



MISSISSIPPI STATE UNIVERSITYTM

UNIVERSITY COMMITTEE ON COURSES AND CURRICULA

A MEMORANDUM

DATE: September 8, 2014
TO: UCCC Members
FROM: Kirk Swortzel, Chair
SUBJECT: September 19, 2014 Meeting

Enclosed are the minutes from the meeting on May 1, 2014 and the agenda and course proposals for the meeting on **Friday, September 19, 2014 at 1:30 p.m.** The September 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: May 1, 2014 Meeting Minutes
Course/Curriculum Proposals

AGENDA
UNIVERSITY COMMITTEE ON COURSES AND CURRICULA
September 19, 2014

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

AGRICULTURE AND LIFE SCIENCES

| | | |
|--------------|---------|---|
| Modification | HS 8823 | Advanced Theories of Human Development and Family Relations |
|--------------|---------|---|

ARTS AND SCIENCES

| | | |
|----------|---------------|--------------------|
| Addition | BIO 4123/6123 | Behavioral Ecology |
| Addition | BIO 8123 | Speciation |
| Addition | CO 4233/6233 | Gender and Media |
| Addition | GS 4233/6233 | Gender and Media |
| Addition | EN 4473/6473 | Phonetics |
| Addition | PSY 4473/6473 | Phonetics |

EDUCATION

| | | |
|--------------|---------|---------------------------------|
| Modification | KI 2023 | Foundations of Health Education |
|--------------|---------|---------------------------------|

VETERINARY MEDICINE

| | | |
|----------|---------------|------------------------------|
| Addition | CVM 4193/6193 | Medical Pharmacology |
| Addition | CVM 8812 | Advanced Surgical Techniques |

4. Degree proposals by college/school:

ARTS AND SCIENCES

| | | |
|--------------|-------|-------------|
| Modification | Minor | Linguistics |
|--------------|-------|-------------|

FOREST RESOURCES

| | | |
|--------------|----|---|
| Modification | BS | Conservation Law Enforcement (resubmit) |
|--------------|----|---|

University Committee on Courses and Curricula
Mississippi State University
May 1, 2014

Present: Amy Adkerson, Kari Babski-Reeves, Russell Carr, Amy Crumpton, Dipangler Dutta, Jim Fowler, Dana Franz, Kathy Gilliland, Kevin Hunt, Mitzy Johnson, Olivia McCain, Scott Montgomery, Lynda Moore, Rob Moore, Kelly Moser, Bob Otondo, Emily Owen, Tommy Parker, Melinda Pilkinton, John Riggins, John Rigsby, Wes Schilling, Kathy Sherman-Morris, Jack Smith, Barry Stewart, Pam Sullivan, Kirk Swortzel, Jenny Turner, Mark Welch, Bob Wolverton

Excused: Jo Jo Dodd, Ben Magbanua, Vemitra White

Proxy: Robert Wolverton, Jr. for Pat Matthes

Guests: Albert Bisson, Kay Bracato, Dominic Lippillo, Alison Gardner, Rebecca Goldberg, Jessica Graves, Becky Hagenston, Gaea Hock, Mark Horstemeyer, Deborah Jackson, Stephanie King, David May, Tom Miller, David Morse, Jarrod Moss, Wendy Roussin, Adam Scott, Justin Taylor, Ryan Walker

Swortzel called the meeting to order at 9:00 a.m. on Friday, May 2, 2014 in room 307 of Griffis Hall. The March 21, 2014 minutes were reviewed. Fowler moved to approve the minutes, and Sherman-Morris seconded the motion. The March 21, 2014 minutes were approved unanimously.

Gilliland moved to rescind the deletion of PE 6163 Principles and Methods of Secondary School Health and Physical Education. Rigsby seconded the motion. The UCCC approved the deletion of PE 6163 at the October 18, 2013 meeting, and the deletion was approved by the Provost on Change Notice 2 on November 15, 2013. Gilliland explained that it had been a mistake to request the graduate level course be deleted, and the course was still needed. The motion to rescind the deletion of PE 6163 was approved unanimously.

Otondo moved to approve the addition of FIN 4743/6743 Consumer Finance. Rigsby seconded the motion. The motion was approved unanimously.

Otondo moved to approve modifications to MKT 2221 Golf Professional Development I and the Bachelor of Business Administration in Marketing/PGA Golf Management, and the addition of MKT 2223 Introduction to Golf Swing Instruction. R. Moore seconded the motion. For MKT 2221, Committee members pointed out that the wrong course outline is attached to the proposal, and the old syllabus also needs to be attached. Franz moved to approve the modifications to MKT 2221 and the BBA in Marketing/PGA Golf Management, and the addition of MKT 2223 contingent upon the outlined concerns being addressed. Stewart seconded the motion. The motion to pass contingent was approved unanimously.

Gilliland moved to approve the addition of PE 1271 Advanced Strength and Conditioning. Franz seconded the motion. A staff member from the Registrar's Office pointed out that PE 1271 has already been used and that another number will have to be selected. Committee members pointed out that it is

not clear whether this course is a lecture or a lab, it is not clear how the journal is used, whether the journal is used to collect attendance information, and how the student and student/athlete course sections are different. Rigsby moved to approve the addition of PE 1271 contingent upon the outlined concerns being addressed. Riggins seconded the motion. The motion to pass PE 1271 contingent was approved with one abstention.

Rigsby moved to approve the addition of CCL 8193 Seminar in Community Leadership, the addition of distance delivery of CCL 8193, the modification of the MAT in Community College Education, and the modification of the MS in Workforce Education Leadership. Carr seconded the motion. Dr. Stephanie King and Dr. David Morse appeared in support of the proposals. UCCC members pointed out that the cover sheet for the degree modification in Community College Education indicates a MA instead of a MAT, the name of the class needs to better describe the class, and it needs to be determined if the class is a seminar, and if it is not a seminar the word "seminar" does not need to be in the title. Carr moved to approve the addition of CCL 8193, the addition of distance delivery of CCL 8193, the modification of the MAT in Community College Education and the modification of the MS in Workforce Education Leadership contingent upon the outlined concerns being addressed. Rigsby seconded the motion. The motion to pass contingent was approved with one abstention.

Carr moved to approve the addition of COE 8143 Grief Counseling for Loss and Bereavement, COE 8743 Counseling LGBTQ: Awareness, Mental Health and Advocacy, and COE 8753 Stress Management Counseling. Moser seconded the motion. Dr. Deborah Jackson appeared in support of the proposals. Committee members pointed out that COE 8143 needs a method of delivery. Committee members discussed the title of COE 8743 and what is an academically appropriate title. The motion to approve the additions of COE 8143, COE 8743, and COE 8753 was approved unanimously.

Sherman-Morris moved to approve addition of EDF 8243 Middle School Diversity, and the addition and distance delivery of EDF/CCL/EDA 9913 Dissertation Seminar. Franz seconded the motion. Dr. Kay Brocato and Dr. David Morse appeared in support of the proposals. For EDF 8243, Committee members were concerned that the method of instruction was listed as studio, but it does not appear to be a studio class. For EDF/CCL/EDA 9913, Committee members pointed out that the total grade percentage for Literature Review should be 20 percent, and the proposal does not indicate whether the course may be repeated. Riggins called the question. Crumpton moved to approve the addition of EDF 8243 and the addition and distance delivery of EDF/CCL/EDA 9913 contingent upon the outlined concerns being addressed. Carr seconded the motion. The motion to pass contingent was approved with 2 abstentions.

Carr moved to approve the addition and distance delivery of ME 8373 Integrated Computational Materials Engineering. Babski-Reeves seconded the motion. The motion was approved unanimously.

Carr moved to approve the addition and distance delivery of EDS 8653 Issues of Accountability in Secondary Education and EDS 8663 Improving Instruction in Secondary Schools. Moser seconded the motion. The motion was approved unanimously.

Franz moved to approve the addition of distance learning to the Master of Science in Secondary Education. Moser seconded the motion. Earlier, this proposal was reviewed and approved by the Institute of Higher Learning without approval by the UCCC and the Graduate Council. The motion to approve the addition of distance learning to the Master of Science in Secondary Education was approved unanimously.

Carr moved to approve the modifications of EDS 4633/6633, EDS 4643/6643, EDS 4653/6653, EDS 4673/6673, and EDS 4683/6683. Moser seconded the motion. Committee members pointed out that the proposals are confusing because it difficult to determine if the 4000 level courses will still be courses or if they are deleted with this modification, and there needs to be instructors of record listed for the graduate level classes. Moser said the 4000 level courses will continue to exist but will not be linked to the 6000 companion class. A staff member from the Registrar's Office pointed out the Registrar's Office will treat the 4000 and 6000 level classes as separate classes. Hunt moved to approve the modifications contingent upon technical changes being submitted to outline the differences in the 4000 and 6000 level courses and instructors of record being identified for the 6000 level courses. Schilling seconded the motion. The motion to pass contingent was approved with one abstention.

Moser moved to approve the addition of EDX 4103/6103 Introduction to Teaching Students with Intellectual and Developmental Disabilities and the modification of the Bachelor of Science in Special Education. Franz seconded the motion. The motion passed unanimously.

Stewart moved to approve the modification to ADS 1114 Animal Science, the addition of ADS 1121 Animal Science Laboratory, and the modification to the Bachelor of Science in Animal and Dairy Sciences. Schilling seconded the motion. The motion passed unanimously.

Crumpton moved to approve the addition of ART 4683 Photography Internship. Dutta seconded the motion. Dr. Dominic Lippillo appeared in support of the proposal. Committee members discussed that under the proposal, the evaluation completed by the internship employer determines 75% of the grade, and it may be better if the evaluation was completed by the internship employer and the course professor. Schilling moved to approve the addition of ART 4683 contingent upon the above outlined concern being addressed. Franz seconded the motion. The motion to pass contingent was approved unanimously.

Crumpton moved to approve the modification of ARC 3723 and BCS 3723 Active Building Systems. Schilling seconded the motion. The motion to approve the modification of ARC 3723 and BCS 3723 was approved unanimously.

Carr moved to approve the modification of CVM 4113 Large Animal Experience II and CVM 4223 Small Animal Primary Care Clinical Experience. Dr. Allison Gardner appeared in support of the proposals. The motion to approve CVM 4113 and CVM 4223 was approved unanimously.

Smith moved to approve the modification of CVM 5011 Professional Development I and the addition of CVM 5812 Behavior for the Companion Animal Veterinarian. Hunt seconded the motion. For CVM 5812, committee member suggested that the last word in the new catalogue description (veterinarian) be deleted to make the catalogue description clearer. Schilling moved to pass the proposals contingent upon the outlined concern being addressed. Sherman-Morris seconded the motion. The motion to pass the modification of CVM 5011 and the addition of CVM 5812 contingent was approved unanimously.

Pilkinton moved to approve the addition of CRM/SO 3123 Policing and Society and CRM/SO 4343 Media, Crime, and Justice, the modification of SO 3313 Deviant Behavior, and the degree modification of the Bachelor of Art in Criminology. Crumpton seconded the motion. Committee members pointed out that the catalogue description is not printed on the cover sheet for CRM/SO 3123; Wildlife, Fisheries, and Aquaculture students need to be listed as part of the target audience; and for SO 3313, there are typographical errors in the proposal and cover sheet regarding the prerequisite. Franz moved to pass

the proposals contingent upon the above outlined concerns being addressed. Otondo seconded the motion. The motion to pass the proposals contingent was approved unanimously.

