people with chronic fatigue syndrome: evidence-based practice guidelines. *Eur J Clin Invest.* 2012 Oct;42(10):1136-44.
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22. Chaput JP, Doucet E, Tremblay A. Obesity: a disease or a biological adaptation? An update. *Obes Rev.* 2012 Aug;13(8):681-91.

Bibliography in Integrative Kinesiology:

1. Chang, C.L., Jin, Z., Chang, H.C., & Cheng, A.C. (2009). From neuromuscular activation to end point locomotion: An artificial neural network based technique for neural prostheses. *Journal of Biomechanics, 42*, 982-988.
2. Debbi, E.M., Wolf, A., & Haim, A. (2012). Detecting and quantifying global instability during a dynamic task using kinetic and kinematic gait parameters. *Journal of Biomechanics, 45*, 1366-1371.
3. Dixon, P.C., Bohm, H., & Doderlein, L. (2012). Ankle and midfoot kinetic during normal gait: A multi-segment approach. *Journal of Biomechanics, 45*, 1011-1016.
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8. Herter, T.M. (2009). Comparison of neural responses in primary motor cortex to transient and continuous loads during posture. *Journal of Neurophysiology, 101*, 150-163.
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Bibliography in Biobehavioral Kinesiology:

1. Acevedo, E., & Ekkekakis, P. (2001). The transactional psychobiological nature of cognitive appraisal during exercise in environmentally stressful conditions. *Psychology of Sport and Exercise*, 2(1), 47-67.
2. Acevedo, E. O. (2012). *The Oxford handbook of exercise psychology*. New York: Oxford University Press.
3. Acevedo, E. O., & Ekkekakis, P. (2006). *Psychobiology of physical activity*. Champaign, IL: Human Kinetics.
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7. Ho, R. C., Neo, L. F., Chua, A. N., Cheak, A. A., & Mak, A. (2010). Research on psychoneuroimmunology: does stress influence immunity and cause coronary artery disease? *Ann Acad Med Singapore*, 39(3), 191-196.
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General information for completion of the final paper:

The review of literature should be modeled after the "current" *Exercise and Sport Sciences Reviews* (ESSR) and should provide a brief overview of the literature on the chosen topic. Importantly, this review should also critically analyze the literature on the chosen topic and identify "gaps" in our knowledge. Moreover, if important experimental errors have been committed in the selected field, these "errors" should be identified and discussed in your paper. In preparation of this review, students are encouraged to use good scientific writing style and include section headings, tables, and figures when appropriate to improve clarity within the review. Topics for research can be approved in the following way. The idea should be presented to the instructor verbally (e.g. before or after class or during office hours). If the topic is feasible and related to the course, you will be given permission to proceed. **Topics must be approved early in the semester.**

The literature review (15-20 pages*, typed and double spaced) should contain the following sections (listed in order of presentation):

1. Introduction: This section (~1 page) should briefly introduce the topic and clearly state the purpose of the review.
2. Body of the Review (13-18 pages): This section provides a brief overview of the literature related to the topic interest.
4. Summary (~1 page): This section should briefly summarize key information about the reviewed topic and suggest directions for future research.
5. List of references: Limit to 20 key references - using ESSR reference style.*

*Page limitation (12 point font-Ariel) is 15-20 pages for sections 1-4 (above)

Each literature review will be evaluated by the instructor on a 15 point scale using the following criteria:

Introduction (5 points total)

Outstanding = 5 points; Very good = 90%; Good = 80%; Satisfactory= 70%

Body of literature review (7 points total)

Outstanding = 7 points; Very good = 90%; Good = 80%; Satisfactory= 70%

Summary (3 points total)

Outstanding = 3 points; Very good = 90%; Good = 80%; Satisfactory= 70%

Definition for evaluation terms:

Outstanding = well organized and conceived; high level of critical analysis of literature, succinctly written and compelling writing style

Very good =generally well written but lacks clarity in 1-2 sections

Good =well written areas exist but lacks clarity in 3-4 sections

Satisfactory = effort noted but the document lacks organization and clarity in 5 or more sections

APPROVAL FORM FOR
COURSES
MISSISSIPPI STATE UNIVERSITY

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

College or School: Education

Department: Kinesiology

Contact Person: Stanley P. Brown

Mail Stop: 9575

E-mail: spb107@msstate.edu

Nature of Change: Addition

Date Initiated: 9/2013 Effective Date: Fall 2014

Current Listing in Catalog:
Symbol Number Title

Credit Hours
()

Current Catalog Description:

NA

New or Modified Listing for Catalog:

Symbol Number Title
KI 8923 Doctoral Seminar in Sport Studies

Credit Hours
(3)

New or Modified Catalog Description:

Discussions on current research literature in sport studies with in-depth analyses of selected research from the sport industry and cultural, social and historical studies.

Approved: Stanley P. Brown
Department Head

Date: 9-6-13

B. W.
Chair, College or School Curriculum Committee

9-27-13

Teresa Jayroe
Dean of College or School

9-27-13

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

1. CATALOG DESCRIPTION

KI 8923. Doctoral Seminar in Sport Studies. (3). Discussions on current research literature in sport studies with in-depth analyses of selected research from the sport industry and cultural, social and historical studies.

2. DETAILED COURSE OUTLINE

Introduction to the sport studies research literature (3 hour)

Research on Cultural, Social and Historical Studies of Sport (21 hours)

Physical cultural studies (3 hours)

Socio-cultural analysis of sport (3 hours)

Historical analysis of sport (3 hours)

Sport Philosophy (3 hours)

Sport and qualitative inquiry (3 hours)

Sport and critical race theory (3 hours)

Sport and theories of globalization (3 hours)

Research on the Sport Industry (18 hours)

Spectator attendance and sport consumption behavior (3 hours)

Fundraising and development of sport (3 hours)

Sport sponsorships: visual ethnography of on-site sport sponsorship activation (3 hours)

Revenue and wealth maximization (3 hours)

Accounting for revenues and expenditures in intercollegiate athletics (3 hours)

Building brand equity (3 hours)

Oral presentations (3 hours)

3. METHOD OF EVALUATION

Assignments are weighted as follows

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Class participation will be evaluated based on the student's ability to make meaningful contributions to class discussions, contributions that reflect an understanding of the reading material assigned and its relationship to the content of the course. Research scientists are not only expected to write, but also to discuss how their ideas advance knowledge in their field. This seminar will encourage students to develop those skills.

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Oral presentation of final work (15%)

Each student will do a comprehensive oral presentation about his/her paper.

Final paper (30%)

Quality rather than quantity should be the focus, but a minimum of 15-20 pages, typed, double-spaced should be sufficient.

Letter grade scale

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

4. JUSTIFICATION & LEARNING OUTCOME

This class will expand the graduate offerings in the Department and is necessary part of the proposed doctoral program (sport studies concentration).

Learning Outcomes

1. To acquire knowledge of the current research literature in cultural, social and historical studies in sport (CFPO # 3)
2. To acquire knowledge of the current research literature in the sport industry (CFPO # 3)
3. To develop skills as an interpreter and presenter of current research in sport studies (CFPO # 5)
4. To synthesize research findings into a coherent final paper (CFPO # 13)

5. ACADEMIC MISCONDUCT

Academic misconduct includes, but is not limited to, deceptive acts such as the following:

- Using unauthorized materials (crib notes, books, etc.) as an aid during an examination.
- Looking at or using information from another person's examination, report, or assignment.
- Providing assistance to, or receiving assistance from, another person in any manner prohibited by the instructor.
- Possessing or providing an examination or assignment, or any part thereof, at any time or in any manner not authorized by the instructor.
- Taking a quiz, examination, or similar evaluated assignment for another person; or utilizing another person to take a quiz, examination, or similar assignment in place of oneself.
- Submitting any course materials or activities not the student's own, allowing such a submission to be made for oneself, or making such a submission for another.
- Using the ideas, organization, or words of another from a book, article, paper, computer file, or other source in any assignment without giving proper credit following accepted citation rules (plagiarism).
- Altering, stealing, and/or falsifying research data used in research reports, theses, or dissertations.
- Disregarding policies governing use of human subjects or animals in research.
- Students must sign the honor code at the beginning of the course.

For additional information please visit: <http://www.msstate.edu/dept/audit/1207A.html>

6. TARGET AUDIENCE

Students pursuing a doctoral degree in kinesiology and who are enrolled in the sport studies concentration. Other doctoral students in related disciplines, such as history, sociology, philosophy.

7. SUPPORT

The letter from Dr. Adam Love, Graduate Coordinator for Kinesiology, is attached.

8. INSTRUCTOR OF RECORD (GRADUATE COURSE)

Adam Love

9. GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)

NA

10. PLANNED FREQUENCY (or schedule of offering)

Spring semester

11. EXPLANATION OF ANY DUPLICATION

The course does not duplicate any other course currently offered.

12. METHOD OF INSTRUCTION

S - Seminar

F - Face-to-Face.

13. PROPOSED C.I.P. NUMBER - 13.1314

14. PROPOSED 24-CHARACTER ABBREVIATION – Seminar Sport Studies

15. PROPOSED SEMESTER EFFECTIVE - Fall 2014

16. OTHER APPROPRIATE INFORMATION - Listed in the attached syllabus

17. PROPOSAL CONTACT PERSON – Adam Love (5-2784)

18. SPECIAL NOTES

1. CROSS-LISTING - N/A

2. EFFECTIVE DATE

3. REQUIRED COURSES – The course is required in the proposed doctoral program (sport studies concentration).

4. MASTER SCHEDULE

Course Syllabus

Course: KI 8923

Course Title: Doctoral Seminar in Sport Studies

Credit: 3 semester hours

Course Type: Seminar

Catalog Description:

Discussions on current research literature in sport studies with in-depth analyses of selected research from the sport industry and cultural, social and historical studies.

Course Objectives:

At the completion of the course, students will be able to do the following relative to the current literature:

1. Analyze the relevance of sport from a historical context.
2. Analyze the relevance of sport from a sociological context.
3. Analyze the relevance of sport from a philosophical context.
4. Discuss sociocultural norms relevant to sport studies.
5. Discuss various issues relevant to the sport industry in both a national and international context.

Course Requirements:

The purpose of this course is to expose doctoral students to the research literature. Each week, papers from the reading list will be discussed and critiqued through the relevant topics covered in the research paper. During class students should be ready to give an unscheduled and informal analytical evaluation of any article from that week's reading list. This is part of the class participation grade and will be evaluated according to the student's grasp of the content of the article.

Each student will research and write a review that can be submitted to a refereed journal for publication. The paper should explore in-depth an issue of the student's choosing related to the general parameters of the course. Papers will be evaluated according to the author's ability to identify and explain major concepts addressed, and his or her ability to analyze the literature gathered through research in a manner that makes a contribution to the scholarly field. The papers will be evaluated according to clarity of expression, proper use of citation, and overall organization and content.

In the long term, the course will help prepare students for their dissertation by introducing them to the practice of scholarship and by giving them an opportunity to explore in detail potential topics.

Assignments:

Assignments are weighted as follows

Class participation (10%)

Class participation will be evaluated based on the student's ability to make meaningful contributions to class discussions, contributions that reflect an understanding of the reading material assigned and its relationship to the content of the course. Research scientists are not only expected to write, but also to discuss how their ideas advance knowledge in their field. This seminar will encourage students to develop those skills.

Written paper proposal and bibliography (10%)

The paper proposal should set up the question, present relevant background, and include a narrative outline. The proposal is due at the end of the first third of the semester and the

resulting paper will be presented at the end of the course and be ready for submission for publication.

Proposal oral presentation (15%)

The proposal presentation is a 20 minute presentation to the class on your proposed paper. You will need to include the top two journals where you would like to submit your manuscript and why.

First draft of the paper (20%)

This should be a complete (all sections included) first draft of the paper. The professor will read this draft and provide feedback to the student. The feedback should be used by the student when preparing the final draft of the paper.

Oral presentation of final work (15%)

Each student will do a comprehensive oral presentation about his/her paper.

Final paper (30%)

Quality rather than quantity should be the focus, but a minimum of 15-20 pages, typed, double-spaced should be sufficient.