Carr moved to approve the modification of EN 4303/6303 Craft of Poetry and EN 4313/6313 Craft of Fiction. Sherman-Morris seconded the motion. Dr. Kathy Hagenston appeared in support of the proposals. The Committee discussed that an AOP concerning whether a course may be taken at both the undergraduate and graduate levels is still under review; the syllabi is not attached to each course proposal; and grading policies and evaluation need to be clarified. Hunt moved to pass the proposals contingent upon the above outlined concerns being addressed. Crumpton seconded the motion. The motion to pass the modifications of EN 4303/6303 and EN 4313/6313 contingent upon the above outlined concerns being address was approved unanimously.

Carr moved to approve the modifications to REL 1213 Introduction to Old Testament and REL 1223 Introduction to the New Testament. Sherman-Morris seconded the motion. Dr. Albert Bisson appeared in support of the proposal. The motion to approve was approved unanimously.

Welch moved to approve the addition of PHI 4173/6173. Sherman-Morris seconded the motion. Committee members pointed out that the cover sheet needs to be re-typed. The Chair said he would ask Dr. Bisson to have the cover sheet re-typed. The motion to approve was approved unanimously.

Otondo moved to approve the addition of PSY 8753. Rigsby seconded the motion. Dr. Jarrod Moss appeared in support of the proposal. Committee members asked how many times this course may be taken, and Dr. Moss said the course may be taken four times because the content will be different each time. Committee members were concerned that maybe there should be four different classes instead of taking the class four times. Hunt called the question. The motion to approve was not approved. One committee member abstained.

Pilkinton moved to approve the addition of distance to SO 2203 Cultural and Racial Minorities, the modification of SO 3213 Introduction to Social Research, and the addition of SO 4503/6503 Gender and Work. Sherman-Morris seconded the motion. Committee members pointed out the prerequisites are not the same on the cover sheet and the proposal. Welch moved to pass the proposals contingent upon the above concern being addressed. Hunt seconded the motion. The motion to pass the proposals contingent was approved unanimously.

Franz moved to approve the addition of distance delivery to ST 8114 Statistical Methods. Pilkinton seconded the motion. Committee members questioned whether students would be allowed required to come to campus to take their exams. Crumpton moved to pass the proposal contingent upon the above concern being addressed. Carr seconded the motion. The motion to pass the proposals contingent was approved unanimously.

Rigsby moved to approve the modification to the Bachelor of Science in Communications. Otondo seconded the motion. The motion to approve was approved unanimously.

Franz moved to approve the addition of AIS 3013, the modification of AIS 3803, the addition of AIS 3813, the addition of AIS 4703/6703, the addition of AIS 8100, the addition of AIS 8603, the addition of AIS 8613, the addition of AIS 8693, the modification of the Bachelor of Science in Agricultural Information Science-Teaching and Agricultural Leadership, and the modification to Master of Science in Agricultural Extension Education/Teaching and Leadership. Riggins seconded the motion. For AIS 8100, committee

members pointed out that “hours and credits to be arranged” needs to be added to the proposal. For AIS 8693, a new effective date needs to be inserted. For the Master of Science, a staff member from the Graduate School pointed out that for students completing the non-thesis option, students must complete a minimum of 15 hours of coursework at the 8000 level. Hunt moved to pass the proposals contingent upon the above concerns being addressed. Carr seconded the motion. The motion to pass the proposals contingent was approved unanimously.

Rigsby moved to approve the addition of distance delivery to HS 4833 The Hospitalized Child. Otondo seconded the motion. Committee members had questions about the prerequisites and if they are offered by distance education. Smith moved to pass the proposal contingent upon the above concerns being addressed. Carr seconded the motion. The motion to pass the proposal contingent was approved unanimously.

Hunt moved to approve the modification of the Master of Science in Human Sciences/Apparel, Textiles, and Merchandising. Otondo seconded the motion. The motion to approve the modification was approved unanimously.

Welch moved to adjourn. Hunt seconded the motion. The motion to adjourn was approved unanimously. The meeting was adjourned at 4:00 p.m.

APPROVAL FORM FOR
COURSES

MISSISSIPPI STATE UNIVERSITY

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

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

Contact Person: Joe Wilmoth Mail Stop 9745 E-mail: jwilmoth@humansci.msstate.edu

Nature of Change: Modify Date Initiated: 12/9/13 Effective Date: Fall 2015

Current Listing in Catalog:

| Symbol | Number | Title | Credit Hours |
|--------|--------|---|--------------|
| HS | 8823 | Advanced Theories of Human Development and Family Relations | (3) |

Current Catalog Description:

Three hours lecture. Advanced study of theories of human development and family relations across the lifespan.

New or Modified Listing for Catalog:

| Symbol | Number | Title | Credit Hours |
|--------|--------|--|--------------|
| HS | 8823 | Theories of Human Development and Family Studies | (3) |

New or Modified Catalog Description:

Three hours lecture. Study of theories of human development and family studies across the lifespan.

Approved: Michael E. Newman

Date: 9-3-14

Department Head

Lou Elmore-Staton

Chair, College or School Curriculum Committee

S. Wilmoth

Dean of College or School

9-3-14

9/3/14

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

COURSE MODIFICATION

1. CATALOG DESCRIPTION

Current Description: HS 8823. Advanced Theories of Human Development and Family Relations. (3) Advanced study of theories of human development and family relations across the lifespan.

New Description: HS 8823. Theories of Human Development and Family Studies. (3) Study of theories of human development and family studies across the lifespan.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

- a. The name is changed, with the word "advanced" deleted and the word "relations" changed to "studies."
- b. The word "advanced" is deleted, and the word "relations" is changed to "studies."

3. JUSTIFICATION AND LEARNING OUTCOMES

a. Justification

The original name of the course did not reflect the reality of covering a wide range of theories over the course of one semester, so the word "advanced" is being deleted. Changing the word "relations" to "studies" better reflects terminology in the field and in the degree program.

b. Learning Outcomes

Learning outcomes include:

- Understanding basic concepts of major theoretical approaches to lifespan development.
- Understanding basic concepts of major family theories.
- Applying developmental and family theories to current events.
- Understanding how developmental and family theories have been used in research.
- Understanding the relationship between theory and research.
- Developing conceptual models related to research topics of personal interest.

4. ADDITIONAL INFORMATION

- a. COURSE SYMBOL: Course symbols are not being modified.
- b. COURSE NUMBER: There will be no change to the course number

- c. COURSE TITLE: The new course title is "Theories of Human Development and Family Studies."
- d. CREDIT HOURS: There is no change in credit hours (3 hours).
- e. PREREQUISITE: There will be no change in the prerequisite for this course (no prerequisites).
- f. METHODS/HOURS OF INSTRUCTION: No change in methods of instruction.
- g. METHOD OF DELIVERY: There will be no modification to the method of delivery.
- h. COURSE DESCRIPTION: The course description will be modified to be consistent with the change in the course title.
- i. COURSE CONTENT: There is no change in the course content.

5. METHOD OF EVALUATION

Please refer to the attached sample course syllabus for an explanation of the evaluation methods. Following is a summary of evaluation methods:

- Current event reports (11 @ 20 points) – 220 points
- Theory analysis project – 100 points
- Exam 1 – 100 points
- Exam 2 – 100 points

6. SUPPORT

- Adequate resources are currently available to support this course.
- A letter of support from the School of Human Sciences Curriculum Committee is attached to this proposal.

7. EFFECTIVE DATE

Fall Semester 2015

8. PLANNED FREQUENCY

Once a year: Fall semesters

9. PROPOSED 24 CHARACTER ABBREVIATION

The course abbreviation will not change.

10. PROPOSED SEMESTER EFFECTIVE

Fall 2015

11. PROPOSAL CONTACT PERSON

Joe D. Wilmoth
School of Human Sciences
jwilmoth@humansci.msstate.edu
Mail Stop 9745
662-325-1799

HS 8823 Theories of Human Development & Family Studies

Schedule: TBA

Location: TBA

Instructors: TBA

Email: TBA

Telephone: TBA

Office: TBA

Catalog Description

Three hours lecture. Study of theories of human development and family studies across the lifespan.

Purpose

This is a graduate-level course that has been developed to enable the student to acquire an in-depth understanding of: (1) human development across the lifespan, including major theories of development, key issues in development, and biopsychosocial factors influencing development, and (2) select theories of family interaction, the systemic nature of the family, and the influence of the family on individual family members.

Course Objectives

Upon completion of the course, students will be able to:

1. Understand major theoretical approaches to lifespan development.
2. Understand the various biopsychosocial factors that affect development.
3. Understand the major issues and tasks faced at different points in the lifespan.
4. Understand major family theories.
5. Understand family dynamics and patterns of interaction.
6. Understand the systemic nature of the family.
7. Understand the basic core tasks that must be accomplished by all families.
8. Become familiar with issues faced by families across the life cycle.
9. Understand the nature and causes of family dysfunction.

Required Texts

White, J. M., & Klein, D. M. (2008). *Family Theories* (3rd edition). Los Angeles: Sage Publications.

Miller, P. (2009). *Theories of Developmental Psychology* (5th edition). New York: Worth Publishers

Other readings as assigned. Other required readings will be posted in myCourses.

Journal articles as assigned.

Course Topics

Topics to be covered include, but are not limited to:

- What is a theory?
- The uses and value of theories
- Key issues in the study of human development
- Piaget's theory of cognitive development
- Freud's psychosexual theory
- Erikson's psychosocial theory
- Vygotsky's socio-cultural theory
- Behaviorism
- Social learning theory
- Attachment theory
- Family systems theory
- Bowen's family systems theory
- Minuchin's structural theory
- Social exchange theory
- Symbolic interactionism
- Conflict theory
- Family life course development framework

Expectations

The student is expected to:

1. Actively participate in class.
2. Read all assigned materials before class.
3. Successfully complete exams.
4. Successfully complete written assignments.
5. Check MSU e-mail account regularly.
6. Follow MSU's Honor Code.

A Word of Caution

This is a graduate-level course. As such, you can expect the reading load and the course requirements to exceed those typical of undergraduate courses. Concurrently, higher quality work is expected of graduate students.

Assessment of Student Progress

Note: Unexcused late submission of exams and assignments will cost you 10% of total for each day late and will not be accepted after 5 days (result will be a zero for that assignment).

1. Human Development Critical Analysis Paper (100 points)

- Each student will select two specific theories of human development (e.g., Erikson's psychosocial theory, social learning theory) and, in addition to discussing the strengths and weaknesses of each, compare, contrast, and evaluate the two chosen theories in terms of the following:
 - Mechanism, organicism, contextualism
 - The relative importance attributed to the influence of nature (heredity/genetics) vs. nurture (environmental factors)
 - The extent to which each theory views development as a continuous vs. discontinuous process

This paper should consist of 10-15 pages of text. You must use at least 5 references. Your textbook can be used as one reference, and you may use a maximum of one reputable website as a reference. Use APA format and include a title page and reference list.

2. Family Theory Analysis Paper (100 points)

Paper

Select two of the theories listed below.

- Social Exchange Theory
- Symbolic Interaction
- Family Systems Theory
- Family Life Course Development Framework
- Conflict Theory
- Bowen's Family Systems Theory
- Minuchin's Structural Theory

Write a paper in which you do the following:

1. Discuss each theory's major principles, ideas, and concepts.
2. Discuss the similarities and differences between the two theories.
3. Discuss the strengths and weaknesses of each theory.
4. Discuss the practical implications and applications of each theory. In other words, talk about how each theory can be used in the real-world settings (and not just in therapeutic settings).

Use APA style for your paper.

Page length: 10-15 pages of text (Times New Roman; 12 point; margins of 1" on the top, bottom, and sides; and double spacing). Include a title page and reference list. You must use at least 5 references. Your textbook can be used as one reference, and you may use a maximum of one reputable website as a reference.

3. Examinations (100 points each)

- Mid-Term Examination (Emphasis: Human Development)
- Final Examination (Emphasis: Family)

Grading Scale

A = 90% of possible points
B = 80% of possible points
C = 70% of possible points
D = 60% of possible points
F = Less than 60% of possible points

Academic Misconduct

See MSU policy at: <http://www.msstate.edu/dept/audit/1207A.html>

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

For additional information, visit: <http://students.msstate.edu/pdf/honor-code.pdf>

TENTATIVE CLASS SCHEDULE

Note: Although every effort will be made to conform to the schedule, dates may change as necessary at the discretion of the instructor.

| Week | | Reading |
|------|---|---|
| 1 | What is a theory? Uses and values of theories; Key issues in the study of human development | Chapter 1 – Miller |
| 2 | Piaget's cognitive theory | Chapter 2 – Miller |
| 3 | Freud's psychosexual theory | Chapter 3 – Miller |
| 4 | Erikson's psychosexual theory | Chapter 3 – Miller |
| 5 | Vygotsky's sociocultural theory | Chapter 4 – Miller |
| 6 | Behaviorism | To be determined |
| 7 | Social learning theory | Chapter 5 – Miller |
| 8 | Attachment theory | Chapter 7 – Miller; other readings in myCourses |
| 9 | The systems framework | Chapter 6 – White & Klein |
| 10 | Bowen's family systems theory | Reading in myCourses |
| 11 | Minuchin's structural theory | Reading in myCourses |
| 12 | Olson's circumplex model; Beavers Timberlawn model | Readings in myCourses |
| 13 | Symbolic interactionism | Chapters 4 -- White & Klein |
| 14 | Family life course development framework | Chapter 5 -- White & Klein |
| 15 | Exchange Theory; Conflict theory | Chapters 3 & 7 – White & Klein |

HS 8823 Advanced Theories of Human Development & Family Relations

Schedule: Thursday, 2:00 – 4:50
Location: 210 Lloyd-Ricks-Watson
Instructors: Tommy M. Phillips, Ph.D.
Email: tp319@msstate.edu
Telephone: (662) 325-0655

Office: 203 Lloyd-Ricks-Watson

Catalog Description

Advanced study of theories human development and family relations across the lifespan.

Purpose

This is a graduate-level course that has been developed to enable the student to acquire an in-depth understanding of: (1) human development across the lifespan, including major theories of development, key issues in development, and biopsychosocial factors influencing development, and (2) select theories of family interaction, the systemic nature of the family, and the influence of the family on individual family members.

Course Objectives

Upon completion of the course, students will be able to:

1. Understand major theoretical approaches to lifespan development.
2. Understand the various biopsychosocial factors that affect development.
3. Understand the major issues and tasks faced at different points in the lifespan.
4. Understand major family theories.
5. Understand family dynamics and patterns of interaction.
6. Understand the systemic nature of the family.
7. Understand the basic core tasks that must be accomplished by all families.
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 - The extent to which each theory views development as a continuous vs. discontinuous process

This paper should consist of 10-15 pages of text. You must use at least 5 references. Your textbook can be used as one reference, and you may use a maximum of one reputable website as a reference. Use APA format and include a title page and reference list.

2. Family Theory Analysis Paper (100 points)

Paper

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- Family Systems Theory
- Family Life Course Development Framework
- Conflict Theory
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2. Discuss the similarities and differences between the two theories.
3. Discuss the strengths and weaknesses of each theory.
4. Discuss the practical implications and applications of each theory. In other words, talk about how each theory can be used in the real-world settings (and not just in therapeutic settings).

Use APA style for your paper.

Page length: 10-15 pages of text (Times New Roman; 12 point; margins of 1" on the top, bottom, and sides; and double spacing). Include a title page and reference list. You must use at least 5 references. Your textbook can be used as one reference, and you may use a maximum of one reputable website as a reference.

3. Examinations (100 points each)

- Mid-Term Examination (Emphasis: Human Development)
- Final Examination (Emphasis: Family)

Grading Scale

A = 90% of possible points
B = 80% of possible points
C = 70% of possible points
D = 60% of possible points
F = Less than 60% of possible points

Academic Misconduct

See MSU policy at: <http://www.msstate.edu/dept/audit/1207A.html>

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

For additional information, visit: <http://students.msstate.edu/pdf/honor-code.pdf>

TENTATIVE CLASS SCHEDULE

Note: Although every effort will be made to conform to the schedule, dates may change as necessary at the discretion of the instructor.

| Date | | Reading |
|-------|---|---|
| 8/21 | What is a theory? Uses and values of theories; Key issues in the study of human development | Chapter 1 – Miller |
| 8/28 | Piaget's cognitive theory | Chapter 2 – Miller |
| 9/4 | Freud's psychosexual theory | Chapter 3 – Miller |
| 9/11 | Erikson's psychosexual theory | Chapter 3 – Miller |
| 9/18 | Vygotsky's sociocultural theory | Chapter 4 – Miller |
| 9/25 | Behaviorism | To be determined |
| 10/2 | Social learning theory | Chapter 5 – Miller |
| 10/9 | Attachment theory | Chapter 7 – Miller; other readings in myCourses |
| 10/16 | The systems framework | Chapter 6 – White & Klein |
| 10/23 | No class | Fall break |
| 10/30 | Bowen's family systems theory; Minuchin's structural theory | Readings in myCourses |
| 11/6 | Olson's circumplex model; Beavers Timberlawn model | Readings in myCourses |
| 11/13 | Symbolic interactionism | Chapters 3 & 4 -- White & Klein |
| 11/20 | Family life course development framework; Conflict theory | Chapters 5 & 7 -- White & Klein |
| 11/27 | No class | Thanksgiving |



MISSISSIPPI STATE UNIVERSITYTM

School of Human Sciences

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

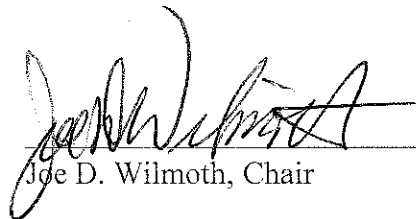
August 11, 2014

Dr. Lori Staton
Chair, CALS Curriculum Committee
Box 9745
Mississippi State, MS 39762

Dr. Staton:

The School of Human Sciences Curriculum Committee has reviewed the proposal for the change of name of HS 8823 from Advanced Theories of Human Development and Family Relations to Theories of Human Development and Family Studies, and we fully support the proposal. We believe this change more accurately reflects the content of the course.

Sincerely,


Joe D. Wilmoth, Chair
Laura Downey, Member
Charles Freeman, Member
Julie Parker, Member
Tommy Phillips, Member

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: Biological Sciences

Contact Person: Mark Welch

Mail Stop: 9536

E-mail: mw497@msstate.edu

Nature of Change: Add

Date Initiated: 5/13/14 Effective Date: 8/1/15

Current Listing in Catalog:

Symbol Number Title

Credit Hours

()

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol Number Title

Credit Hours

BIO 4123/6123 Behavioral Ecology

(3)

New or Modified Catalog Description:

(Prerequisites: MA 1313 or equivalent, BIO 1134 and BIO 1144, BIO 3103 or BIO 4133)
Three hours lecture. This course focuses on the influence that animal behaviors have in determining their survival, and reproductive success using a hypothesis driven framework.

Approved: Nancy Oberholtzer
Department Head

Date: 5/13/14

Donna Gordon
Chair, College or School Curriculum Committee

8-14-14

Del Tison
Dean of College or School

8-14-14

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council



MISSISSIPPI STATE
UNIVERSITY™

Department of Biological Sciences

295 Lee Boulevard, P.O. Box GY
Mississippi State, MS 39762
Phone: 662-325-3120
FAX: 662-325-7582

January 8, 2014

To Whom It May Concern:

We hereby express our support for the new course offering, **BIO 4123/6123 – Behavioral Ecology**, proposed by Dr. Mark Welch. The Department of Biological Sciences Undergraduate Curriculum Committee believes that this new, majors course will add significantly to the biology curriculum, providing students with critical skills in hypothesis testing and a foundation in animal behavior and its ultimate causes. This course is expected to appeal to students interested in careers in zoology and complements other upper level classes in ecology, evolutionary biology, and genetics currently offered in the Biology curriculum.

The Department of Biological Science's Undergraduate Curriculum Committee strongly supports the creation of this new course. Thank you for your consideration in this matter.

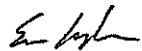
Sincerely,

Lisa Wallace
Associate Professor and Chair, Undergraduate Curriculum Committee
Department of Biological Sciences

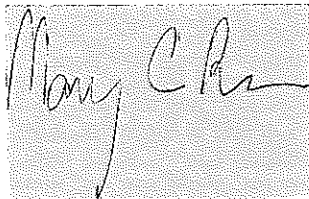
Committee Members:

Dr. Janet Donaldson

Mr. Tom Holder



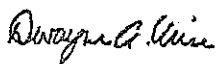
Dr. Evan Kaplan



Dr. Mary Celeste Reese

Digitally signed by James A. Stewart, Jr.
DN: cn=James A. Stewart, Jr., o=MSU, ou=Biological
Sciences, email=jstewart@biology.msstate.edu, c=US
Date: 2014.01.08 14:29:03 -05'00'

Dr. James Stewart



Dr. Dwayne Wise



MISSISSIPPI STATE
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Department of Biological Sciences
218 Harned Hall
295 Lee Boulevard, P.O. Box GY
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Phone: 662.325.3120
FAX: 662.325.7939

30 January 2014

Peer review:

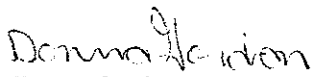
New course proposal – Behavioral Ecology (BIO4123/6123)

The Graduate Committee of the Department of Biological Sciences has examined Dr. Mark Welch's proposal for a new course, *Behavioral Ecology* (BIO4123/6123). The Committee supports this course being taught and of it being included among those provided in the MSU catalog for our department.

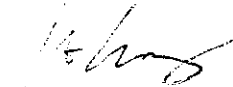


Gary Eryin
Professor and Graduate Coordinator

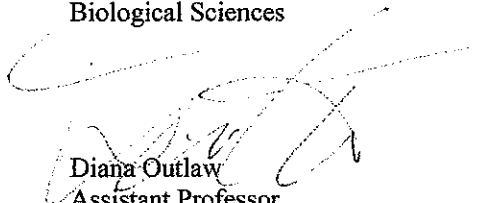
Graduate Committee members:



Donna Gordon
Associate Professor
Biological Sciences



Job Lopez
Assistant Professor
Biological Sciences



Diana Outlaw
Assistant Professor
Biological Sciences

CC: Dr. Nancy Reichert, Head, Biological Sciences
Biological Sciences Graduate Committee members



**MISSISSIPPI STATE
UNIVERSITY**

Department of Wildlife, Fisheries, and Aquaculture
Box 9690
Mississippi State, MS 39762-9690
(662) 325-3133 Fax: (662) 325-4763

12 May 2014

The Department of Wildlife, Fisheries & Aquaculture supports the following course proposals by the Department of Biology:

BIO 8123. Speciation.

BIO 4123/6123. Behavioral Ecology.

These courses do not duplicate any courses in our department. Additionally, they will supplement both our undergraduate and graduate programs in valuable ways.