Letter grade scale

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

LATE ASSIGNMENTS WILL NOT BE ACCEPTED

You must complete all assignments to receive a passing grade in the course. While you are free to discuss assignments with your classmates, **all work you submit in the course must be entirely your own.** Make certain that you are familiar with the university's policy on academic honesty.

Topics Covered:

Wk 1: Introduction to the sport studies research literature (3 hour)

Research on Cultural, Social and Historical Studies of Sport

Wk 2: Physical cultural studies (3 hours)

Wk 3: Socio-cultural analysis of sport (3 hours)

Wk 4: Historical analysis of sport (3 hours)

Wk 5: Sport Philosophy (3 hours)

Wk 6: Sport and qualitative inquiry (3 hours)

Wk 7: Sport and critical race theory (3 hours)

Wk 8: Sport and theories of globalization (3 hours)

Research on the Sport Industry

Wk 9: Spectator attendance and sport consumption behavior (3 hours)

Wk 10: Fundraising and development of sport (3 hours)

Wk 11: Sport sponsorships: visual ethnography of on-site sport sponsorship activation (3 hours)

Wk 12: Revenue and wealth maximization (3 hours)

Wk 13: Accounting for revenues and expenditures in intercollegiate athletics (3 hours)

Wk 14: Building brand equity (3 hours)

Wk 15: Oral presentations (3 hours)

Methods of Instruction:

Group discussion

Diversity:

Will be addressed through use of examples of gender differences in exercise responses and adaptations discussed in class.

Field Component: There is no field component within this course.

Honor Code:

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

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.students.msstate.edu/honorcode/>

Academic misconduct includes, but is not limited to, deceptive acts such as the following:

- Using unauthorized materials (crib notes, books, etc.) as an aid during an examination.
- Looking at or using information from another person's examination, report, or assignment.
- Providing assistance to, or receiving assistance from, another person in any manner prohibited by the instructor.
- Possessing or providing an examination or assignment, or any part thereof, at any time or in any manner not authorized by the instructor.
- Taking a quiz, examination, or similar evaluated assignment for another person; or utilizing another person to take a quiz, examination, or similar assignment in place of oneself.
- Submitting any course materials or activities not the student's own, allowing such a submission to be made for oneself, or making such a submission for another.
- Using the ideas, organization, or words of another from a book, article, paper, computer file, or other source in any assignment without giving proper credit following accepted citation rules (plagiarism).
- Altering, stealing, and/or falsifying research data used in research reports, theses, or dissertations.
- Disregarding policies governing use of human subjects or animals in research.
- Students must sign the honor code at the beginning of the course.

Bibliography in Physical Culture, Historical, and Sociological Research Literature in Sport:

1. Agyemang, K., & DeLorme, J. (2010). Examining the Dearth of Black Head Coaches at the NCAA Football Bowl Subdivision Level: A Critical Race Theory and Social Dominance Theory Analysis. *Journal of Issues in Intercollegiate Athletics*, 35-52.
2. Booth, D. (2005). Evidence revisited: Interpreting historical materials in sport history. *Rethinking History*, 9(4), 459-483.
3. Booth, D. (2009). Sport history and the seeds of a postmodern discourse. *Rethinking History*, 13(2), 153-174.

4. Dixon, K. (2011). A "third way" for football fandom research: Anthony Giddens and Structuration Theory. *Soccer & Society*, 12(2), 279-298.
5. Dubal, S. (2010). The neoliberalization of football: Rethinking neoliberalism through the commercialization of the beautiful game. *International Review for the Sociology of Sport*, 45(2), 123 - 146.
6. Dunning, E. (2004). Sociology of sport in the balance: Critical reflections on some recent and more enduring trends. *Sport in Society*, 7, 1-24.
7. Harvey, J., Horne, J., & Safai, P. (2009). Alterglobalization, Global Social Movements, and the Possibility of Political Transformation Through Sport. *Sociology of Sport Journal*, 26(3), 383-403.
8. Hylton, K. (2010). How a turn to critical race theory can contribute to our understanding of "race", racism and anti-racism in sport. *International Review for the Sociology of Sport*, 45(3), 335 -354.
9. Ingham, A. G., & Donnelly, P. (1997). A sociology of North American sociology of sport: Disunity in unity, 1965 to 1996. *Sociology of Sport Journal*, 14(4), 362-418.
10. Kaufman, P., & Wolff, E. A. (2010). Playing and Protesting: Sport as a Vehicle for Social Change. *Journal of Sport & Social Issues*, 34(2), 154 -175.
11. Nixon, H. L. (2010). Sport Sociology, NASSS, and Undergraduate Education in the United States: A Social Network Perspective for Developing the Field. *Sociology of Sport Journal*, 27(1), 76-88.
12. Osmond, G. (2008). Reflecting materiality: Reading sport history through the lens. *Rethinking History*, 12(3), 339-360.
13. Phoenix, C. (2010). Seeing the world of physical culture: the potential of visual methods for qualitative research in sport and exercise. *Qualitative Research in Sport and Exercise*, 2(2), 93-108.
14. Poli, R. (2010). Understanding globalization through football: The new international division of labour, migratory channels and transnational trade circuits. *International Review for the Sociology of Sport*, 45(4), 491 -506.
15. Popovic, M. L. (2010). A voice in the rink: Playing with our histories and evoking autoethnography. *Journal of Sport History*, 37(2), 235-255.
16. Silk, M. L., & Andrews, D. L. (2011). Toward a Physical Cultural Studies. *Sociology of Sport Journal*, 28(1), 4-35.
17. Silk, M. L., Bush, A., & Andrews, D. L. (2010). Contingent Intellectual Amateurism, or, the Problem With Evidence-Based Research. *Journal of Sport & Social Issues*, 34(1), 105 -128.
18. Smith, E., & Hattery, A. (2011). Race Relations Theories: Implications for Sport Management. *Journal of Sport Management*, 25(2), 107-117.
19. Sotiriadou, K., & Shilbury, D. (2010). Using Grounded Theory in sport management research. *International Journal of Sport Management & Marketing*, 8(3/4), 181-202.
20. Thorpe, H., Barbour, K., & Bruce, T. (2011). "Wandering and Wondering": Theory and Representation in Feminist Physical Cultural Studies. *Sociology of Sport Journal*, 28(1), 106-134.
21. Vertinsky, P. (2009). Mind the gap (or mending it): Qualitative research and interdisciplinarity in kinesiology. *Quest*, 61(1), 39-51.

Bibliography in Sport Industry Research:

1. Brown, M., Nagel, M., McEvoy, C., & Rascher, D. (2004). Revenue and wealth maximization in the National Football League: The impact of stadia. *Sport Marketing Quarterly*, 13(4), 227-235.
2. Choi, J., Stotlar, D. K., & Park, S. (2006). Visual ethnography of on-site sport sponsorship activation: LG action sports championship. *Sport Marketing Quarterly*, 15(2), 71-79.
3. Dees, W., Bennett, G., & Villegas, J. (2008). Measuring the effectiveness of sponsorship of an elite intercollegiate football program. *Sport Marketing Quarterly*, 17(2), 79-89.
4. Drayer, J., Shapiro, S. L., & Seoki, L. (2012). Dynamic ticket pricing in sport: An agenda for research and practice. *Sport Marketing Quarterly*, 21(3), 184-194.

5. Fink, J. S., Trail, G. T., & Anderson, D. F. (2002). Environmental factors associated with spectator attendance and sport consumption behavior: gender and team differences. *Sport Marketing Quarterly*, 11(1), 8-19.
6. Lock, D., Taylor, T., Funk, D., & Darcy, S. (2012). Exploring the Development of Team Identification. *Journal of Sport Management*, 26(4), 283-294.
7. Martinez, J., Stinson, J. L., Minsoo, K., & Jubenville, C. B. (2010). Intercollegiate athletics and institutional fundraising: A meta-analysis. *Sport Marketing Quarterly*, 19(1), 36-47.
8. Matheson, V. A., O'Connor, D. J., & Herberger, J. H. (2012). The bottom line: Accounting for revenues and expenditures in intercollegiate athletics. *International Journal of Sport Finance*, 7(1), 30-45.
9. McEvoy, C. D., & Morse, A. L. (2007). An investigation of the relationship between television broadcasting and game attendance. *International Journal of Sport Management and Marketing*, 2(3), 222-235.
10. Morse, A. L., Shapiro, S. L., McEvoy, C. D., & Rascher, D. A. (2008). The effects of roster turnover on demand in the National Basketball Association. *International Journal of Sport Finance*, 3(1), 8-18.
11. Rascher, D. A., McEvoy, C. D., Nagel, M. S., & Brown, M. T. (2007). Variable ticket pricing in Major League Baseball. *Journal of Sport Management*, 21(3), 407-437.
12. Rishe, P. J., & Mondello, M. J. (2003). Ticket price determination in the National Football League: a quantitative approach. *Sport Marketing Quarterly*, 12(2), 72-79.
13. Stinson, J. L., & Howard, D. R. (2007). Athletic success and private giving to athletic and academic programs at NCAA institutions. *Journal of Sport Management*, 21(2), 235-264.
14. Trail, G.T., Fink, J.S., & Anderson, D.F. (2003). Sport spectator consumption behavior. *Sport Marketing Quarterly*, 12(1), 8-17.
15. Weight, E., Taylor, K., & Cuneen, J. (2010). Corporate motives for sport sponsorship at mid-major collegiate athletic departments. *Journal of Issues in Intercollegiate Athletics*, 119-130.

General information for completion of the final paper:

The review of literature is a brief overview of a chosen topic. Importantly, this review should also critically analyze the literature on the chosen topic and identify "gaps" in our knowledge. Moreover, if important experimental errors have been committed in the selected field, these "errors" should be identified and discussed in your paper. In preparation of this review, students are encouraged to use good scientific writing style and include section headings, tables, and figures when appropriate to improve clarity within the review. Topics for research can be approved in the following way. The idea should be presented to the instructor verbally (e.g. before or after class or during office hours). If the topic is feasible and related to the course, you will be given permission to proceed. **Topics must be approved early in the semester.**

The literature review (15-20 pages*, typed and double spaced) should contain the following sections (listed in order of presentation):

1. Introduction: This section (~1 page) should briefly introduce the topic and clearly state the purpose of the review.
2. Body of the Review (13-18 pages): This section provides a brief overview of the literature related to the topic interest.
4. Summary (~1 page): This section should briefly summarize key information about the reviewed topic and suggest directions for future research.
5. List of references: Limit to 20 key references

*Page limitation (12 point font-Ariel) is 15-20 pages for sections 1-4 (above)

Each literature review will be evaluated by the instructor on a 15 point scale using the following criteria:

Introduction (5 points total)

Outstanding = 5 points; Very good = 90%; Good = 80%; Satisfactory= 70%

Body of literature review (7 points total)

Outstanding = 7 points; Very good = 90%; Good = 80%; Satisfactory= 70%

Summary (3 points total)

Outstanding = 3 points; Very good = 90%; Good = 80%; Satisfactory= 70%

Definition for evaluation terms:

Outstanding = well organized and conceived; high level of critical analysis of literature, succinctly written and compelling writing style

Very good =generally well written but lacks clarity in 1-2 sections

Good =well written areas exist but lacks clarity in 3-4 sections

Satisfactory = effort noted but the document lacks organization and clarity in 5 or more sections

APPROVAL FORM FOR
COURSES
MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Freeman Hall-Room 102, Mail Stop 9638 (325-1922).

College or School: Education

Department: Kinesiology

Contact Person: Stanley P. Brown

Mail Stop: 9575

E-mail: spb107@msstate.edu

Nature of Change: Deletion

Date Initiated: 9/2013 Effective Date: Fall 2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
PE	6163	Principles and Methods of Secondary School Health and Physical Education	(3)

Current Catalog Description:

Admission to Teacher Education required. Three hours lecture. This course is designed to emphasis contemporary teaching methods in all areas of health and physical education in the secondary school.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
			()

New or Modified Catalog Description:

NA

Approved:

Stanley P. Brown

Department Head

SB

Chair, College or School Curriculum Committee

Teresa Jayroe

Dean of College or School

Date:

9-6-13

9-27-13

9-30-13

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

1. CATALOG DESCRIPTION

PE 6163. Principles and Methods of Secondary School Health and Physical Education. (3). Admission to Teacher Education required. Three hours lecture. This course is designed to emphasis contemporary teaching methods in all areas of health and physical education in the secondary school.

2. JUSTIFICATION

This course is not required in any graduate program offered by the department.

B. SPECIAL NOTES

1. CROSS-LISTING

N/A

2. EFFECTIVE DATE

Fall 2014

3. EFFECTS ON OTHER COURSES

The course is not required by any other department nor by any of the graduate concentrations in kinesiology.

4. SUPPORT

See attached.

APPROVAL FORM FOR
COURSES
 MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Freeman Hall-Room 102, Mail Stop 9638 (325-1922).

College or School: Education Department: Kinesiology
 Contact Person: Stanley P. Brown Mail Stop: 9575 E-mail: spb107@msstate.edu
 Nature of Change: Deletion Date Initiated: 9/2013 Effective Date: Fall 2014

Current Listing in Catalog:

Symbol	Number	Title	Credit Hours
PE	8193	Professional Preparation in Physical Education	(3)

Current Catalog Description:

This course covers NASPE guidelines in professional preparation. Special areas are professional roles, academic advisement, and professional writing skills.

New or Modified Listing for Catalog:

Symbol	Number	Title	Credit Hours
			()

New or Modified Catalog Description:

NA

Approved: Stanley P. Brown
 Department Head

Date: 9-6-13

[Signature]
 Chair, College or School Curriculum Committee

9-27-13

Teresa Jayroe
 Dean of College or School

9-27-13

 Chair, University Committee on Courses and Curricula

 Chair, Graduate Council (if applicable)

 Chair, Deans Council

1. CATALOG DESCRIPTION

PE 8193. Professional Preparation in Physical Education. (3) Three hours lecture. This course covers NASPE guidelines in professional preparation. Special areas are professional roles, academic advisement, and professional writing skills.

2. JUSTIFICATION

This course is not required in any graduate program offered by the department.

B. SPECIAL NOTES

1. CROSS-LISTING

N/A

2. EFFECTIVE DATE

Fall 2014

3. EFFECTS ON OTHER COURSES

The course is not required by any other department nor by any of the graduate concentrations in kinesiology.

4. SUPPORT

See attached.

APPROVAL FORM FOR
COURSES
MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Freeman Hall-Room 102, Mail Stop 9638 (325-1922).

College or School: Education

Department: Kinesiology

Contact Person: Stanley P. Brown

Mail Stop: 9575

E-mail: spb107@msstate.edu

Nature of Change: Deletion

Date Initiated: 9/2013

Effective Date: Fall 2014

Current Listing in Catalog:

Symbol Number Title
PE 8213

Problems in the Administration of Athletics

Credit Hours

(3)

Current Catalog Description:

Interscholastic athletic program; place of athletics in education, program organization and administration, budget, equipment, facilities, public relations, legal liability, and eligibility and contest regulations.

New or Modified Listing for Catalog:

Symbol Number Title

Credit Hours

()

New or Modified Catalog Description:

NA

Approved:

Stanley P. Brown

Department Head

B. u

Chair, College or School Curriculum Committee

Teresa Jayroe

Dean of College or School

Date:

9-6-13

9-27-13

9-27-13

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

1. CATALOG DESCRIPTION

PE 8213. Problems in the Administration of Athletics. (3) Three hours lecture. Interscholastic athletic program; place of athletics in education, program organization and administration, budget, equipment, facilities, public relations, legal liability, and eligibility and contest regulations.

2. JUSTIFICATION

This course is not required in any graduate program offered by the department.

B. SPECIAL NOTES

1. CROSS-LISTING

N/A

2. EFFECTIVE DATE

Fall 2014

3. EFFECTS ON OTHER COURSES

The course is not required by any other department nor by any of the graduate concentrations in kinesiology.

4. SUPPORT

See attached.

APPROVAL FORM FOR
COURSES
MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Freeman Hall-Room 102, Mail Stop 9638 (325-1922).

College or School: Education

Department: Kinesiology

Contact Person: Stanley P. Brown

Mail Stop: 9575

E-mail: spb107@msstate.edu

Nature of Change: Deletion

Date Initiated: 9/2013

Effective Date: Fall 2014

Current Listing in Catalog:

Symbol	Number	Title
PE	8623	Seminar in School Health

Credit Hours
(3)

Current Catalog Description:

Examination of the role of the health educator in the Coordinated School Health Program. Review of current curricular approaches and issues in school health.

New or Modified Listing for Catalog:

Symbol	Number	Title
--------	--------	-------

Credit Hours
()

New or Modified Catalog Description:

NA

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: 9-6-13

9-27-13

9-27-13

1. CATALOG DESCRIPTION

PE 8623. Seminar in School Health. (3). Three hours seminar. Examination of the role of the health educator in the Coordinated School Health Program. Review of current curricular approaches and issues in school health.

2. JUSTIFICATION

This course is not required in any graduate program offered by the department.

B. SPECIAL NOTES

1. CROSS-LISTING

N/A

2. EFFECTIVE DATE

Fall 2014

3. EFFECTS ON OTHER COURSES

The course is not required by any other department nor by any of the graduate concentrations in kinesiology.

4. SUPPORT

See attached.



DEPARTMENT OF KINESIOLOGY

Mississippi State
UNIVERSITY

September 27, 2013

Dear Dr. Kirk Swortzel,

The Box Council approved the way the Department of Kinesiology's Ph.D. program addressed the requirements of the COE Doctoral Core. The Ph.D. program was approved along with the recommended modifications in our September, 2013 meeting. These modifications included:

1. The addition of HED 8133 (University and Community College Instruction) to satisfy the COE university teaching requirement for all doctoral programs.
2. Increasing the research and statistics requirement from 9 hours to 12 hours, which also satisfied the COE doctoral core requirement. The statistics courses are being selected from other departments because these courses more closely align with the two concentrations (i.e. exercise science student will be better served with examples generated from the sciences and sport studies students with examples from the humanities and social sciences rather than education.
3. Adequately covering the COE foundations of education requirement for all doctoral programs by providing a doctoral seminar course equipping students with an excellent breath and depth of learning within their respective fields.

The Box Council agrees with these modifications and subsequently approved them. Please feel free to contact me if there are any additional questions or concerns regarding the Box Council's approval of the Department of Kinesiology Ph.D. program.

Sincerely,

Dr. Brad Vickers
Box Council, Chair
Bv44@msstate.edu
662-325-6799



DEPARTMENT OF KINESIOLOGY

Mississippi State
UNIVERSITY

September 6, 2013

Dr. Brad Vickers
Chair, Box Council

Dear Dr. Vickers:

Over the summer we completed the review of our PhD proposal working extensively with the Chair of the UCCC, Dr. Kirk Swortzel. Briefly, after the Box Council last year approved the proposal it nevertheless did not pass the UCCC, which subsequently voted to send it back to the Box Council after initial revisions were rejected.

The attached program has been streamlined since Box last viewed it. A major feature is the way we meet COE core curriculum guidelines. This was approved through the Box Council initially as well. The major points are as follows:

1. We added HED 8133 which satisfies the COE university teaching requirement for all doctoral programs.
2. The research and statistics block is at 12 hours, satisfying the COE doctoral core requirement.
3. The Kinesiology Graduate Committee elected to cover the foundations of education requirement by using the doctoral seminar course (one for each of the two concentrations) which will give students a good breath and depth of knowledge in their respective fields (either exercise science or sport studies).

The proposal is attached.

Sincerely,

Stanley P. Brown, PhD
Professor and Head of Department



DEPARTMENT OF KINESIOLOGY

Mississippi State
UNIVERSITY

July 15, 2013

Dr. Stanley P. Brown
Head, Department of Kinesiology

Dr. Brown:

The Graduate Committee of the Department of Kinesiology has approved a curriculum for the Ph.D. in Kinesiology with two concentrations – Sport Studies and Exercise Science. Along with the creation of this program are the addition and deletion of several courses:

1. Delete the following courses:
 - a. EP 6113 Fitness Programs and Testing Procedures
 - b. PE 8193 Professional Preparation in Physical Education
 - c. PE 8213 Problems in the Administration of Athletics
 - d. PE 6163 Principles and Methods of Secondary School Health and Physical Education
 - e. PE 8623 Seminar in School Health
2. Add the following courses:
 - a. KI 8913 Doctoral Seminar in Exercise Science
 - b. KI 8923 Doctoral Seminar in Sport Studies

We propose these changes be taken to the Box Council of the College of Education and from there to the UCCC.

Sincerely,

Dr. Adam Love
Graduate Coordinator

Graduate Committee Members

Dr. Stamatis Agiovlasis

Dr. John Lamberth

Dr. Brad Vickers

Dr. Heather Webb



Mississippi State UNIVERSITY

Agricultural and Biological Engineering
Box 9632
Mississippi State, MS 39762
(662) 325-3282 / FAX (662) 325-3853

January 11, 2013

Stanley Brown, Department Head
Kinesiology Department

Dear Dr. Brown:

Thank you for allowing our department to review your plans for a PhD in Kinesiology, particularly the Applied Physiology Concentration. This plan was submitted to our faculty and discussed at our faculty meeting. We see no conflict between any of your plans and our own graduate programs. Indeed we see an increased potential in collaborative work with the department in both teaching and research with this program in place.

We wish you every success in your pursuit of this degree.

Sincerely,

A handwritten signature in black ink that reads "Jonathan Pote". The signature is written in a cursive style with a large initial "J" and "P".

Jonathan Pote
Department Head



MISSISSIPPI STATE
UNIVERSITY™

10/25/2012

To: Dr. Stan Brown, Professor and Head
Department of Kinesiology

Dear Dr. Brown,

Thank you for your phone call regarding the potential for offering opportunities to your graduate students related to a Biochemistry minor as you modify your program. I see no reason why this cannot occur, and our department would welcome participating with your students and faculty on offering a minor in Biochemistry as part of their degree track (M.S. or Ph.D.). I have met with our Graduate Coordinator (Dr. Ma), and we believe this would be a good fit for both programs and we are positive about assisting your department in this process for those students interested in this option.

Attached to this letter is our standard document that outlines our minors at the graduate program level for students in other degree majors (MS or Ph.D.), and the required classes and hours associated with the "Minor in Biochemistry". You will note that at the M.S. level there are three options depending on the level of classes to be taken once our General Biochemistry I/II series is completed, and at the Ph.D. level there are choices as well depending on the level of coursework to be taken or whether a student may want additional coursework in more of a molecular vs. biochemical realm.

Again, we are glad to assist you in facilitating a Biochemistry minor as part of graduate degree programs in Kinesiology. Please don't hesitate to contact me if we can be of further assistance or if there are any questions about our minor program or course offerings. Currently, Dr. Din-Pow Ma serves as our graduate coordinator for the Biochemistry (MS and PhD) and Molecular Biology (MOLB PhD) programs, and can assist any Kinesiology students interested in declaring a graduate minor in our program.