Sincerely,

sriffell

Digitally signed by sriffell
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dc=cfri, ou=CFR, ou=WF,
ou=Users, cn=sriffell
Date: 2014.05.12 17:26:02
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Dr. Sam Riffell
Undergraduate Coordinator
Chair, WFA Curriculum Committee

Digitally signed by Eric Dibble
DN: cn=Eric Dibble, o=CFR, ou=WF,
ou=College of Forest Resources,
email=eric.dibble@state.ms.us,
ou=US
Date: 2014.05.12 17:28:21 -0507

Eric Dibble
Interim Department Head

College of Forest Resources
Forest and Wildlife Research Center
Mississippi Agricultural and Forestry Experiment Station
Mississippi State Extension Service

1. CATALOG DESCRIPTION

BIO 4123/6123. Behavioral Ecology. (3) (Prerequisites: MA 1313 or equivalent, BIO 1134 and BIO 1144, BIO 3103 or BIO 4133) Three hours lecture. This course focuses on the influence that animal behaviors have in determining their survival, and reproductive success using a hypothesis driven framework.

2. DETAILED COURSE OUTLINE

This course is designed to be a thorough introduction to the topic of behavioral ecology. It is also intended to develop critical thinking as well as hypothesis development. Class meetings are lecture based, but questions and discussion are encouraged.

- ❖ Introduction and Definition of Behavioral Ecology (1.5 contact hours)
- ❖ Natural Selection (1.5 contact hours)
- ❖ Comparative Analysis (3 contact hours)
- ❖ Optimality Theory (1.5 contact hours)
- ❖ Interspecific Interaction (3 contact hours)
- ❖ Exam #1 (1.5 contact hours)
- ❖ Game Theory (3 contact hours)
- ❖ Sociality (3 contact hours)
- ❖ Sexual Selection (3 contact hours)
- ❖ Familial Relations (3 contact hours)
- ❖ Exam #2 (1.5 contact hours)
- ❖ Mating Systems (3 contact hours)
- ❖ Sex Allocation (1.5 contact hours)
- ❖ Understanding Altruism and Spite (3 contact hours)
- ❖ Cooperative Behavior (3 contact hours)
- ❖ Exam #3 (1.5 contact hours)
- ❖ Behavior of Social Insects (3 contact hours)
- ❖ Communication (3 contact hours)
- ❖ Why Animals Behave the Way They Do (1.5 contact hours)
- ❖ **Total 45 contact hours**

3. METHOD OF EVALUATION –

Grading: Final grades for undergraduates enrolled in BIO 4123 will be based on three regular exams, a comprehensive final exam, and three homework assignments.

Final Grade Calculation for BIO 4123

| | | |
|-----------------|-------------|------------|
| Regular Exams | 3X20% | 60% |
| Final Exam | | 25% |
| <u>Homework</u> | <u>3X5%</u> | <u>15%</u> |
| Total | | 100% |

Graduate students enrolled in BIO 6123 will be graded on a different grading scale as undergraduates, but they will take the same exams as undergraduates. Graduate students do not receive credit for the homework assignments, and the Final Exam is worth a smaller percentage of their final grade. Finally, graduate students are required to compose a research article.

Final Grade Calculation for Graduate Students for BIO 6123

| | | |
|-------------------------|-------|------------|
| Regular Exams | 3X20% | 60% |
| Final Exam | | 20% |
| <u>Research Article</u> | | <u>20%</u> |
| Total | | 100% |

Grading Scale Final grades for BIO 4123 and BIO 6123 will be awarded on a 10-point-scale. Students earning 90% or more of points in the course will receive an “A”, while students receiving fewer than 60% will fail the class.

Grading Scale for BIO 4123

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

EXAMS

Exams will be composed largely of multiple-choice, and short answer questions. Students may also be required to solve logic, and math problems. Short essays may also be required.

OUT OF CLASS WORK

Homework: Only students enrolled in BIO 4123 are required to submit the homework assignments. Graduate students enrolled in BIO 6123 are encouraged to complete these assignments, but do not receive credit for them. Analyses often used in Behavioral Ecology include the comparative method, cost-benefit analysis and game theory. The three homework assignments intended for this course are designed to help students develop an understanding of these approaches, and to demonstrate their utility in predicting “optimal” behavioral trait values given a set of assumptions.

Research Article: Only students enrolled in BIO 6123 are required to submit a research article. Articles should be no less than 2500 words, and no longer than 20 pages double-spaced including references. Students should select a topic of interest to themselves. Areas that border on student research projects are encouraged. The instructor must approve topics for research articles.

4. JUSTIFICATION AND LEARNING OUTCOMES

Justification – Understanding the ultimate cause of behaviors influencing survival, feeding, and reproduction of animals is extremely important to field biologists, as well as experimental biologists, and agricultural biologists. These concepts are actually critical to anyone managing natural, experimental or agricultural populations.

Learning Outcomes – Students will be able to identify different classes of behaviors that influence survivorship and reproductive success. They will be able to identify hypotheses designed to explain

animal behaviors. Students should be able to utilize the rudiments of the phylogenetic comparative method to test evolutionary hypotheses. They will also be able to use cost-benefit analysis and game theory to predict adaptive strategies.

5. ACADEMIC MISCONDUCT

This course is only to be offered on Campus 01, and not to be offered for Distance Learning. However, students are separated on exam days to prevent cheating. If insufficient room is available to isolate students, multiple test versions are used. Also, all research articles are submitted to Turnitin, an online plagiarism checker, to ensure graduate students are submitting their own work.

6. TARGET AUDIENCE

This course is only to be offered on Campus 01, and not to be offered for Distance Learning. This course is designed for upper division undergraduates, and graduate students that are interested in zoology. In the Fall 2012 Special Topics course, the majority of students were from the Biological Sciences Department. However, students from Wildlife, Fisheries and Aquaculture, Animal & Dairy Science, Kinesiology and even Chemistry enrolled. Enrollment is expected to average between 40-60 students. This figure is based on the enrollment when offering the course as Special Topics in Fall 2012. The course met its capped enrollment of 45 students. Based on student interest, this course could grow much larger.

7. SUPPORT

A letter of support signed by the all members of the Undergraduate Curriculum Committee in the Department of Biological Sciences has been provided by that committee's chair, Dr. Lisa Wallace.

An additional letter of support signed by the all members of the Graduate Committee in the Department of Biological Sciences has been provided by that committee's chair, Dr. Gary Ervin.

8. INSTRUCTOR OF RECORD

Dr. Mark Welch

9. GRADUATE STUDENT REQUIREMENTS

Graduate students enrolled in BIO 6023 are required to compose a research article, and they are evaluated on a steeper grading scale than undergraduates. For full details, see METHOD OF EVALUATION.

10. PLANNED FREQUENCY

Behavioral Ecology will be offered biannually in the Fall.

11. EXPLANATION OF DUPLICATION

This course is unique. No substantive overlap with current course offerings is known.

12. METHOD OF INSTRUCTION

C

13. METHOD OF DELIVERY

F

14. PROPOSED C.I.P. NUMBER

26.0708

15. PROPOSED 24-CHARACTER ABBREVIATION

Behavioral Ecology

16. PROPOSED SEMESTER EFFECTIVE

FALL, 2014

17. OTHER APPROPRIATE INFORMATION

Proposed Textbook

Davies, N.B., J.R. Krebs and S.A. West. 2012 *An Introduction to Behavioural Ecology*, 4th Edition.
Wiley-Blackwell, Oxford, UK

18. PROPOSAL CONTACT PERSON

Dr. Mark Welch
welch@biology.msstate.edu
(662) 325-7564

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: Biological Sciences

Contact Person: Mark Welch

Mail Stop: 9536

E-mail: mw497@msstate.edu

Nature of Change: Add

Date Initiated: 5/13/14 Effective Date: 8/1/15

Current Listing in Catalog:

Symbol Number Title

Credit Hours

()

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol Number Title

Credit Hours

BIO 8123 Speciation

(3)

New or Modified Catalog Description:

Three hours lecture. Species concepts, species delimitation, evolution of reproductive isolation, modes of speciation, and the rate of speciation are discussed.

Approved: Nancy A. Herbert
Department Head

Date: 5/13/14

Donna Gordon
Chair, College or School Curriculum Committee

8-14-14

Pat Turner
Dean of College or School

8-14-14

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council



MISSISSIPPI STATE
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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


30 January 2014

Peer review:

New course proposal – Speciation (BIO8123)


The Graduate Committee of the Department of Biological Sciences has examined Dr. Mark Welch's proposal for a new course, *Speciation* (BIO8123). The Committee supports this course being taught and of it being included among those provided in the MSU catalog for our department.

Graduate courses at the 8000-level are an important contribution to our graduate programs, and this is a course that has proven its attractiveness to students over the years (as a Special Topics offering).

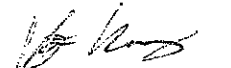


Gary Ervin
Professor and Graduate Coordinator


Graduate Committee members:



Donna Gordon
Associate Professor
Biological Sciences



Job Lopez
Assistant Professor
Biological Sciences



Diana Outlaw
Assistant Professor
Biological Sciences

CC: Dr. Nancy Reichert, Head, Biological Sciences
Biological Sciences Graduate Committee members



**MISSISSIPPI STATE
UNIVERSITY**

Department of Wildlife, Fisheries, and Aquaculture
Box 9690
Mississippi State, MS 39762-9690
(662) 325-3133 Fax: (662) 325-4763

12 May 2014

The Department of Wildlife, Fisheries & Aquaculture supports the following course proposals by the Department of Biology:

BIO 8123. Speciation.

BIO 4123/6123. Behavioral Ecology.

These courses do not duplicate any courses in our department. Additionally, they will supplement both our undergraduate and graduate programs in valuable ways.

Sincerely,

sriffell

Digitally signed by sriffell
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dc=cfri, ou=CFR, ou=WF,
ou=Users, cn=sriffell
Date: 2014.05.12 17:26:02
+05'00'

Dr. Sam Riffell
Undergraduate Coordinator
Chair, WFA Curriculum Committee

Digitally signed by Eric Dibble
DN: cn=Eric Dibble, o=CFR, postalCode=39762, email=edibble@state.ms.edu,
c=US
Date: 2014.05.12 17:28:21 +05'00'

Eric Dibble
Interim Department Head

College of Forest Resources
Forest and Wildlife Research Center
Mississippi Agricultural and Forestry Experiment Station
Mississippi State Extension Service

1. CATALOG DESCRIPTION

BIO 8123. Speciation. (3) Three hours lecture. Species concepts, species delimitation, evolution of reproductive isolation, modes of speciation, and the rate of speciation are discussed.

2. DETAILED COURSE OUTLINE

This course is designed to be a thorough introduction to the topic of speciation. It is also intended to develop scientific writing skills as well as hypothesis development. Class meetings include both lecture and student participation components. Lectures will be used to introduce subject material, and will utilize approximately half the time of each class meeting. The remainder of class meetings will include student presentations of readings from the primary and secondary literature on speciation, and for discussion of these readings along with student generated questions regarding the subject matter.

- ❖ Species concepts (6 contact hours)
 - Introduction (1.5 contact hours)
 - Operational and mechanistic species concepts (1.5 contact hours)
 - The biological reality of species (1.5 contact hours)
 - Species delimitation (1.5 contact hours)
- ❖ Studying reproductive isolation (3 contact hours)
 - Introduction to the study of reproductive isolation (1.5 contact hours)
 - The complex nature of species boundaries (1.5 contact hours)
- ❖ Biogeographic modes of speciation (6 contact hours)
 - Allopatric speciation (3 contact hours)
 - Speciation with gene flow (3 contact hours)
- ❖ Ecological isolation (3 contact hours)
- ❖ Behavioral, mechanical and gametic isolation (3 contact hours)
- ❖ Postzygotic isolation (6 contact hours)
 - Modes and frequencies of different postzygotic isolation mechanisms (3 contact hours)
 - Haldane's Rule (1.5 contact hours)
 - The genetics of postzygotic isolation (1.5 contact hours)
- ❖ Polyploidy (3 contact hours)
- ❖ Homoploid hybrid speciation (3 contact hours)
- ❖ Reinforcement (3 contact hours)
- ❖ The roles of natural and sexual selection (3 contact hours)
- ❖ Genetic drift and adaptive peak shifts (3 contact hours)
- ❖ Rates of speciation (3 contact hours)
- ❖ **Total 45 contact hours**

3. METHOD OF EVALUATION

Grading: Final grades will be based on question sheets, paper presentations, class participation, and on a research article.