Kind Regards,

Scott T. Willard, Ph.D.
Professor and Head
Biochemistry, Molecular Biology, Entomology
and Plant Pathology

College of Agriculture & Life Sciences • Agricultural & Forestry Experiment Station • MSU Extension Service
Department of Biochemistry, Molecular Biology, Entomology and Plant Pathology

Biochemistry, Molecular Biology & Plant Pathology Programs: Box 9655 • Mississippi State, MS 39762 USA • (662) 325-2640 • FAX (662) 325-8664
Entomology Program: Box 9775 • Mississippi State, MS 39762 USA • (662) 325-2085 • FAX (662) 325-8837

MINOR REQUIRMENTS – Biochemistry

Students desiring to minor in Biochemistry and Molecular Biology coursework must meet the following requirements:

M.S. degree – any of the following will suffice:

Scenario I (10 hours)

- BCH 6603 (General Biochemistry I)
- BCH 6613 (General Biochemistry II)
- One of either BCH 6804 (Molecular Biology Methods) or BCH 6414 (Protein Methods)

Scenario II (9 to 10 hours)

- BCH 6603 (General Biochemistry I)
- BCH 6613 (General Biochemistry II)
- Any 8000 level course offered in the Department (BCH code)

Scenario III (12 hours)

- BCH 6603 (General Biochemistry I)
- BCH 6613 (General Biochemistry II)
- Any two other 6000 level courses offered in the Department (BCH code)

Ph.D. Degree (13 to 14 hours)

- BCH 6603 (General Biochemistry I)
- BCH 6613 (General Biochemistry II)
- BCH 6804 (Molecular Biology Methods) or BCH 6414 (Protein Methods)
- Any 8000 level course offered in the Department or BCH 6804/6414

Note: If the student enters MSU with the equivalent of General Biochemistry I and II (to the satisfaction of the department), the Graduate School minimum (i.e. 9 hours of other Departmental BCH courses for the M.S. and 12 hours of BCH courses for the Ph.D.) will suffice. Also, as usual, the Departmental representative (minor professor) on the student's committee and the Departmental Graduate Coordinator must approve the courses as being appropriate for the student's minor.



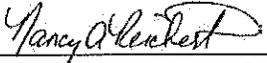
MISSISSIPPI STATE
UNIVERSITY™

Department of Biological Sciences

219 Harned Hall
295 Lee Boulevard, P.O. Box GY
Mississippi State, MS 39762
Phone: 662-325-3120
FAX: 662-325-7939

October 23, 2012

To: Dr. Stanley P. Brown, Professor and Head
Department of Kinesiology

From: 
Nancy A. Reichert, Professor and Head
Department of Biological Sciences

Subject: proposed new Ph.D. degree program in Kinesiology

The Department of Biological Sciences supports the Ph.D. degree program in Kinesiology proposed by the Department of Kinesiology. We understand that students in the Applied Physiology concentration would have the option to enroll in up to 12 credit hours of BIO graduate-level courses in this degree program. These courses have less enrollment demands vs. our undergraduate courses, so I cannot foresee problems with Kinesiology students enrolling in them. In fact, it may enable some of our lower enrollment graduate courses to be offered on a more regular basis.

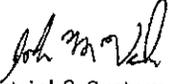


INDUSTRIAL & SYSTEMS ENGINEERING

DEPARTMENT OF INDUSTRIAL & SYSTEMS ENGINEERING
260 McCain Engineering Building
Post Office Box 9542
Mississippi State, MS 39762
Phone: 662.325.3865 Fax: 662.325.7618
<http://www.ise.msstate.edu>

Date: October 22, 2012

To: Dr. Stanley Brown
Professor and Department Head of Kinesiology

From: John M. Usher, Ph.D., P.E. 
Professor and Head of Industrial & Systems Engineering

Re: Support for Doctoral Program proposal.

The faculty of the Department of Industrial and Systems Engineering (ISE) support the proposed doctoral program in kinesiology. This support is in the form of making courses within the ISE department available to students in the kinesiology program as standalone courses or as a part of a minor in ISE (as per the requirements stated within the ISE Graduate Guide). The ISE Faculty are also willing to participate on student's supervisory committees within the kinesiology department.



Mississippi State UNIVERSITY

Department of History
P. O. Box H
Mississippi State, MS 39762
(662) 325-3604
(662) 325-1139 (Fax)

10/17/2012

Dr. Stanley Brown
Dept. of Kinesiology
Mississippi State University
Mississippi State, MS 39762

Dear Dr. Brown

The History Department Graduate Committee met to discuss the Kinesiology Department's proposal for Ph.D. degree that could include a minor in history. We decided that while in general we support the proposal, we would feel more comfortable if the language in the program explicitly stated that the expectations for the minor would be determined by the student's supervisory committee in keeping with the minor granting department's expectations for a minor (as per University policy on p. 51 of the Graduate Handbook).

Sincerely,

A handwritten signature in black ink, appearing to read "Peter Messer".

Dr. Peter Messer
Associate Professor
Graduate Coordinator
Department of History



MISSISSIPPI STATE UNIVERSITY™

Department of Animal and Dairy Sciences
Box 9615
Mississippi State, Mississippi 39762
Phone (662) 325-2802
Fax (662) 325-8873

November 26, 2012

Dr. Stanley Brown
Professor and Head
Department of Kinesiology
Mississippi State University

Dear Dr. Brown:

The Department of Animal and Dairy Sciences Faculty have reviewed your request to offer a Doctor of Philosophy degree in Kinesiology and the possibility of these future students selecting a graduate course(s) in ADS to fulfill the minor requirement of the doctoral program.

The Department of Animal and Dairy Sciences Faculty support your request and welcome any future doctoral students into graduate courses offered by the Department.

Sincerely:

Mark Crenshaw, Ph.D.
Extension Professor and Interim Head



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

October 11, 2012

Dr. Stanley P. Brown
Professor and Department Head Applied Physiology
Department of Kinesiology
PO Box 6186
Mississippi State, MS 39762

Dear Dr. Brown:

As you requested, I have reviewed your proposed Doctor of Philosophy (Ph.D.) degree in Kinesiology. I am glad to support your proposed program. As Department Head of Psychology, I believe that several of our courses can help to provide a component of training for your Ph.D. candidates. These include, but are not limited to:

PSY 6403. Biological Psychology
PSY 6423. Sensation and Perception
PSY 6983. Psychology of Aging
PSY 8214. Quantitative Methods in Psychology II
PSY 8383. Behavior Therapy
PSY 8803. Advanced Quantitative Methods for Industrial/Organizational and General Psychology

Given the scope and range of potential courses across the university that your students will take as part of their training, I am confident that we will be able to accommodate your students if they chose to take psychology courses as part of their doctoral training.

Best of luck with your curriculum development and approval, and please let me know if I can be of any further assistance.

Sincerely,

Mitchell E. Berman, Ph.D.
Department Head



MISSISSIPPI STATE
UNIVERSITY

Department of Food Science, Nutrition and Health Promotion

November 20, 2012

Dr. Stanley Brown
Head and Professor
Department of Kinesiology
MSU

Dear Dr. Brown:

I am writing to indicate our support for your department to establish a Ph.D. Program in Kinesiology. Regarding your plans to use our department for a minor, there are two options you may consider. The first option is to have a minor in general Food Science, Nutrition and Health Promotion, for that we do not have a set of course requirements. The second option is to have a minor in Health Promotion (HP) within our department. In this HP option, we require students to take the following courses.

The courses required for an HP minor would represent our core courses in HP. The five courses would be:

FNH 8513 Theory/Practice of Health Education
FNH 8523 Health Promotion Techniques
FNH 8553 Behavioral Epidemiology
FNH 8613 Design/Administration of HP Programs
FNH 8653 Implementation/Evaluation of HP Programs

Please let me know if you have any questions. I would be more than happy to visit with you in support of your development of a Ph.D. degree in your department.

Sincerely,

A handwritten signature in cursive script that reads "Sam K. C. Chang".

Sam K. C. Chang, Ph.D.,
Professor and Head



MISSISSIPPI STATE UNIVERSITY

Department of Curriculum, Instruction, and Special Education

Box 9705 • 310 Allen Hall • Mississippi State, MS 39762

Voice: (662)325-3747 Fax: (662)325-7857

November 15, 2012

Members of the Box Council and UCCC:

The Department of Curriculum, Instruction, and Special Education is pleased to offer graduate courses in in our department to students in the proposed Doctoral program in Kinesiology who are interested in minors in Curriculum and Instruction. Faculty members in CISE will serve as minor professors and work with individual students to select an appropriate sequence of courses, which may include courses such as EDS 9553 Teaching and Teacher education, EDS 9221 Professional Practices in Teacher Education, Directed Readings courses, EDE 8713 Educating Young Adolescents, and EDE 8533 Early Childhood Education, among others. These courses will help prepare Kinesiology doctoral students for future roles as teacher educators in physical education and sport pedagogy, and the presence of doctoral students from Kinesiology will enrich our courses.

Thank you,

Devon Brenner
Professor and Department Head



MISSISSIPPI STATE
UNIVERSITY

Department of Management and Information Systems
College of Business

To: Dr. Stanley Brown
Chair, Department of Kinesiology

From: Graduate Faculty in Management
Department of Management & Info. Systems

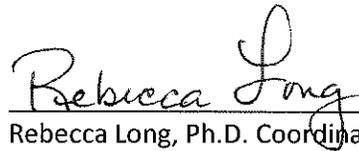
Subject: Ph.D. Minor in Management

Date: November 16, 2012

In support of the proposed Ph.D. in Kinesiology, we the graduate faculty in Management are prepared to offer 12 hours of minor coursework to students pursuing that degree.



Tim Barnett, Head & Professor



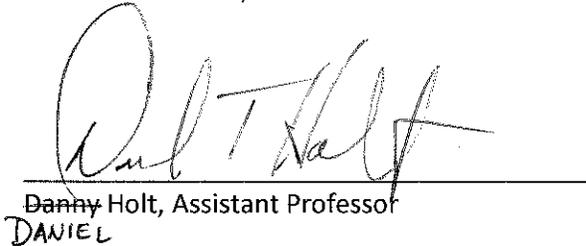
Rebecca Long, Ph.D. Coordinator



James J. Chrisman, Professor

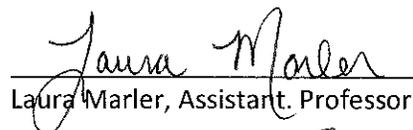


Joshua Daspit, Assistant Professor

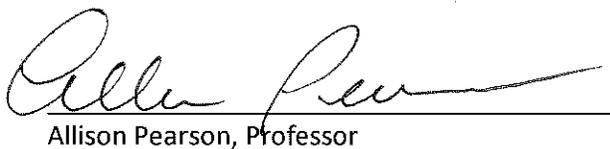


Danny Holt, Assistant Professor

DAVIEL



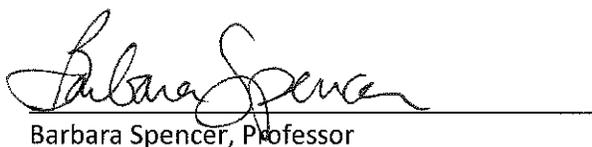
Laura Marler, Assistant Professor



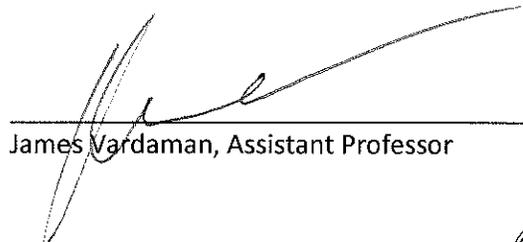
Allison Pearson, Professor



Chris Penney, Assistant Professor



Barbara Spencer, Professor



James Vardaman, Assistant Professor





December 3, 2012

The Kinesiology Department solicited support from Sociology for their proposed doctorate in Kinesiology. Sociology was asked to specifically consider one request. The matter for consideration involved our approval to include Sociology as a minor area of study for the PhD in Kinesiology. The faculty considered this request in their November faculty meeting. Since Sociology can be chosen as a minor area already for all disciplines, there was no vote needed on this matter. In other words, Kinesiology doctoral students can use Sociology as a minor area as long as they have a minor professor in Sociology. Should you have any questions, please let me know.

Sincerely,

Nicole Rader, PhD
Graduate Coordinator
Department of Sociology
Mississippi State University
Mississippi State, MS 39762
(662) 325-7885
nrader@soc.msstate.edu



MISSISSIPPI STATE
UNIVERSITY™

Department of Leadership and Foundations

November 28, 2012

Dr. Stanley P. Brown, Department Head
Kinesiology
College of Education
Mississippi State University

Dear Dr. Brown:

Please accept this letter in response to your request for support of the inclusion of EDF 9453 Introduction to Qualitative Research in Education in your proposed Ph.D. program in Kinesiology. The Faculty in the Department of Leadership and Foundations voted in favor for support and inclusion of EDF 9453 Introduction to Qualitative Research in Education as a qualitative research course in the qualitative research track for students who may pursue the proposed Ph.D. program in Kinesiology with concentrations in Applied Physiology and Sport Studies. Further, on the other hand, the Faculty voted against support for the overall qualitative research component of the proposal in that the proposal provides an option for three out of four introductory qualitative courses with no advanced qualitative research courses, sequencing of courses, or prerequisites.

If you have questions or need additional clarification, please do not hesitate to contact me. Best regards as you advance your proposal to offer a Ph.D. in Kinesiology.

Sincerely,

Frankie Williams, Department Head
Leadership and Foundations

c: Faculty, Leadership and Foundations



MISSISSIPPI STATE
UNIVERSITY™

*Department of Anthropology and
Middle Eastern Cultures*

Dec. 5, 2012

Dr. Stanley Brown
Dept. Kinesiology
Mississippi State University

Dear Dr. Brown:

The Department of Anthropology & Middle Eastern Cultures approves listing AN 6143 Ethnographic Methods as a course in the qualitative track of the Applied Physiology and Sport Studies PhD degree to be offered by the Department of Kinesiology. Good luck in the development of your new program. Thanks.

Sincerely;

A handwritten signature in black ink, appearing to read 'Walter J. Diehl'.

Walter J. Diehl, Interim Head
Dept. Anthropology & Middle Eastern Cultures
Mississippi State University
wdiehl@anthro.msstate.edu
662-325-8534



MISSISSIPPI STATE UNIVERSITY™

DEPARTMENT OF MATHEMATICS AND STATISTICS

Stanley P. Brown, Ph.D.
Professor and Head
Department of Kinesiology

December 3, 2012

Dear Dr. Brown,

Thank you for the e-mail concerning a new doctoral program in the Department of Kinesiology. We would welcome Ph.D. students from Kinesiology taking the applied statistics courses that are listed below:

ST 6213 Nonparametric Methods

ST 8114 Statistical Methods

ST 8214 Design and Analysis of Experiments

ST 8253 Regression Analysis

ST 8313 Intro. To Survey Sampling

ST 8413 Multivariate Statistical Methods

ST 8853 Advanced Design of Experiments I

ST 8863 Advanced Design of Experiments II

These courses are offered by our department on a regular basis. If you need additional information, please let me know.

Best Regards,

Mohsen Razzaghi
Professor and Head

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: Education

Department: Kinesiology

Contact Person: Stanley P. Brown

Mail Stop: 9575

E-mail: spb107@msstate.edu

Nature of Change: Add New Degree – IHL Approval Required

Date Initiated: 9/2013

Effective Date: Fall 2014

Degree to be offered at: Starkville (Campus 1)

Current Degree Program Name: NA

Major:

Concentration:

New Degree Program Name: Doctor of Philosophy

Major: Kinesiology

Concentration: 1. Exercise Science 2. Sport Studies

Summary of Proposed Changes:

We propose that the Department of Kinesiology be awarded a doctoral program (Ph.D. in Kinesiology). It will be a research-focused program designed to produce independent scholars capable of enhancing the knowledge base in the two concentrations listed.

Approved:

Date:

Stanley P. Brown
Department Head

9-6-13

[Signature]
Chair, College or School Curriculum Committee

9-27-13

Terresa Jayroe
Dean of College or School

9-27-13

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

IHL Action Required

SACS Letter Sent

Appendix 7: Authorization to Plan a New Degree Program

Institution: Mississippi State University			
Date of Implementation: Fall 2014		Six Year Cost of Implementation: No Extra Cost	
Per Student Cost of Implementation: None			
Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript: Kinesiology			Six Digit CIP Code: 13.1314
Degree(s) to be Awarded: Ph.D.		Credit Hour Requirements: 63	
List any institutions within the state offering similar programs: University of Mississippi (PhD in Health and Kinesiology), University of Southern Mississippi (PhD in Human Performance)			
Responsible Academic Unit(s): Department of Kinesiology (College of Education)		Institutional Contact: Dr. Jerome Gilbert, Provost and Executive Vice-President for Academic Affairs	
Number of Students Expected to Enroll in First Six Years:		Number of Graduates Expected in First Six Years:	
Year One	6	Year One	0
Year Two	4	Year Two	0
Year Three	4	Year Three	2
Year Four	6	Year Four	2
Year Five	4	Year Five	6
Year Six	4	Year Six	6
Total	28	Total	16
Program Summary: Kinesiology, the study of movement, is a multifaceted field in which movement, physical activity, exercise and sport are explored utilizing the unique perspectives of several parent disciplines. Kinesiology is interdisciplinary in nature, emphasizing education in the basic and applied sciences in the case of the Exercise Science concentration or in the social sciences, humanities and several professional fields in the case of the Sport Studies concentration. The Ph.D. in Kinesiology is a research-focused program designed to produce independent scholars capable of enhancing the knowledge base by promoting collaborations across other units of Mississippi State University.			
_____		_____	
Institutional Executive Officer Signature		Date	

Institution: Mississippi State University

1. Describe the proposed program and explain how it fits within the mission of the institution.

The PhD in Kinesiology, offered through the Department of Kinesiology, has two concentrations – Exercise Science and Sport Studies – each requiring 63 credit hours of course work beyond the master's degree in the following categories: Doctoral Seminars, Departmental Cognate, Outside Electives, Research Methods and Statistics, Directed Research, and University Instruction. The program fits broadly within the mission of Mississippi State University in so far as it will produce scholars suited for academic positions in higher education.

2. Provide the information used to determine Mississippi's need for this program. Be specific and provide supporting data (*supporting data must include employment statistics*).

Kinesiology refers to the study of movement. It is a multifaceted field in which movement or physical activity is the intellectual focus while utilizing the unique perspectives of several parent disciplines. The proposed PhD program in Kinesiology will be interdisciplinary in nature by emphasizing training in the basic and applied sciences in the case of the Exercise Science concentration or in the social sciences, humanities and several different professional areas in the case of the Sport Studies concentration. Each of these broad areas has contributed to the development of the field of Kinesiology. Current exercise science faculty members have expertise in exercise physiology, disability, nutrition, metabolism, psychophysiology, exercise epidemiology, and biomechanics. Current sport studies faculty members have expertise in sport management, sport sociology, sport philosophy, sport psychology and adaptive physical education. Exercise science faculty members have existing ties across campus to Nutritional Sciences, Animal Science, Psychology, Ergonomics and Engineering, and Biological Sciences. Sport Studies faculty members have existing ties to Business, Communications, Education, Psychology, Sociology and History. The collaborative environment already established on campus will facilitate implementation of a cutting-edge doctoral program emphasizing training that will make its students competitive for outstanding positions in academia.

Exercise Science Emphasis

Kinesiology has become an increasingly valued discipline within the medical community and health sciences in general. Given the trends in heart disease, hypertension, obesity (both adolescent and adult), type II diabetes, cancer, and other chronic diseases in the state of Mississippi and beyond, the role of physical activity in the prevention and treatment of these conditions has received considerable attention and support. Exercise has even been acknowledged for its role in the treatment of depression, anxiety, and other stress related conditions, sometimes even serving as the primary treatment modality for many of these psychological disorders. The U.S. Centers for Disease Prevention and Control estimate that \$76 billion in annual direct medical costs can be attributed to physical inactivity. The research developed within exercise science has shaped the guidelines for physical activity promoted by the U.S. Surgeon General, NIH, the Institutes of Medicine, and the Centers for Disease Control. Increasing funding for physical activity research has also been seen within the NIH, CDC, NSF, and The Robert Wood Johnson Foundation (RWJF). In fact, RWJF's Active Living Initiative has specifically focused on interventions and other translational research dedicated to fitness, health, and physical activity. Additionally, the CDC recently enhanced its funding and promotion of physical activity and healthy living. These are all key areas of focus in exercise science research. As another indication of the increasing value of the field of Exercise Science within the medical arena, the American Medical Association and the American College of Sports Medicine (the main professional organization for the field of kinesiology) recently launched a

joint "Exercise is Medicine" initiative. The month of May is recognized as "Exercise is Medicine Month." Physical activity screening has now become a primary focus of all physical exams by physicians as part of this joint initiative.

The new PhD program at Mississippi State University will attract students from Mississippi and the region and from other parts of the country and the world. This program is designed to prepare the next generation of interdisciplinary researchers and academicians. It is expected that graduates of this program will be competitive for most of the top entry-level academic positions and post-doctoral opportunities in the field.

As further evidence of the burgeoning interest in the field of Kinesiology, consider that by 2018, the number of physical therapists in the United States is projected to grow by 30%, but the number of students majoring in kinesiology – a field in which many physical therapists hold a degree – is growing at an even faster rate. According to the American Kinesiology Association, the number of undergraduate kinesiology majors grew 50 percent from 2003 to 2008, to more than 26,000 students, making it one of the fastest-growing majors. During this same 5 year time period the Department of Kinesiology at Mississippi State University increased enrollment by 59%. Over the subsequent 4 year time period which takes us to the fall 2012 semester, the Department of Kinesiology grew by an additional 53%. Recognizing this growth, four new faculty positions were added to the department over the last four years.

Unfortunately, despite this rapid growth in undergraduate preparation there has been a decline in the number of doctoral programs in kinesiology over the last two decades as some programs especially on the U. S. west coast were absorbed into other science units.

Sport Studies Emphasis

Sport Studies as a concentration area within kinesiology has had its own major impact. Sport is a multi-billion dollar global industry. For example, a 2005 study published in the Journal of Sport Management estimated the size of U.S. Gross Domestic Sport Product as being up to \$207.5 billion, while a 2008 report published in the Sports Business Journal estimated the size of the entire sports industry at \$441 billion, placing it among the top ten industries in the U.S. The size and scope of the sport industry alone make it an important topic of academic inquiry. In conjunction with the size of the sport industry, the academic field of sport management specifically, and sport studies broadly, have grown rapidly in recent decades. In fact, as of the beginning of the fall 2012 semester, there were 343 universities in the U.S. with sport administration programs according to the North American Society for Sport Management. The substantial growth of this academic field means that universities must hire qualified faculty members with expertise in sport. Thus, a Ph.D. program in Kinesiology with a concentration in Sport Studies at Mississippi State University would be well positioned to capitalize on the recent growth in the field.

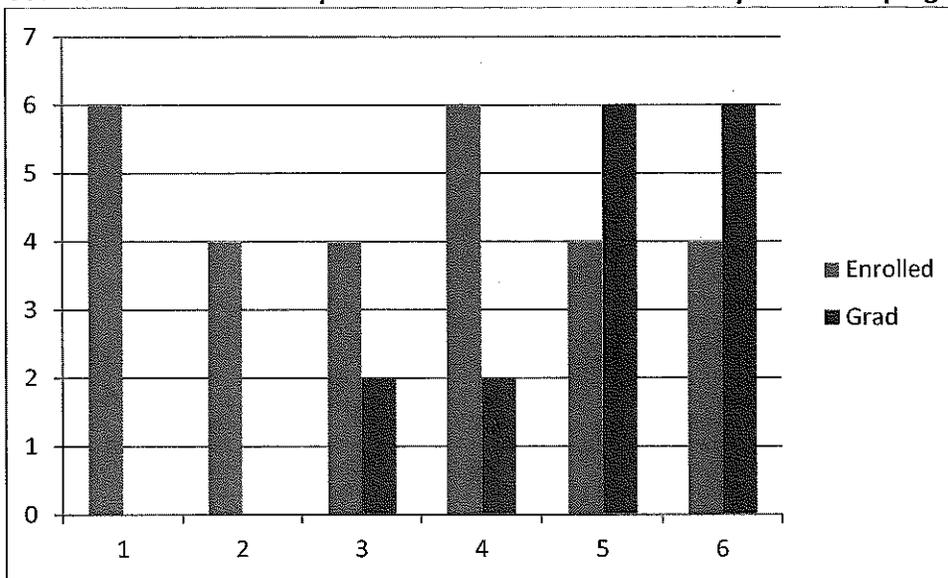
Lastly, our proposal to add a new doctoral degree in kinesiology falls within the scope of MSU's strategic plan regarding a 15% increase in the number of doctoral degrees awarded.