Final Grade Calculation

| | |
|-------------------------|------------|
| Question Sheets | 45% |
| Paper Presentations | 20% |
| Participation | 10% |
| <u>Research Article</u> | <u>25%</u> |
| Total | 100% |

Grading Scale Final grades will be awarded on a 10-point-scale. Students earning 90% or more of points in the course will receive an “A”, while students receiving fewer than 60% will fail the class.

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

OUT OF CLASS WORK

Questions Sheets: Students are required to take condensed notes on specified assigned readings. Notes are to be typed and submitted to the instructor electronically prior to the class meeting when the readings are to be discussed. For each assigned reading, or set of readings, students are also required to develop 3-4 questions regarding the readings for each meeting, and an explanation of why these questions are pertinent to the field of speciation in general, or to the student’s research in particular. Questions are not meant to be points of clarification, but rather critical questions concerning the logic used to support specific arguments presented by the authors of assigned readings. The questions should aid in fueling the discussion following student presentations of the readings. The use of Question Sheets encourages a more thorough reading of the material. Their use also fosters livelier discussion.

Research Article: Articles should be no less than 2500 words, and no longer than 20 pages double-spaced including references. Students should select a topic of interest to themselves. Areas that border on student research projects are encouraged. The instructor must approve topics for research articles.

IN-CLASS WORK

Presentation: Students will also take turns presenting the material covered in the course. Presenters will be expected to provide detailed notes on specific readings, and should outline the major points covered in the readings. Under ideal circumstances the presentation should facilitate thoughtful discussion. To receive full credit the student will list the major points made by the authors. They must further state hypotheses being tested, and assumptions that are being made in the readings.

Participation: This is both a lecture and discussion-based course. Students are expected to share their ideas, and comment on the perspectives of others. Positive and constructive contributions by students during discussion sessions before and after paper presentations will be the basis for participation grades along with quality conversation generated by question sheets.

4. JUSTIFICATION AND LEARNING OUTCOMES

Justification - Species are fundamental units of biodiversity. Understanding what species are, how they form, and how they are maintained is critical to anyone studying, or managing natural populations. Enrollment is expected to average between 8-10 students. This figure is based on the average enrollments when offering the course as Special Topics on two occasions, and a similar offering in 2008. Enrollment during Fall Semester of 2013 was 12.

Learning Outcomes – Students will be able to identify species using morphological and genetic criteria for species delimitation. They will be able to identify hypotheses associated with different forms of reproductive isolation. Students should also be able to identify ecological factors that promote speciation, as well as genetic factors that might limit the process. This course is also designed to facilitate better scientific reasoning by encouraging students to question, and propose alternatives, to current and historic perspectives regarding the nature of species. Through assessments associated with assigned readings, students will develop written communication skills. Class presentations of assigned readings will also help students develop oral communication skills.

5. ACADEMIC MISCONDUCT

This course is only to be offered on Campus 01, and not to be offered for Distance Learning. However, all research articles are submitted to Turnitin, an online plagiarism checker, to ensure students are submitting their own work.

6. TARGET AUDIENCE

This course is only to be offered on Campus 01, and not to be offered for Distance Learning. This course is designed for graduate students that deal with natural, experimental and domesticated populations. The majority of students have been from the Biological Sciences Department. However, students from several other departments have taken this course when it was offered as Special Topics. Specifically, these students were from Plant & Soil Sciences, Wildlife, Fisheries and Aquaculture, and Forestry.

7. SUPPORT

Dr. Gary Ervin, the Graduate Committee Chair, has provided a letter of support signed by the entire Graduate Committee in the Department of Biological Sciences. Letters of support have also been solicited from Plant & Soil Sciences, Wildlife, Fisheries and Aquaculture, and Forestry.

8. INSTRUCTOR OF RECORD

Dr. Mark Welch

9. GRADUATE STUDENT REQUIREMENTS

This is an 8000-level course.

10. PLANNED FREQUENCY

Speciation will be offered biannually in the Fall.

11. EXPLANATION OF DUPLICATION

This course is unique. No substantive overlap with current course offerings is known.

12. METHOD OF INSTRUCTION

S

13. METHOD OF DELIVERY

F

14. PROPOSED C.I.P. NUMBER

26.1399

15. PROPOSED 24-CHARACTER ABBREVIATION

Speciation

16. PROPOSED SEMESTER EFFECTIVE

FALL, 2015

17. OTHER APPROPRIATE INFORMATION

Current TextbookCoyne, J.A. and H.A. Orr, 2004. *Speciation*. Sinauer Associates Inc., Sunderland, MA, USA**Additional Readings for 2013 Special Topics Course in Chronological Order of Coverage**

- Rieseberg, L.H. and J.M. Burke. 2001. The biological reality of species: gene flow, selection, and collective evolution. *Taxon* 50: 47 – 67
- Cracraft, J. 1989. Species as entities of biological theory. IN Ruse, M. (ed) *What the philosophy of biology is*. Pp. 31-52. Kluwer Academic Publishers.
- Wilkins, J.S. 2011. Philosophically speaking, how many species concepts are there. *Zootaxa*, 2765: 58-60
- Ramsey, J., H.D. Bradshaw, and D.W. Schemske. 2003. Components of reproductive isolation. *Evolution* 57: 1520-1534
- Nosil, P. 2007. Divergent host plant adaptation and reproductive isolation between ecotypes of *Timema cristinae* Walking Sticks. *Am Nat* 169: 151-162
- Hutchinson, G.E. 1959. Homage to Santa Rosalia or why are there so many kinds of animals? *American Naturalist* 93: 145-159.
- Felsenstein, J. 1981. Skepticism towards Santa Rosalia, or why are there so few kinds of animals. *Evolution* 35: 124-138
- Losos, J., and R.E. Glor. 2003. Phylogenetic comparative methods and the geography of speciation. *TREE* 18: 220-227
- Fitzpatrick, B.M., and M. Turelli, 2006. Geography of mammalian speciation: mixed signals from phylogenies and range maps. *Evolution* 60: 601-615
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- Meffert, L.M. and E.H. Bryant 1991. Mating propensity and courtship behavior in serially bottlenecked lines of housefly. *Evolution* 45: 293-306

18. PROPOSAL CONTACT PERSON

Dr. Mark Welch
welch@biology.msstate.edu
(662) 325-7564

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: Communication

Contact Person: Emily Ryalls

Mail Stop: 9574

E-mail: eryalls@comm.msstate.edu

Nature of Change: Add

Date Initiated: 5.16.14 Effective Date: 5.1.15

Current Listing in Catalog:

| Symbol | Number | Title |
|--------|-----------|------------------|
| CO | 4990/6990 | Gender and Media |

Credit Hours
(3)

Current Catalog Description:

New or Modified Listing for Catalog:

| Symbol | Number | Title |
|--------|-----------|------------------|
| CO | 4233/6233 | Gender and Media |

Credit Hours
(3)

New or Modified Catalog Description:

A critical exploration of discourses of gender and its intersections with sexuality, race, and class as represented in popular forms of media.

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: _____

8-14-14

8-11-14

APPROVAL FORM FOR
COURSES
MISSISSIPPI STATE UNIVERSITY

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

College or School: Arts & Sciences

Department: Gender Studies

Contact Person: Emily Ryalls

Mail Stop: 9574 E-mail: eryalls@comm.msstate.edu

Nature of Change: Add

Date Initiated: 5.16.14 Effective Date: 5.1.15

Current Listing in Catalog:

| Symbol | Number | Title |
|--------|-----------|------------------|
| GS | 4990/6990 | Gender and Media |

Credit Hours
(3)

Current Catalog Description:

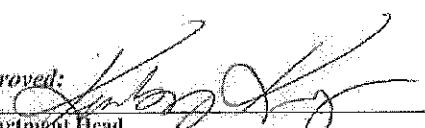
New or Modified Listing for Catalog:

| Symbol | Number | Title |
|--------|-----------|------------------|
| GS | 4233/6233 | Gender and Media |

Credit Hours
(3)

New or Modified Catalog Description:

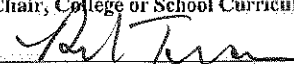
A critical exploration of discourses of gender and its intersections with sexuality, race, and class as represented in popular forms of media.

Approved: 

Department Head


Denna Gordon

Chair, College or School Curriculum Committee


Dean of College or School

Date: 5/16/14

8-14-14

8-11-14

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

1. Catalog Description:

GS 4233/6233: Gender and Media. (3)

Three hours lecture. A critical exploration of discourses of gender and its intersections with sexuality, race, and class as represented in popular forms of media. (Same as CO 4233/6233).

2. Detailed Course Outline:

I. Course Introduction

- A. Social Construction (3 contact hours)
- B. Textual Analysis (3 contact hours)
 - 1. Methods for approaching media analysis

II. Masculinity

- A. Normative Masculinity (3 contact hours)
 - 1. White masculinity in crisis
- B. Female Masculinity (1.5 contact hours)
- C. Black Masculinity (3 contact hours)
 - 1. Black masculinity in Hip Hop culture
- D. Masculinity Current Events (1.5 contact hours)

III. Femininity

- A. Feminism (2 contact hours)
 - 1. Waves (1st, 2nd, and 3rd)
 - 2. Post Feminism
- B. Femininity (3 contact hours)
 - 1. in Reality TV
 - 2. in Hip Hop
 - 3. in Magazines/Advertisements
- C. Black Femininity (1.5 contact hour)
- D. Girlhood (1 contact hours)
- E. Femininity Current Events (1.5 contact hours)

IV. Sexuality

- A. Heteronormativity (3 contact hours)
- B. Homonormativity (3 contact hours)
- C. Bisexuality (1.5 contact hours)
- D. “Queering” a Text (1.5 contact hours)
- E. Sexuality Current Events (1.5 contact hours)

V. Transgender/Intersex

- A. Intersexuality (2 contact hours)
 - 1. Herm/Merm/Ferm (1.5 contact hours)
- B. Transgenderism (3 contact hours)
 - 1. Brandon Teena (2.5 contact hours)
- C. Trans/Intersex Current Events (1.5 contact hours)

3. Method of Evaluation:

Undergraduate Assignments:

Participation (10%): Students will be graded on the degree to which they participate in class discussions. Participation should clearly indicate that students have read the appropriate materials for class each day. Quality of participation is weighted more heavily than quantity.

Textual Analysis (60%): Students will write two (2) film response papers. These papers go beyond an informal journal entry; instead, students will perform qualitative textual analyses. Essays must be a minimum of four (4) pages and a maximum of five (5). There will also be a graded peer review assignment for this paper.

Current Event Journal (30%): All students will complete a current events journal. At the end of each module (i.e., Masculinity, Femininity, Sexuality, Trans/Intersex), each student will bring to class an article from a reliable source (e.g., newspaper, magazine, news program) that relates directly to the issues we have discussed during the module. At the end of the semester, students will turn in the journal, which will include the articles and a one-page reaction to each article and its relevance to course material.

CO 4233 Grade Distribution

| | |
|------------------------------------|-------------------|
| Current Event Journal (30%) | 300 points |
| Masculinity | 25 |
| Femininity | 25 |
| Sexuality | 50 |
| Intersex/Trans | 50 |
| Final Journal | 150 |
| Textual Analysis (60%) | 600 points |
| Peer Review | 100 |
| Textual Analysis 1 | 200 |
| Textual Analysis 2 | 300 |
| Participation (10%) | 100 points |

Graduate Student Assignments:

Participation (10%): Students will be graded on the degree to which they participate in class discussions. Participation should clearly indicate that students have read the appropriate materials for class each day. Quality of participation is weighted more heavily than quantity.