3. Describe the anticipated institutional impact including any research efforts associated with this program.

Faculty members within the Department of Kinesiology have already impacted Mississippi State University through their various collaborative efforts with units across campus. These include the Center for Advanced Vehicular Systems, Veterinary Medicine, Biological Sciences, Ergonomics,

Sociology, among others. Collaboration will increase with the addition of a doctoral program due to the requirement of a doctoral minor outside the department, thus increasing interdisciplinary research even more. The research record of the Department of Kinesiology has sharply increased in recent years. Prior to 2008, faculty in the department were averaging about 3-5 publications per year in peer-reviewed venues. In 2011 that number jumped to 27 publications and in 2012 the number of publications eclipsed 30. A Ph.D. program in kinesiology will generate students to the university in addition to research and potential grant dollars.

- 4. Provide the total anticipated budget for the program. Indicate from where the funds will come.**
The budget for the Department of Kinesiology is \$1,335,624.00 with faculty already in place and a plan fixed to absorb the new program within their current workloads and curricular rotations. It is anticipated that the PhD program will not add new costs to the department.
- 5. Use a chart to show anticipated enrollment for the first five years of the program.**



6. Indicate where the proposed program is offered within the state: Department of Kinesiology, Mississippi State University

a. Chart similarities and differences in the proposed program and those offered in other institutions

	Mississippi State University	University of Mississippi	University of Southern Mississippi
Department	Kinesiology	Health, Exercise Science and Recreation Management	Human Performance and Recreation
Degree Name	PhD in Kinesiology	PhD in Health and Kinesiology	PhD in Human Performance
Concentrations	Exercise Science/Sport Studies	Exercise Science/Health Behavior and Promotion	Exercise Physiology/Teaching and Administration
Hours	63	57	72
Courses	Research Methods and Statistics: 12	Research methods and statistics: 9	Statistics/Research Component: 9
			Foreign Language/Advanced Research Component: 6
	Dissertation + Research: 24	Dissertation: 18 hours	Dissertation: 12 hours
	University Instruction: 3		
	Doctoral Seminar: 3	Exercise science: 18 hours	Core: 36 hours
	Department Cognate: 12		
	Outside Electives: 9 hours	Supporting course work: 12	Approved electives: 9 hours

As the chart shows there are currently two related doctoral programs in the state. The doctorate in kinesiology at Mississippi State University will be unique in that it will have two concentrations quite a bit different from the others. Neither competing program in the state is offered through their institution's College of Education as is the case at Mississippi State University. Also, none of the other two institutions with similar degrees has a Department of Kinesiology, though the University of Mississippi does use the term in the title of its doctoral program.

b. Explain anticipated consequences on enrollment in other institutions offering the program, including any ramifications on the Ayers settlement.

We do not foresee any consequences of the new program on existing programs in the state. The two cited above are sufficiently different in scope and title. Neither the University of Mississippi nor the University of Southern Mississippi offers a doctoral degree in Kinesiology, as such, with the concentrations exactly as we are proposing.

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

We base this on the expected number of doctoral graduate assistantships we will have available in the first years of the program and the fact that we expect strong regional interest in the program for both concentrations, switching to national interest as the program becomes established.

Additionally, the Department of Kinesiology at Mississippi State University has a strong master's degree program, historically running an enrollment of between 55 and 70 students. There are also physical education high school teachers in the state and region who may be interested in our program, especially the Sport Studies concentration. We have had inquiries from these individuals over the years as to when a doctoral degree will be available for them.

Appendix 8: New Degree Program Proposal

Institution: Mississippi State University			
Date of Implementation: Fall 2014		Six Year Cost of Implementation: No Extra Cost	
		Per Student Cost of Implementation: None	
Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript: Kinesiology			Six Digit CIP Code: 13.1314
Degree(s) to be Awarded: Ph.D.		Credit Hour Requirements: 63	
List any institutions within the state offering similar programs: University of Mississippi (PhD in Health and Kinesiology), University of Southern Mississippi (PhD in Human Performance)			
Responsible Academic Unit(s): Department of Kinesiology (College of Education)		Institutional Contact: Dr. Jerome Gilbert, Provost and Executive Vice-President for Academic Affairs	
Number of Students Expected to Enroll in First Six Years:		Number of Graduates Expected in First Six Years:	
Year One	6	Year One	0
Year Two	4	Year Two	0
Year Three	4	Year Three	2
Year Four	6	Year Four	2
Year Five	4	Year Five	6
Year Six	4	Year Six	6
Total	28	Total	16
Program Summary: Kinesiology, the study of movement, is a multifaceted field in which movement, physical activity, exercise and sport are explored utilizing the unique perspectives of several parent disciplines. Kinesiology is interdisciplinary in nature, emphasizing education in the basic and applied sciences in the case of the Exercise Science concentration or in the social sciences, humanities and several professional fields in the case of the Sport Studies concentration. The Ph.D. in Kinesiology is a research-focused program designed to produce independent scholars capable of enhancing the knowledge base by promoting collaborations across other units of Mississippi State University.			
_____ Institutional Executive Officer Signature		_____ Date	

Institution: Mississippi State University

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

The program will be under the purview of the Graduate Coordinator (Dr. Adam Love). Along with the master’s degrees, the PhD program outcomes will be periodically assessed under the purview of the department’s graduate committee consisting of four faculty members who serve under Dr. Love on the committee. Currently the committee consists of Drs. Heather Webb, Stamatis Agiovlaitis, Adam Love, and Brad Vickers. This committee has been intricately involved with the development of this curriculum to date. Further, the Executive Council (EC) of the Department of Kinesiology has oversight over all committee functions of the department, including the undergraduate and graduate committees. Currently, the EC is chaired by the Department Head (Dr. Stanley P. Brown) and the committee consists of Drs. Katherine Gilliland, Heather Webb, Adam Love, and Ben Abadie.

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

Expected Outcomes	Assessment Criteria/Procedures
1. Students will demonstrate advanced understanding in their specific kinesiology concentration – Exercise Science or Sport Studies. Examples within exercise science include exercise physiology, biomechanics and biobehavioral kinesiology. Examples within sport studies sociocultural aspects of sport and sport management.	1a. Performance on the comprehensive final exam specifically designed for their course of study. 1b. Performance on course examinations and laboratory exercises.
2. Students will demonstrate the ability to critically evaluate scientific literature and apply the scientific method to kinesiology research in their area of study.	2a. Successful completion of an original research project and the completion of a candidacy paper. 2b. Successful development of a research question and the effective production and defense of a dissertation prospectus. 2c. The successful implementation of dissertation research prospectus and successful collection of data.
3. Students will demonstrate effective communication and dissemination of original research in kinesiology through successful oral and written presentations.	3a. Successful presentation of the candidacy paper in a departmental academic symposia. 3b. Successful defense of dissertation research. 3c. Submission of dissertation research in a peer-reviewed journal, and/or presentation of dissertation research at a professional conference.
4. Students will demonstrate professional growth and career development.	4a. Successful completion of a teaching mentoring experience through participation in at least one semester of undergraduate teaching in a course within the student’s cognate field of study. 4b. Students will be required to respond to the <i>Graduate Exit Survey</i> at time of graduation. Students will rate the survey item “Gained a comprehensive understanding of professional ethics” with a 4 or higher score on a 1-5 Likert scale.

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

Admission Criteria

Students must meet all MSU Graduate School requirements for admission. Admission is based competitively on demonstrated potential for scholarly achievement, satisfactory preparation and motivation for advanced graduate work in one of our areas of concentration, and clear research interests that are compatible with our faculty. Letters of recommendation, GRE scores, documentation of special preparation/background, career goals and personal attributes are all carefully evaluated for the purpose of selecting only the most qualified applicants. Regardless of academic preparation, a qualified faculty member in the proposed area of study must be willing to sponsor and mentor the student. Applicants should be able to identify the graduate faculty member with whom they would prefer to study. Applicants are encouraged to visit the campus and make appointments to interview with faculty in the area of specialization.

Grade Point Average

The minimum scholastic standard is a 3.5 on a (4.0 scale) in previously taken graduate work, and minimum 3.0 overall average in the final two years of undergraduate study.

Graduate Record Examination

The verbal, quantitative and analytical writing portions of the GRE are required. Prospective graduate students should perform minimally at the 50th percentile or higher on all parts of the GRE, translating roughly to scores of 150 for Verbal, 150 for Quantitative, and 4.0 for Analytical Writing. Competitive applicants, especially those seeking university assistantships and fellowships, typically perform at the 65th percentile or higher. Students who have taken the GRE prior to August 1, 2011 should request an updated score sheet from ETS after Dec 1, 2011 so that the new scoring metrics can be included with your application.

General Prerequisites

Applicants must have earned a master's degree in kinesiology or a related field. Those applicants who do not hold at least one degree in kinesiology may be required to take undergraduate Kinesiology courses specific to the intended area of study. Faculty from each Ph.D. concentration may also recommend support undergraduate courses in the parent discipline, such as chemistry and physiology for exercise science or upper level sociology courses for sports studies students. For international, non-native speakers of English, TOEFL scores indicative of ability to successfully complete graduate work will be required. A personal statement (500-1000 words) describing the applicant's purpose for undertaking graduate study, professional plans, career goals and detailed research interests will be required, as will be three letters of recommendation (two letters must be from individuals familiar with the applicant's academic work). The letters should address the applicant's potential for successfully completing advanced graduate work.

Evaluation

Applications are reviewed by the graduate faculty in the area of specialization only after all materials relative to the admission criteria are received. The status of materials can be verified through the Graduate Coordinator. Applicants with no clearly stated research interests compatible with at least one faculty member may be denied admission regardless of successful performance in other admission criteria. The Graduate School officially notifies the applicant concerning the admission decision, and informs admitted students of registration procedures. The Department of Kinesiology Graduate Coordinator notifies the student about advisor assignment and financial aid considerations.

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

There is no professional accreditation for graduate programs in kinesiology.

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

EXERCISE SCIENCE CONCENTRATION (63 credit hours)

University Instruction (3 credit hours)

HED 8133 University and Community College Instruction. (3) A study of teaching methods and techniques, development of course content and instructional aids, and evaluation of student performance in the university and community college.

Doctoral Seminar (3 credit hours)

KI 8913. Doctoral Seminar in Exercise Science. (3) Discussions and presentations pertaining to current exercise science literature emphasizing empirical and theoretical research and developing manuscripts.

Departmental Cognate (12 credit hours) Chosen from the following list with the approval of the Supervisory Committee.

EP 8203 Advanced Exercise Physiology. Overview of major organ systems and cellular metabolism during exercise; physiological aspects of fatigue and factors influencing physical working capacity and performance; laboratory investigation/demonstration.

EP 8243 Cardiorespiratory Exercise Physiology. Advanced principles of cardiovascular and respiratory physiology, with special emphasis on the physiological responses of these systems to acute and chronic exercise.

EP 8253 Doping and Supplement Use in Sport. Examination of the pharmacological and nutritional agents used to enhance muscular development and athletic performance. Examination of commonly abused recreational drugs.

EP 8263 Exercise Biochemistry. An advanced review of exercise metabolism with special emphasis on aerobic processes during muscular effort.

EP 8283 Environmental Exercise Physiology. Advanced principles and applications in exercise physiology including responses to acute exercise and chronic training in the heat, cold, and at high and low pressures.

EP 8323 Science and Practice in Cardiopulmonary Rehabilitation. An examination of concepts, design, and implementation of cardiopulmonary rehabilitation programs that focuses on disease treatment and management, patient education, and lifestyle modification.

EP 8423 Graded Exercise Testing. Methods of supervising graded exercise testing, including interpretation of basic electrocardiography.

EP 8443 Neuromuscular Mechanisms in Exercise. Overview of the neural processes associated with movement with the major focus being the adaptation of the human muscular system to exercise.

EP 8453 Biomechanics of Human Movement. Overview of biomechanical principles/laws and their application to human movements (sport techniques and daily activities).

EP 8503 Occupational Physiology. Evaluation of physiological, biomechanical, and ergonomic demands and responses to occupational demands, including task design and evaluation, employee selection and placement, and work-rest scheduling.

Outside Electives (9 credit hours)

Students choose a cognate field of study from an appropriate science-related discipline outside of the Department of Kinesiology. Choice of courses must be approved by the Supervisory Committee. Students may elect to take 3 additional credit hours to fulfill the requirement for a minor in a specific area.

Research Methods and Statistics (12 credit hours)

Select four courses from the following list:

ST 6213 Nonparametric Methods. Nonparametric and distribution-free methods, including inferences for proportions, contingency table analysis, goodness of fit tests, statistical methods based on rank order, and measures of association.

ST 8114 Statistical Methods. Descriptive statistics; sampling distributions; inferences for one and two populations; completely random, block, Latin square, split-plot designs; factorials; simple linear regression; chi-square tests.

ST 8214 Design and Analysis of Experiments. Procedures in planning and analyzing experiments; simple, multiple, and curvilinear regression; factorial arrangement of treatments; confounding; fractional replication; block designs; lattices; split-plots.

ST 8253 Regression Analysis. Simple linear regression analysis and related inferences, remedial measures, multiple and polynomial regression, use of indicator variables, variable selection methods, and use of computer.

ST 8313 Introduction to Survey Sampling. Topics include: design, planning, execution, and analysis of sample surveys; simple random, stratified random, cluster, and systematic sampling; ratio and regression estimation.

ST 8413 Multivariate Statistical Methods. Multivariate normal; multiple and partial correlation; principal components; factor analysis; rotation; canonical correlation; discriminate analysis; Hotelling's T; cluster analysis; multidimensional scaling; multivariate analysis of variance.

ST 8853 Advanced Design of Experiments I. Noise reducing designs; incomplete block designs; factorial experiments, Yates' algorithms, confounding systems; fractional replication; pooling of experiments; nested designs; repeated measurement designs; messy data analyses.

ST 8863 Advanced Design of Experiments II. Continuation of ST 8853, including analysis of covariance, split plot designs and variants, applications of the general linear model, response surface methodology, randomization models, pseudo-factors, and cross-over design.

Directed Research (24 credit hours)

KI 7000 Directed Individual Study (3 hours)

KI 9000 Dissertation (21 hours minimum)

SPORT STUDIES CONCENTRATION (63 credit hours)

University Instruction (3 credit hours)

HED 8133 University and Community College Instruction. (3) A study of teaching methods and techniques, development of course content and instructional aids, and evaluation of student performance in the university and community college.

Doctoral Seminar (3 credit hours)

KI 8923. Doctoral Seminar in Sport Studies. (3). Discussions and presentations pertaining to the current literature emphasizing empirical and theoretical research and developing manuscripts for presentation.

Departmental Cognate (12 credit hours) Chosen from the following list with the approval of the Supervisory Committee.

PE 8103 Developing Coaching Expertise. This course will provide graduate students with an in depth analysis and practical knowledge of the growth and development of coaches from novice to expertise.

PE 8113 Curriculum Construction in Physical Education. Principles, problems, and procedures in the development of a physical education curriculum are considered. Special emphasis is placed upon developing a course of study in physical education for a chosen situation.

PE 8163 Seminar in Physical Education. The course gives a complete review of current literature in physical education.

PE 8203 Psychological Aspects of Sport. An in-depth analysis of the principles, methods and outcomes of sport psychology.

EP 8253 Doping and Supplement Use in Sports. Examination of the pharmacological and nutritional agents used to enhance muscular development and athletic performance. Examination of commonly abused recreational drugs.

SS 8123 Sport Management. Study of principles, problems, human relationships, and procedures in supervision in sport management. Involves theories of leadership, programs, and philosophies in the sport industry.

SS 8203 Funding of Sport. Overview of fiscal management concepts in the sport and recreation industries, including finance, economics, accounting, and general business practices.

SS 8803 Sport Law. The analysis and application of the legal foundations, concepts and issues impacting the sports industry.

SS 8823 Sport Sponsorships. An examination of the uniqueness of the sport sponsorships and the importance of effective advancement and visibility of the sport brand and positioning.

SS 8833 Event and Facility Management. The principles and applications of management, design, and maintenance concepts as they apply to indoor and outdoor events and facilities.

SS 8883 Ethical Issues in Sport. Philosophical exploration in the recognition, analysis, and implementation of ethical thought and the ethical decision making process within the multivalued contexts of the sport industry.

Outside Electives (9 credit hours)

Students choose a cognate field of study from an appropriate discipline outside of the Department of Kinesiology. Choice of courses must be approved by the Supervisory Committee. Students may elect to take 3 additional credit hours to fulfill the requirement for a minor in a specific area.

Research Methods and Statistics (12 credit hours)

Select four courses from the following list:

ST 6213 Nonparametric Methods. Nonparametric and distribution-free methods, including inferences for proportions, contingency table analysis, goodness of fit tests, statistical methods based on rank order, and measures of association.

ST 8114 Statistical Methods. Descriptive statistics; sampling distributions; inferences for one and two populations; completely random, block, Latin square, split-plot designs; factorials; simple linear regression; chi-square tests.

ST 8214 Design and Analysis of Experiments. Procedures in planning and analyzing experiments; simple, multiple, and curvilinear regression; factorial arrangement of treatments; confounding; fractional replication; block designs; lattices; split-plots.

ST 8253 Regression Analysis. Simple linear regression analysis and related inferences, remedial measures, multiple and polynomial regression, use of indicator variables, variable selection methods, and use of computer.

ST 8313 Intro. to Survey Sampling. Topics include: design, planning, execution, and analysis of sample surveys; simple random, stratified random, cluster, and systematic sampling; ratio and regression estimation.

ST 8413 Multivariate Statistical Methods. Multivariate normal; multiple and partial correlation; principal components; factor analysis; rotation; canonical correlation; discriminate analysis; Hotelling's T; cluster analysis; multidimensional scaling; multivariate analysis of variance.

ST 8853 Advanced Design of Experiments I. Noise reducing designs; incomplete block designs; factorial experiments, Yates' algorithms, confounding systems; fractional replication; pooling of experiments; nested designs; repeated measurement designs; messy data analyses.

ST 8863 Advanced Design of Experiments II. Continuation of ST 8853, including analysis of covariance, split plot designs and variants, applications of the general linear model, response surface methodology, randomization models, pseudo-factors, and cross-over design.

Students pursuing qualitative research should take the following two courses (pertains only to the Sport Studies concentration) and two others from the above list for their 12 hours of research and statistics: AN 6143 Ethnographic Methods. An overview of methods and techniques for conducting ethnographic research.

EDF 9453 Introduction to Qualitative Research in Education. Introduction to qualitative research, including theoretical considerations and applied methods, techniques, and analysis of field based educational research.

Directed Research (24 credit hours)

KI 7000 Directed Individual Study (3 hours)

KI 9000 Dissertation (21 hours minimum)

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

No additional faculty hires will be required for the new program. The new doctoral seminar classes being added for the PhD program will be rotated through the existing faculty on a semester by semester basis with their normal teaching load being adjusted as needed.

Program Faculty

1. Ben Abadie – Professor, Exercise Science, 5 classes per year, Teaching EP 8423 Graded Exercise Testing, Available for KI 8913 Doctoral Seminar in Exercise Science
2. Stamatis Agiovlasis – Assistant Professor, Exercise Science, 5 classes per year, Available for KI 8913 Doctoral Seminar in Exercise Science, Teaching EP 8243 Cardiorespiratory Exercise Physiology, EP 8323 Science and Practice in Cardiopulmonary Rehabilitation
3. Stanley Brown – Head and Professor, Exercise Science, Available for KI 8913 Doctoral Seminar in Exercise Science
4. Megan Holmes – Assistant Professor, Exercise Science, 5 classes per year, Available for KI 8913 Doctoral Seminar in Exercise Science, Teaching KI 8303 Research in Kinesiology
5. John Lamberth – Associate Professor, Exercise Science, 4 classes per year, Available for KI 8913 Doctoral Seminar in Exercise Science, Teaching EP 8443 Neuromuscular Mechanisms in Exercise
6. Heather Webb – Assistant Professor, Exercise Science, 4 classes per year, Available for KI 8913 Doctoral Seminar in Exercise Science, Teaching: EP 8283 Environmental Exercise Physiology and EP 8503 Occupational Physiology

7. JohnEric Smith – Assistant Professor, Exercise Science, 5 classes per year, Available for KI 8913 Doctoral Seminar in Exercise Science, Teaching EP 8203 Advanced Exercise Physiology and EP 8263 Exercise Biochemistry
8. Katherine Gilliland – Associate Professor, Sport Studies, 4 classes per year, Available for KI 8923 Doctoral Seminar in Sport Studies, Teaching: PE 8113 Curriculum Construction in Physical Education and PE 8163 Seminar in Physical Education
9. Adam Knight – Assistant Professor, Exercise Science, 5 classes per year, Available for KI 8913 Doctoral Seminar in Exercise Science, Teaching EP 8453 Biomechanics of Human Movement
10. Adam Love – Assistant Professor, Sport Studies, 4 classes per year, Available for KI 8923 Doctoral Seminar in Sport Studies, Teaching: SS 8123 Sport Management and SS 8883 Ethical Issues in Sport
11. Alan Morse – Assistant Professor, Sport Studies, 5 classes per year, Available for KI 8923 Doctoral Seminar in Sport Studies, Teaching: SS 8803 Sport Law and SS 8823 Sport Sponsorships
12. Adam Pfleegor – Assistant Professor, Sport Studies, 5 classes per year, Available for KI 8923 Doctoral Seminar in Sport Studies, Teaching: SS 8203 Funding of Sport and SS 8833 Event and Facility Management,
13. Brad Vickers – Assistant Professor, Sport Studies, 5 classes per year, Available for KI 8923 Doctoral Seminar in Sport Studies, Teaching: PE 8103 Developing Coaching Expertise and PE 8203 Psychological Aspects of Sport
14. Benjamin Wax – Assistant Professor, Exercise Science, 5 classes per year, Available for KI 8913 Doctoral Seminar in Exercise Science, Teaching EP 8253 Doping and Supplement Use in Sport

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

Considering the current MSU library holdings, online resources, and availability of inter-library loan services, the MSU library is currently adequate to support this degree.

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

Program effectiveness will be evaluated through tracking student admission and ensuing graduation rates. In addition, student placement upon graduate and sequential career promotions will be tracked and documented on a continual basis through graduate surveys. Program assessment will also be evaluated through direct and indirect solicitation of employer feedback on student capabilities and training. Program outcome assessments will be evaluated through outcomes and assessments, testing to make sure the competencies are met that are listed in number 2 above. Additionally, numbers of journal publications, presentations and grant dollars will be utilized as measures of success.

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

We have been conservative in arriving at the estimate of 16 graduates in the first 6 years. It is based on conservative enrollment estimates.

NEW DEGREE PROGRAM ADDITION

PROPOSED New Degree

Degree: Doctor of Philosophy
Major: Kinesiology
Concentration 1: Exercise Science
Concentration 2: Sport Studies

The Doctor of Philosophy (Ph.D.) in Kinesiology is a research-focused degree program designed to prepare professionals with the cognitive and research skills needed to be productive scholars. The program focuses on two broad areas of kinesiology – exercise science and sport studies. A guiding philosophy of the program is that the student and advisor should work closely together to develop a course of study which meets the student's professional goals. Acceptance of a student into the program is determined by a number of factors, one of which is a clearly identified area of study and a faculty advisor/mentor within the program who will support their admission. As part of the application process, prospective students will identify the potential professor/professors with whom they share common scientific interests. Applicants will be contacted by a member of the department's graduate committee following submission of their application materials. The usual time for completion of the Ph.D. in Kinesiology is three to four years.

Program Objectives

1. To train scholars with the capacity to understand and conduct research in kinesiology.
2. To train scholars with the capacity to become productive faculty members in related academic departments.
3. To train scholars with the capacity to be successful in kinesiological/sport industry settings in public and/or private domains.

General Requirements

Students entering the Ph.D. program with a Master of Science degree will be required to take 63 credit hours (39 credit hours of course work and a minimum of 24 credit hours of dissertation and other research) beyond the Master of Science. The plan of study includes courses from the Department of Kinesiology and from other supporting MSU departments.