Final Project (90%): Graduate students will complete a semester-long project that will culminate in a 15-20 page research paper on a topic of the student's choice related to gender and media. Through the semester, students will turn in a proposal for the research project, an annotated bibliography, and the introduction to the paper, which will be peer reviewed. Finally, students will present their papers during an end of the semester "scholarly conference."

CO 6233 Point Distribution Sheet**Final Project (90%) 900 points**

| | |
|------------------------|-----|
| Research Proposal | 50 |
| Annotated Bibliography | 125 |
| Peer Review | 75 |
| Introduction | 150 |
| Presentation | 200 |
| Final Paper | 300 |

Participation (10%) 100 points**Grade Distribution**

Grades in this course are calculated according to the following scale

| | | |
|---------------------|-----------------|---|
| 900-1000 points | (90%-100%) | A |
| 800-899 points | (80%-89%) | B |
| 700-799 points | (70%-79%) | C |
| 600-699 points | (60%-69%) | D |
| 599 points or fewer | (59% and lower) | F |

4. Justification & Learning Outcomes:

In this course, we will discuss gender and identity from a variety of perspectives. Specifically, we will begin by examining current discourses surrounding masculinity and femininity. Then, we will investigate ideas of sexuality and transgender/intersex, while, at all times, considering the intersection of other aspects of identity such as race, class, and religion. In so doing, I hope we come to better understand how “natural” and “normal” criteria are constructed in ways that can cause emotional and physical harm.

A primary focus of this course is gender representation in media. For this reason, we start from the premise that popular culture (as opposed to being frivolous) is an important site of popular expression, social instruction, and cultural conflict and thus deserves critical attention. We will examine theoretical texts that help us to ‘read’ popular culture, and study specific forms of popular culture: television, movies, and popular music. This allows us to consider how popular culture plays a formative role in defining gender and sexuality.

MSU does not currently have a course that investigates gender and its intersections with class, race, and sexuality from a primarily critical cultural studies lens. Gender and Media will provide a more detailed analysis of the cross sections of gender and popular culture than other courses currently offered. As well, the focus on sexuality (hetero, homo, and bi), transgender, and intersex in this course sets it apart. This course will prove useful for undergraduate and graduate students interested in gender studies who want to better understand this critical aspect of popular culture. As well, the class will count for undergraduate students wishing to earn the Gender Studies minor or graduate students aiming for the graduate certificate.

The expected enrollment for this course is approximately 25 undergraduate students and 5 graduate students. I taught this class as a Special Topics course in Fall 2013, and it had 25 undergraduates and 3 graduate students. As well, student evaluations of the course were high (a Global Index rating of 4.8), suggesting word of mouth for the course would be positive.

Learning Outcomes

1. Students will demonstrate knowledge about the concepts and theories of gender through examinations, written and oral work, as well as in-class activities.
2. Students will be able to explain the role of institutions in the social construction of identity categories.
3. Students will analyze the ideological messages circulating within a popular film.
4. Students will be aware that privilege and discrimination are linked concepts such that if one group is experiencing discrimination, another is experiencing privilege.
5. Students will collect contemporary examples from media related to issues from course readings (e.g., gender, race, class, and sexuality), connecting theory and praxis.

5. Academic Misconduct

N/A

6. Target Audience

N/A

7. Letter of Support

Letter from Kimberly Kelly, Director of Gender Studies Program included.

8. Instructor of Record:

Dr. Emily D. Ryalls
Assistant Professor
Department of Communication
Gender Studies Program

9. Graduate Student Requirements:**Graduate Student Assignments:**

Participation (10%): Students will be graded on the degree to which they participate in class discussions. Participation should clearly indicate that students have read the appropriate materials for class each day. Quality of participation is weighted more heavily than quantity.

Final Project (90%): Graduate students will complete a semester-long project that will culminate in a 15-20 page research paper on a topic of the student's choice related to gender and media. Through the semester, students will turn in a proposal for the research project, an annotated bibliography, and the introduction to the paper, which will be peer reviewed. Finally, students will present their papers during an end of the semester "scholarly conference."

CO 6233 Point Distribution Sheet

| | |
|----------------------------|-------------------|
| Final Project (90%) | 900 points |
| Research Proposal | 50 |
| Annotated Bibliography | 125 |
| Peer Review | 75 |
| Introduction | 150 |
| Presentation | 200 |
| Final Paper | 300 |
| Participation (10%) | 100 points |

10. Planned Frequency:

Course will be offered each fall and some summers.

11. Explanation of Any Duplication:

N/A

12. Method of Instruction Code:

C Lecture

13. Method of Delivery:

F Face-to-Face

14. Proposed C.I.P. Number

05.02007

15. Proposed 24-Character Abbreviation:

Gender and Media

16. Proposed Semester Effective:

Summer 2015

17. Other Appropriate Information:

Course Reading List

- Baumgardner, J., & Richards, A. (2004). Feminism and femininity: Or how we stopped worrying and learned to love the thong. In A. Harris (Ed.), *All about the girl: Culture, power, and identity* (pp. 59-67). New York: Routledge.
- Benshoff, H. M. (2009). A straight cowboy movie: Heterosexuality according to *Brokeback Mountain*. In S. Griffin (Ed.), *Hetero: Queering representations of straightness* (pp. 227-255). Albany: State University of New York Press.
- Browne, K. (2006). Challenging queer geographies. *Antipode*, 885-893.
- Comander, L. (2005). Together. Forever. *People*, 197-200.
- Coventry, M. (2000, October/November). Making the cut. *Ms.*, 52-60.

- Dines, G. (2003). King Kong and the white woman: *Hustler* magazine and the demonization of black masculinity. In G. Dines & J. M. Humez (Eds.), *Gender, race, and class in media* (pp. 451-461). Thousand Oaks, CA: Sage.
- Dubrofsky, R. (2006). *The Bachelor*: Whiteness in the Harem. *Critical Studies in Media Communication*, 23(1), 39-56.
- Fausto-Sterling, A. (1993). The five sexes: Why male and female are not enough. *The Sciences*, 33(2), 20-26.
- Halberstam, J. (1998). *Female masculinity*. Durham, NC: Duke UP.
- Hubbard, R. (1998). The social construction of sexuality. In P. S. Rothenberg (Ed.), *Race, class, and gender in the United States* (pp. 52-55). New York: St. Martin's Press.
- Kellner, D. (2003). Cultural studies, multiculturalism, and media culture. In G. Dines & J. M. Humez (Eds.), *Gender, Race, and Class in Media* (pp. 9-20). Thousand Oaks, CA: Sage Publications.
- Lull, J. (2003). Hegemony. In G. Dines & J. M. Humez (Eds.), *Gender, Race, and Class in Media* (pp. 61-66). Thousand Oaks, CA: Sage Publications.
- Mazzarella, S. R. (1999). The "Superbowl of all dates": Teenage magazines and the commodification of the perfect prom. In S. R. Mazzarella & N. O. Pecora (Eds.), *Growing up girls: Popular culture and the construction of identity* (pp. 97-111). New York: Peter Lang.
- Perry, I. (2004). Who(se) am I? The identity and image of women in hip-hop. In G. Dines & J. M. Humez (Eds.), *Gender, race, and class in media* (pp. 17-34). Thousand Oaks, CA: Sage.

- Perry, L. A. M., & Ballard-Reisch, D. (2004). There's a rainbow in the closet: On the importance of developing a common language for 'sex' and 'gender'. In P. M. Backlund & M. R. Williams (Eds.), *Readings in Gender Communication* (pp. 17-34). Belmont, CA: Thomson/Wadsworth.
- Rogers, M. F. (2004). Hetero Barbie? In G. Dines & J. M. Humez (Eds.), *Gender, race, and class in media* (pp. 94-97). Thousand Oaks, CA: Sage.
- Rosenberg, D. (2007). (Rethinking) Gender. *Newsweek*, 50-57.
- Ryalls, E. (2013). Emo angst, masochism, and masculinity in crisis. *Text and Performance Quarterly*, 33(2), 83-97.
- Sloop, J. M. (2000). Disciplining the transgendered: Brandon Teena, public representation, and normativity. *Western Journal of Communication*, 64(2), 165-189.
- Warren, J. T., & Zoffel, N. A. (2007). Living in the middle: Performances bi-men. In K. E. Lovaas & M. M. Jenkins (Eds.), *Sexualities & communication in everyday life* (pp. 233-242). Thousand Oaks, CA: Sage.

18. Proposal Contact Person:

Emily Ryalls
864-940-6428

APPROVAL FORM FOR
COURSES
MISSISSIPPI STATE UNIVERSITY

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College or School: Arts & Sciences

Department: English

Contact Person: Wendy Herd

Mail Stop: 9518 E-mail: wherd@english.msstate.edu

Nature of Change: Add

Date Initiated: 10/28/13 Effective Date: Fall 2015

Current Listing in Catalog:
Symbol Number Title

Credit Hours
()

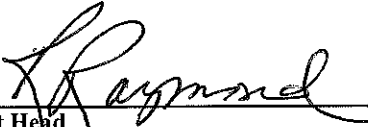
Current Catalog Description:

New or Modified Listing for Catalog:
Symbol Number Title
EN 4473/6473 Phonetics

Credit Hours
(3)

New or Modified Catalog Description:

(Prerequisite: Either EN 4403/6403, AN 4403/6403, or Instructor Consent). Three hours lecture. This course focuses on the physical and linguistic aspects of speech sounds, including how they are produced, transcribed, measured, and perceived. (Same as PSY 4473/6473)

Approved: 

Department Head

Date: 8-28-14



Chair, College or School Curriculum Committee

8-29-14



Dean of College or School

9-2-14

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

APPROVAL FORM FOR
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MISSISSIPPI STATE UNIVERSITY

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College or School: Arts & Sciences

Department: Psychology

Contact Person: Wendy Herd

Mail Stop: 9518 E-mail: wherd@english.msstate.edu

Nature of Change: Add

Date Initiated: 10/28/13 Effective Date: Fall 2015

Current Listing in Catalog:

Symbol Number Title

Credit Hours
()

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol Number Title

PSY 4473/6473 Phonetics

Credit Hours
(3)

New or Modified Catalog Description:

(Prerequisite: Either EN 4403/6403, AN 4403/6403, or Instructor Consent). Three hours lecture. This course focuses on the physical and linguistic aspects of speech sounds, including how they are produced, transcribed, measured, and perceived. (Same as EN 4473/6473)

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: _____

8-29-14

9-2-14

Course Addition

Addition of the New Course Phonetics EN 4473/6473 or PSY 4473/6473

English Department

1. CATALOG DESCRIPTION

EN 4473/6473 Phonetics. (3) (Prerequisite: Either EN 4403/6403, AN 4403/6403, or Instructor Consent). Three hours lecture. This course focuses on the physical and linguistic aspects of speech sounds, including how they are produced, transcribed, measured, and perceived. (Same as PSY 4473/6473)

PSY 4473/6473 Phonetics. (3) (Prerequisite: Either EN 4403/6403, AN 4403/6403, or Instructor Consent). Three hours lecture. This course focuses on the physical and linguistic aspects of speech sounds, including how they are produced, transcribed, measured, and perceived. (Same as EN 4473/6473)

2. DETAILED COURSE OUTLINE

This course will meet twice per week for 1¼ hours per lecture.

| Proposed Lecture Topics | Hours |
|--|-------|
| 1) What is phonetics? | 1.5 |
| 2) Articulation of English speech sounds a) Consonants b) Vowels | 3 |
| 3) Broad Transcription of English a) Consonants (1.5 hours) b) Vowels (1.5 hours) c) Practice transcribing words and sentences (1.5 hours) | 4.5 |
| 4) Narrow Transcription of English a) Narrowing "rules" b) Additional IPA symbols and diacritics c) Narrow transcription practice | 3 |
| 5) Sounds of the World's Languages (SOWL) a) Consonant sounds (3 hours) b) Vowel sounds (1.5 hours) c) Practice transcribing SOWL (1.5 hours) | 6 |
| 6) Anatomy & Physiology a) Subglottal system b) Larynx c) Supralaryngeal system | 3 |
| 7) Airstream Mechanisms & Phonation a) Pulmonic, glottalic, and velaric airflow b) States of the glottis | 1.5 |
| 8) Basic Acoustics a) Waveform measurements: fundamental frequency, wavelength, amplitude b) Practice with waveforms using Praat | 3 |

| | |
|--|-----|
| 9) Acoustic correlates of speech sounds a) Vowels (1.5 hours) b) Consonants (1.5. hours) c) Practice with spectrograms using Praat (1.5 hours) d) Practice with data collection / analysis using Praat (1.5 hours) | 6 |
| 10) Suprasegmentals | 3 |
| 11) Perception of Speech | 3 |
| 12) Experimental approaches in phonetics | 3 |
| Midterm | 1.5 |
| Final | 3 |
| Total contact hours | 45 |

3. METHOD OF EVALUATION

Undergraduate EN 4473:

Evaluation will be based on:

- Homework assignments / practice sets – 20%
- Quizzes – 20%
- Midterm – 20%
- Final Project – 20%
- Final Exam – 20%
- Total - 100%

EN 4473 Final Project:

The final project requires students to record two speakers: one native speaker of American English and one native speaker of a language other than English. Students will take **basic acoustic measurements** (e.g., VOT and fundamental frequency) of CV syllables in both languages. Background, methods, and results will be reported both in prose and with tables. The final project write-up should be 4 – 5 pages.

Graduate EN 6473:

Evaluation will be based on:

- Homework assignments / practice sets – 20%
- Quizzes – 20%
- Midterm – 20%
- Final Project – 20%
- Final Exam – 20%
- Total - 100%

EN 6473 Final Project:

The final project requires students to record two speakers: one native speaker of American English and one native speaker of a language other than English. Graduate students will complete both **basic acoustic measurements** (e.g., VOT and fundamental frequency) of CV syllables in both languages and **advanced acoustic measurements** (e.g., duration of vowels and vowel formant frequencies – F1, F2, and F3) of all of the monophthong vowel sounds in English (i.e., 12 vowels) and in the non-English language (i.e., 5 – 40 vowels depending on the language

chosen). Graduate students will also create IPA-style vowel charts for both languages that accurately represent how the vowels are organized in acoustic space.

Unlike the undergraduate project, the graduate project requires students to use linguistic databases (e.g., UCLA Phonological Segment Inventory Database, Linguistics and Language Behavior Abstracts, UCLA Phonetics Lab Archive, etc.) and to prepare their papers using the American Psychological Association Formatting and Style Guide. Background, methods, and results will be reported in prose, with tables, and with figures. The final project write-up should be 8 – 10 pages.

Grading scale:

- 89.5 - 100%: A
- 79.5 - 89.4%: B
- 69.5 - 79.4%: C
- 59.5 - 69.4%: D
- 59.4% and below: F

4. JUSTIFICATION AND LEARNING OUTCOMES

Linguistics, the study and analysis of language, can be broadly divided into five theoretical sub-fields: phonetics, phonology, morphology, syntax, and semantics. Mississippi State currently offers an upper-level course in only one of those sub-fields: syntax. The addition of this course will allow students to further investigate phonetics, the study of speech sounds. Similar courses in phonetics are taught at other institutions in the SEC, like University of Georgia, University of South Carolina, University of Kentucky, University of Tennessee, University of Florida, and Louisiana State University. This course will count toward completion of the Linguistics Minor. With the addition of a third linguistics position in the English Department faculty in August 2011, the department now has the resources to offer additional upper-level courses in the sub-fields of linguistics, and the addition of this course will both meet the needs of MSU students and make the MSU linguistic course offerings more competitive in comparison to other SEC institutions.

During the first half of the course, students will learn about the basic anatomy of the vocal tract and the articulation of speech sounds. They will also get hands-on experience transcribing speech sounds from both English and non-English languages. During the second half of the course, students will learn about the physics of speech sounds (e.g., airflow mechanisms and vocal fold vibration) and how to analyze speech production and perception using computer software. As a culminating project, students will use what they have learned to collect and analyze speech data from speakers of two different languages. As a result of taking this course, students will be able to:

- identify the parts of the vocal tract and the role of each in speech production.
- use aerodynamics and the physics of sound to explain speech production.
- transcribe English and non-English speech using the International Phonetic Alphabet.
- analyze the acoustic properties of speech using acoustic analysis software.

- collect and perform preliminary analyses on perception and production data.

Additionally, the graduate level of the course prepares students to initiate original research in acoustics, perceptual phonetics, and psychoacoustics. Many of the students enrolled in EN 4990/6990 Sounds of the World's Languages (the special topics version of this course that was first offered during Fall 2013) have expressed an interest in applying to external MA/PhD programs in Linguistics, Speech-Language Pathology, and related fields, with two of those students already beginning the application process. However, many of these programs are highly competitive and require or strongly recommend that applicants have experience with research, particularly with original student-initiated research. Even when programs do not list this as a requirement, students with research experience are in a much better position to receive scholarships, assistantships, and other sources of funding. The addition of Phonetics as a permanent course offering will ensure that our students have the background and resources necessary to initiate and complete original research projects with members of the linguistics faculty. As a result of taking the course, graduate students will be able to:

- complete all of the bulleted items above.
- evaluate research articles to identify gaps in the literature and areas of potential research.
- access established linguistic databases in order to investigate background information about specific languages, specific languages structures, and peer-reviewed research.
- design and conduct a phonetic research project that attempts to advance knowledge about the perception and production of speech sounds.

This course is appropriate for cross-listing with Psychology due to the instructor of record, who is currently an Adjunct of the Psychology Department, and due to the topic of the course. Linguistics and psychology are closely related disciplines as can be seen from the existence of interdisciplinary fields like psycholinguistics and psychoacoustics. More specifically, phonetics is closely related to cognitive psychology, a branch of psychology which investigates, among other topics, the mental processes underlying perception, production, memory, and language.

5. ACADEMIC MISCONDUCT

Students are informed of the MSU Honor Code and what constitutes academic dishonesty on the first day of class. This information is disseminated both in writing on the course syllabus and orally in class. In addition, all exams are proctored by instructors to reduce opportunities for academic misconduct.

6. TARGET AUDIENCE

This course targets juniors, seniors, and graduate students who plan to study languages, minor in linguistics, minor or receive degrees in cognitive science, or conduct experimental research with language. Students who plan to apply to graduate programs related to linguistics, psychology, speech-language pathology, and cognitive science would also be well-suited to take this course.

7. SUPPORT

Please see the attached letters of support from the English Department and the Psychology Department.

8. INSTRUCTOR OF RECORD

Dr. Wendy Herd

9. GRADUATE STUDENT REQUIREMENTS (SPLIT-LEVEL COURSES)

This is a split-level 4000/6000 course. In addition to completing the coursework required of undergraduate students, graduate students will answer additional questions on homework assignments, practice sets, quizzes, and exams. These additional questions require a more thorough understanding and thoughtful synthesis of the material than other questions. As preparation for collecting and analyzing production and perception data, graduate students will also complete 3 – 5 additional readings that represent seminal or current research in the field. In addition, the graduate-level final acoustics project is larger in scope and more demanding than the undergraduate-level project, resulting in a project that requires more than twice as much data collection, measurement, and analysis. Graduate students are also required to submit a final project write-up that is twice the length (8 – 10 pages) of the undergraduate project (4 – 5 pages) and that follows standard APA formatting guidelines.

10. PLANNED FREQUENCY

The course will be offered annually during the fall semester.

11. EXPLANATION OF DUPLICATION

There is no duplication of material in this course.

12. METHOD OF INSTRUCTION CODE

C

13. METHOD OF DELIVERY

F

14. PROPOSED CIP NUMBER

16-0102

15. PROPOSED 24-CHARACTER ABBREVIATION

Phonetics

16. PROPOSED SEMESTER EFFECTIVE

Fall 2015

17. OTHER APPROPRIATE INFORMATION

The required textbook for this course will be *Phonetics: Transcription, Production, Acoustics, and Perception* (2009) by Reetz and Jongman.

Illustrative graduate student readings:

(topics / articles may change depending on current research)

Clopper, G. C., Levi, S. V., & Pisoni, D. B. (2006). Perceptual similarity of regional dialects of American English. *Journal of the Acoustical Society of America* 119(1), 566 – 674.

Herd, W., Jongman, A., & Sereno, J. (2010). An acoustic and perceptual analysis of /t/ and /d/ flaps in American English. *Journal of Phonetics* 38, 504 – 516.

Hillenbrand, J., Getty, L. A., Clark, M. J., & Wheeler, K. (1995). Acoustic characteristics of American English vowels. *Journal of the Acoustical Society of America* 97(5), 3099 – 3111.

Kendall, T. & Fridland, V. (2012). Variation in the perception and production of mid front vowels in the U.S. Southern Vowel Shift. *Journal of Phonetics* 40, 289 – 306.

18. PROPOSAL CONTACT PERSON

Dr. Wendy Herd

Assistant Professor, Linguistics

Department of English

Mississippi State University

wherd@english.msstate.edu

662.325.2388



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: Addition of EN 4473/6473 Phonetics

DATE: 21 November 2013

On November 20, the English Department voted to approve the addition of Phonetics: EN 4473/6473.

The curriculum committee has also voted to approve the proposal.

Members of the Curriculum Committee:

Dr. Bonnie O'Neill

Dr. Ginger Pizer

Dr. Ted Atkinson

Dr. Lara Dodds

Ann Spurlock

Dr. Shalyn Claggett

Dr. Holly Johnson

Dr. Andrea Spain



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Department of English

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TO: Dr. Donna Gordon
Chair, Arts and Sciences Curriculum Committee

FROM: Dr. Bonnie O'Neill *Bonnie O'Neill*
Chair, English Department Curriculum Committee

RE: EN 4473/6473 and Linguistics Minor

DATE: August 25, 2014

The English Department has voted to approve the addition of Phonetics: EN 4473/6473. We have also voted to approve the addition of a minor in linguistics.

This letter is to clarify that EN 4473/6473 will be included as one of the courses that will count toward a minor in linguistics.



MISSISSIPPI STATE UNIVERSITY™

Department of Psychology
P.O. Box 6161
Mississippi State, MS 39762-6161
Telephone: (662) 325-3202
Fax: (662) 325-7212

February 26, 2014

Dear Dr. Wendy Herd:

The Applied Psychology-Cognitive Science Program and the Psychology Department at Mississippi State University support your application to add a Phonetics course to the course catalog. In addition, we are happy to support having the Phonetics course cross-listed in the Psychology department and its inclusion in the Linguistics minor program. Phonetics is critical to studying how individuals process speech, and the more general topic of Linguistics is one of the founding allied sciences that make up Cognitive Science. Offering Phonetics will allow Cognitive Science and Psychology students to further explore issues regarding the perception and interpretation of language. Currently, there isn't a course on this topic that allows the students to study this topic in depth. Your course will serve not only linguistics students but a broader range of students who wish to study language.