Supervisory Committee

The major professor is to be identified upon entry into the program (based on the mutual research interest between the student and professor). Students will have yearly reviews (at the end of the spring semester) with their major professor. Students entering the department should have a general understanding of the research expertise of the faculty (see the statement on admission below). The major professor chairs the student's Supervisory Committee (including the dissertation). Students must form their Ph.D. Supervisory Committee by the end of their second semester of enrollment. The Supervisory Committee has three main functions: 1) guiding the student in course selection, 2) examining the student's written and oral comprehensive final examinations, and 3) serving as the dissertation committee. The student's Supervisory Committee consists of a total of five members: the chair, three committee members from the Department of Kinesiology, and one external committee member from the student's outside field of study. This committee will set the student's course schedule and final examinations. All committee members will be responsible for writing exam questions and participating in the oral exam process. Students will sit for their final examinations after they have completed all departmental requirements. Oral examinations should be completed within two weeks of written examination completion. The Graduate Coordinator is an *ex officio* member of all Supervisory Committees and may attend committee meetings and oral examinations at his/her

discretion. The composition of the Supervisory Committee must be approved by the Graduate Coordinator. After passing written and oral final examinations, the student will call for a defense of his/her dissertation proposal. Students are expected to produce publishable research. In this regard, the Ph.D. Supervisory Committee serves as a gatekeeper to assure the proposed dissertation project is both rigorous and publishable in peer-reviewed venues common to the student's field of study.

Admission Considerations

To be admitted to the doctoral program the student must first gain acceptance by one of the graduate faculty members of the department. The student will typically approach a professor informally to discuss the professor's research interests and need for additional doctoral students. In all cases the decision to admit the student by the department's graduate committee must be preceded by a conversation between the prospective student and a faculty member. Once admitted, that professor will then serve as the student's advisor throughout the course of study which includes chairing their dissertation project. When the informal understanding is reached to the satisfaction of both parties and the faculty member agrees to accept the student into his research program as a new doctoral student, the student may then seek admission to the Graduate School.

Candidacy Paper

The Ph.D. candidate is required to write and present an article suitable for submission to a peer-reviewed journal. This candidacy paper (the completion of 3 credit hours of KI 7000 Directed Individual Study) is presented to the Supervisory Committee for consideration. The subject of the candidacy paper will be based on data generated as part of a research project carried out by the student while enrolled in the Ph.D. program.

- The student will begin work on the research that will form the basis of their candidacy paper early in their Ph.D. program.
- The student is eligible to submit their candidacy paper to the Supervisory Committee after passing qualifying examinations.

The student's major professor will serve as the lead mentor for the candidacy paper. Readers for the candidacy paper will normally be the remaining members of the Supervisory Committee. If the readers are not members of the Supervisory Committee, the student's major professor will require approval from the Supervisory Committee for non-Supervisory Committee members to serve as Candidacy Paper readers. A decision on whether or not a candidacy paper fulfills the requirements for acceptance is ultimately the responsibility of the Supervisory Committee which will vote on the issue once a recommendation has been communicated to them by the student's major professor.

Doctoral Seminar Core

The core of each doctoral concentration is the doctoral seminar. Seminars function by bringing together small groups for the purpose of focusing on a particular subject in which everyone present is required to actively participate. This is accomplished through an ongoing Socratic dialogue with a seminar leader. Seminars are designed to familiarize students with the methodology and content of a chosen subject. It is essentially a place where assigned readings are discussed, questions are raised, and debates are conducted. The doctoral seminar core covers critical content areas and is designed to expose the student to advanced and current research. In-depth analysis and discussion of research facilitate the development of critical analysis skills, theoretical frameworks and research agendas. The doctoral seminar core is designed to provide depth *and* breadth to the curriculum.

Academic Symposia Attendance

Throughout their tenure in the Department of Kinesiology, doctoral students are required to attend departmental symposia. Students, who do not attend these meetings in person or who do not participate fully will receive written notification so that attendance and participation can be documented in the student's annual review. Failure to meet these requirements may result in probation and possible expulsion from the program. Students may request an excused absence in writing from the chair of the department's Academic Culture Committee and their faculty adviser for previously planned activities. Students must provide ample documentation to justify their absence at least four weeks in advance of the anticipated planned absence. Permission must be granted by both parties. Unplanned absences due to unavoidable circumstances such as medical and family emergencies will be reviewed on an individual basis by the Chair of the Academic Culture Committee and the faculty adviser. Students who receive an excused absence will be responsible for completing a written make-up assignment in advance of the absence to receive credit. Disputes will be reconciled by the student's Supervisory Committee. The decision of the Supervisory Committee will be final.

Academic symposia are designed to provide graduate students a vehicle whereby they can participate in the life of the department. These symposia: 1) provide graduate students an avenue in which to present their research, 2) provide a forum for graduate students to critique the research of others, 3) provide a forum for graduate students to interact with professionals from outside the university, and 4) enrich the academic culture of the department. Under the auspices of their Supervisory Committee, doctoral students must attend a minimum of 4 symposia throughout their tenure and actively participate. Active participation may include: 1) evaluation of research presentations, 2) participating in symposia organization, and 3) presenting research proposals and the results of completed research.

Residency Requirement

There is no residency requirement for doctoral students. However, students are required to complete one-half of required coursework and all dissertation credits from Mississippi State University.

Proposed Curriculum Outline	Required Hours
College (of Education) Required Courses: <u>University Instruction</u> HED 8133 University and Community College Instruction	3
Major Required Courses: <u>Research Methods and Statistics</u> (Select four courses – at least 12 hours – from the list) ST 6213 Nonparametric Methods ST 8114 Statistical Methods ST 8214 Design and Analysis of Experiments ST 8253 Regression Analysis ST 8313 Introduction to Survey Sampling ST 8853 Advanced Design of Experiments I ST 8863 Advanced Design of Experiments II Students pursuing qualitative research (pertains only to the Sport Studies Concentration) should take the following two courses and two others from the above list for their 12 hours of research and statistics: AN 6143 Ethnographic Methods EDF 9453 Introduction to Qualitative Research in Education	12

<p><u>Directed Research</u> (24 credit hours) KI 7000 Directed Individual Study (3 hours) KI 9000 Dissertation (21 hours)</p>	24
<p><u>Exercise Science Concentration Description</u> Exercise science is the scientific study of how biological systems function during physical activity, exercise and sport emphasizing applications to both clinical and healthy populations. Exercise science is a interdisciplinary field encompassing exercise and integrative physiology, biobehavioral science applied to clinical exercise and physical movement (exercise and sport psychology, motor behavior), integrative kinesiology (biomechanics and applied anatomy), physical activity epidemiology, and sport science. Exercise science draws additional insights from biology, biological engineering, clinical science, disability studies, epidemiology, medicine, nutrition, among others. The mission of the Ph.D. in Kinesiology with a concentration in Exercise Science is to prepare individuals for careers in research and teaching.</p>	
<p>Concentration 1. Courses: <u>Doctoral Seminar</u> (3 credit hours) KI 8913 Doctoral Seminar in Exercise Science</p> <p><u>Departmental Cognate</u> (12 credit hours chosen from the following list with the approval of the Supervisory Committee) EP 8203 Advanced Exercise Physiology EP 8243 Cardiorespiratory Exercise Physiology EP 8253 Doping and Supplement Use in Sport EP 8263 Exercise Biochemistry EP 8283 Environmental Exercise Physiology EP 8323 Science and Practice in Cardiopulmonary Rehabilitation EP 8423 Graded Exercise Testing EP 8443 Neuromuscular Mechanisms in Exercise EP 8453 Biomechanics of Human Movement EP 8503 Occupational Physiology</p> <p><u>Outside Electives</u> (9 credit hours) Students choose a cognate field of study from an appropriate science-related discipline outside of the Department of Kinesiology. Choice of courses must be approved by the Supervisory Committee. Students may elect to take 3 additional credit hours to fulfill the requirement for a 12 hour minor in a specific area.</p>	24
<p>Total Hours</p>	63
<p><u>Sport Studies Concentration Description</u> Sport studies is an interdisciplinary field that explores sport with insights from behavioral studies, business, communications, education, history, philosophy, sociology, women's studies, among others. Students develop analytical skills to produce research relevant to cultural criticism of sport and/or other related fields applicable to sport studies. The mission of the Ph.D. concentration in Sport Studies is to prepare individuals for careers in research and teaching.</p>	
<p>Concentration 2. Courses: <u>Doctoral Seminar</u> (3 credit hours) KI 8923. Doctoral Seminar in Sport Studies</p>	24

<p><u>Departmental Cognate</u> (12 credit hours chosen from the following list with the approval of the Supervisory Committee)</p> <p>To be chosen from the following list with the approval of the Supervisory Committee.</p> <p>PE 8103 Developing Coaching Expertise PE 8113 Curriculum Construction in Physical Education PE 8163 Seminar in Physical Education PE 8203 Psychological Aspects of Sport SS 6403 Gender and Sport SS 8123 Sport Management SS 8203 Funding of Sport SS 8803 Sport Law SS 8823 Sport Sponsorships SS 8833 Event and Facility Management SS 8883 Ethical Issues in Sport</p> <p><u>Outside Electives</u> (9 credit hours)</p> <p>Students choose a cognate field of study from an appropriate discipline outside of the Department of Kinesiology. Choice of courses must be approved by the Supervisory Committee. Students may elect to take 3 additional credit hours to fulfill the requirement for a minor in a specific area.</p>	
<p>Total Hours</p>	<p>63</p>

STUDENT LEARNING OUTCOMES AND ASSESSMENT

Expected Outcomes	Assessment Criteria/Procedures
<p>1. Students will demonstrate advanced understanding in their specific kinesiology concentration – Exercise Science or Sport Studies. Examples within exercise science include exercise physiology, biomechanics and biobehavioral kinesiology. Examples within sport studies sociocultural aspects of sport and sport management.</p>	<p>1a. Performance on the comprehensive final exam specifically designed for their course of study. 1b. Performance on course examinations and laboratory exercises.</p>
<p>2. Students will demonstrate the ability to critically evaluate scientific literature and apply the scientific method to kinesiology research in their area of study.</p>	<p>2a. Successful completion of an original research project and the completion of a candidacy paper. 2b. Successful development of a research question and the effective production and defense of a dissertation prospectus. 2c. The successful implementation of dissertation research prospectus and successful collection of data.</p>
<p>3. Students will demonstrate effective communication and dissemination of original research in kinesiology through successful oral and written presentations.</p>	<p>3a. Successful presentation of the candidacy paper in a departmental academic symposia. 3b. Successful defense of dissertation research. 3c. Submission of dissertation research in a peer-reviewed journal, and/or presentation of dissertation</p>

	research at a professional conference.
4. Students will demonstrate professional growth and career development.	<p>4a. Successful completion of a teaching mentoring experience through participation in at least one semester of undergraduate teaching in a course within the student's cognate field of study.</p> <p>4b. Students will be required to respond to the <i>Graduate Exit Survey</i> at time of graduation. Students will rate the survey item "Gained a comprehensive understanding of professional ethics" with a 4 or higher score on a 1-5 Likert scale.</p>

SUPPORT

The letter from the Graduate Curriculum Committee of the Department of Kinesiology is included. Also included are letters from the following departments supporting the use of elective courses in the new PhD program: 1) Biochemistry, Molecular Biology, Entomology and Plant Pathology, 2) Biological Sciences, 3) Industrial and Systems Engineering, 3) History, 4) Animal and Dairy Sciences, 5) Psychology, 6) Food Science, Nutrition and Health Promotion, 7) Curriculum, Instruction, and Special Education, 8) Management and Information Systems, and 9) Sociology. Also included are letters from the Departments of Anthropology and Middle Eastern Cultures, Mathematics and Statistics, and Leadership and Foundations allowing the use of their courses for the research and statistics component of the new program.

PROPOSED 4-LETTER ABBREVIATION

KINE

TERMINOLOGY

Degree: Doctor of Philosophy
Major: Kinesiology
Concentrations: Exercise Science and Sport Studies

EFFECTIVE DATE

Fall 2014 or Spring 2015