The proposed course does not duplicate any offerings within the Applied Psychology-Cognitive Science program or the Psychology department. Instead, it will offer our students a greater opportunity to explore the complex issues involved in speech perception. We fully support this course proposal.

Sincerely,

Carrick C. Williams, Ph.D.
Associate Professor
Director, Applied Psychology – Cognitive Science Program

Mitchell Berman, Ph.D.
Professor
Department Head, Psychology

APPROVAL FORM FOR
COURSES
MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Freeman Hall-Room 102, Mail Stop 9638 (325-1922).

College or School: Education

Department: Kinesiology

Contact Person: Erin M. Grant

Mail Stop 9575

E-mail: egrant@colled.msstate.edu

Nature of Change: Modification

Date Initiated: 3/20/13

Effective Date: Spring 2014

Current Listing in Catalog:

Symbol KI

Number 2023

Title Found of Health Education

Credit Hours (3)

Current Catalog Description:

(Prerequisite: KI 1803).Three hours lecture. Introduction to the discipline of Health Education. Examination of fundamental concepts and required competencies of the health educator in a variety of settings.

New or Modified Listing for Catalog:

Symbol KI

Number 2023

Title Found of Health Education

Credit Hours (3)

New or Modified Catalog Description:

Three hours lecture. Introduction to the discipline of Health Education. Examination of fundamental concepts and required competencies of the health educator in a variety of settings.

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:

4-8-13

5-30-13

6/3/13



DEPARTMENT OF KINESIOLOGY

Mississippi State UNIVERSITY

April 2, 2013

Stanley P. Brown, PhD
Head, Department of Kinesiology

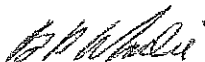
Dear Dr. Brown:


We are planning a modification for KI 2023 Foundations of Health Education. The current prerequisite needed for KI 2023 is the course KI 1803 Health Trends and Topics. As we approved earlier, KI 1803 has been removed from the Clinical Exercise Physiology curriculum.

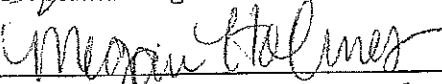
KI 2023 incorporates basic health concepts (addressed in KI 1803) as well as other health issues continually throughout the course as the students are learning how to educate patients on health concepts. We feel that KI 1803 is not needed as a prerequisite for KI 2023, especially now that it has been removed from the curriculum. KI 1803 has become more of a service course.


If you agree, please sign below supporting the course modification for the removal of KI 1803 as a prerequisite for KI 2023.

Sincerely,

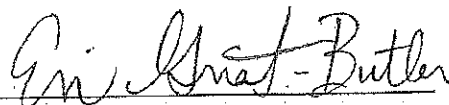

Ben Abadie, EdD
Curriculum Coordinator
Division of Applied Physiology


Dr. Stamatis Agiovlasis - Assistant Professor


Dr. Megan Holmes - Assistant Professor

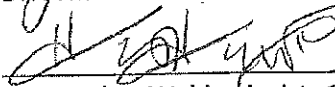

Dr. Andreas N. Kavazis - Assistant Professor


Dr. Benjamin Wax - Assistant Professor


Mrs. Erin Grant-Butler - Instructor


Mrs. LeeAnn Lee - Instructor


Dr. John Lamberth - Associate Professor


Dr. Heather Webb - Assistant Professor

Course Modification

1. CATALOG DESCRIPTION

Current Course: KI 2023. Foundations of Health Education. (Prerequisite: KI 1803). Three hours lecture. Introduction to the discipline of Health Education. Examination of fundamental concepts and required competencies of the health educator in a variety of settings.

Change: KI 2023. Foundations of Health Education. Three hours lecture. Introduction to the discipline of Health Education. Examination of fundamental concepts and required competencies of the health educator in a variety of settings.

2. ITEMIZED LIST AND DESCRIPTION OF CHANGES

Removal of KI 1803 as a prerequisite for enrolling in the class.

3. JUSTIFICATION AND LEARNING OUTCOMES

Justification:

The course KI 1803 Health Trends and Topics was removed from the Clinical Exercise Physiology program. This course provides introductory concepts of health information. KI 2023 incorporates these concepts of health as well as other health issues continually throughout the course as the students are learning how to educate patients on basic health concepts. We feel that KI 1803 is not needed as a prerequisite, especially now that it has been removed from the curriculum. It has become more of a service course.

Current Learning Outcomes:

No Change

Proposed Learning Outcomes:

Unchanged

4. Additional Information

COURSE SYMBOL: Course symbol is not being modified

COURSE NUMBER: Course number is not being modified

COURSE TITLE: Course title is not being modified

CREDIT HOURS: There will be no change in the credit hours

PREREQUISITE: The prerequisite KI 1803 will be removed from the Course description

METHOD/HOURS OF INSTRUCTION: There will be no change in the method/hours of instruction

METHOD OF DELIVERY: There will be no change in the method of delivery

COURSE DESCRIPTION: There will be one change in the course description. This will be the removal of the prerequisite.

- i. Current description: KI 2023. Foundations of Health Education. (Prerequisite: KI 1803). Three hours lecture. Introduction to the discipline of Health Education. Examination of fundamental concepts and required competencies of the health educator in a variety of settings.

- ii. Modified description: KI 2023. Foundations of Health Education. Three hours lecture. Introduction to the discipline of Health Education. Examination of fundamental concepts and required competencies of the health educator in a variety of settings.

COURSE CONTENT: The course content is not being modified.

5. GRADUATE STUDENT REQUIREMENTS

None

6. METHOD OF EVALUATION

No Change

7. ACADEMIC MISCONDUCT

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."

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

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/web/security/student_policies.html

8. TARGET AUDIENCE

Undergraduate Kinesiology majors in the Clinical Exercise Physiology and Health Fitness Studies concentrations

9. SUPPORT

See attached letter of support

10. CROSSLISTING

None

11. EFFECTIVE DATE

January 2014

12. GENERAL EDUCATION COURSE DESIGNATION

None

13. EFFECTS ON OTHER COURSE

We do not anticipate an impact on the course KI 1803 as it is removed as a prerequisite from the KI 2023 class. This is due to the KI 1803 class being open to all majors on campus as well as being a class required by students in other concentrations (Sports Pedagogy and Health Fitness Studies) in the Kinesiology Department.

14. PLANNED FREQUENCY

This course will be offered every Fall and Spring semester

15. PROPOSED 24 CHARACTER ABBREVIATION

There will be no change to character abbreviation. It will remain: Found of Health Education

16. PROPOSED SEMESTER EFFECTIVE

Spring 2014

17. PROPOSAL CONTACT PERSON

Erin Grant
(662)325-7237

APPROVAL FORM FOR
COURSES
MISSISSIPPI STATE UNIVERSITY

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

College or School: Vet Med

Department: Basic Sciences

Contact Person: George Howell III, Ph.D

Mail Stop: 9825

E-mail: thowell@cvm.msstate.edu

Nature of Change: Add

Date Initiated: 3/11/14 Effective Date: 1/1/15

Current Listing in Catalog:

Symbol Number Title

Credit Hours

()

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol Number Title

CVM 4193/6193 Medical Pharmacology

Credit Hours

(3)

New or Modified Catalog Description:

This course is an introduction to basic and clinical pharmacology with an emphasis on major drug groups, their mechanisms of action, and therapeutic use.

Approved:

Date:

Department Head

Chair, CVM Graduate Program Advisory Committee

Associate Dean, CVM Office of Research and Graduate Studies

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

COURSE ADDITION PROPOSAL

1. CATALOG DESCRIPTION

CVM 4193/6193. Medical Pharmacology. (3) (Prerequisites for undergraduates: BIO 3014 or BIO 4514 and BCH 4013 or 4603; Prerequisites for graduates: graduate standing and instructor's consent). Three hours lecture. This course is an introduction to basic and clinical pharmacology with an emphasis on major drug groups, their mechanisms of action, and therapeutic use.

2. DETAILED COURSE OUTLINE

* See attached syllabus for detailed course outline

Contact hours – 48 contact hours

16 class meetings for 3 hours per meeting = 48 contact hours

3. METHOD OF EVALUATION

There will be a total of four exams plus a cumulative final for both undergraduate and graduate students. There will be a total of 600 possible course points for undergraduates with each regular exam worth 100 points each and the cumulative final being worth 200 points. For graduates, there will be a total of 650 possible course points with each regular exam worth 100 points each and the cumulative final being worth 250 points. The graduate final exam will have additional questions based on four assigned journal article assignments that will account for the extra 50 points compared to the undergraduate point total.

| <u>Undergraduate</u> | <u>Graduate</u> |
|-----------------------------|------------------------|
| Exam 1 – 100 pts | Exam 1 – 100 pts |
| Exam 2 – 100 pts | Exam 2 – 100 pts |
| Exam 3 – 100 pts | Exam 3 – 100 pts |
| Exam 4 – 100 pts | Exam 4 – 100 pts |
| Final – 200 pts | Final – 250 pts |
| Total = 600 pts | Total = 650 pts |

Grading scale: Total earned points will be divided by total possible points for undergraduate and graduate students to determine the percentage of points earned. The grading scale is a ten percentage point scale.

A = 90 - 100% (540 – 600 pts for undergraduate, 585 – 650 pts for graduate)

B = 80 – 89% (480 – 539 pts for undergraduate, 520 – 584 pts for graduate)

C = 70 – 79% (420 – 479 pts for undergraduate, 455 – 519 pts for graduate)

D = 60 – 69% (360 – 419 pts for undergraduate, 390 – 454 pts for graduate)

F = <60% (<360 pts for undergraduate, <390 pts for graduate)

4. JUSTIFICATION AND LEARNING OBJECTIVES (included in syllabus under course rationale and learning objectives)

Justification: This course is intended for students pursuing advanced training in the biological/veterinary/toxicological sciences as well as students pursuing a career as a healthcare professional. A thorough knowledge of the basic tenants of medical pharmacology ranging from the principles governing drug action in the body to major therapeutics utilized for

the treatment of various disease states is a vital component of the education for healthcare professionals (including nursing, physicians, physician assistants, and veterinarians) as well as students pursuing advanced degrees in biomedical sciences given the widespread use of pharmaceuticals in research.

Learning objectives: By the end of the course, students should be able to:

1. Identify the major types of receptors in the body and their applicable second messenger systems.
2. Explain the major concepts related to pharmacodynamics including but not limited to receptor binding and corresponding biological effect including agonism (full, partial, and inverse) and antagonism (direct, indirect, chemical, and physiological).
3. Explain the major concepts of pharmacokinetics including but not limited to drug absorption, distribution, metabolism, and elimination.
4. Name, explain the mechanism of action, give the therapeutic rationale and contraindications for the use of drugs designed to treat diseases of the following major body systems:
 - a. Cardiovascular system – hypertension, arrhythmia, heart failure, angina pectoris, dyslipidemias
 - b. Central nervous system – anxiety, depression, psychosis including schizophrenia, epilepsy and seizure activity, movement disorders, pain
 - c. Endocrine system – hypo- or hyperthyroid, adrenocorticosteroid production, fertility, diabetes, bone mineral homeostasis
5. Identify the appropriate antimicrobial compound used to target a given microorganism or treat the corresponding disease and give the therapeutic rationale for its use.
6. Explain the mechanism(s) of action of major cancer chemotherapeutics as well as their appropriate therapeutic usage.
7. Describe major drug interactions and contraindications between therapeutics in the same class and in different drug classification.

5. ACADEMIC MISCONDUCT

All students will be expected to follow the MSU honor code, **“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”** In the event that a student is caught cheating, they will be immediately reported to the Student Honor Code Council Office.

6. TARGET AUDIENCE

The targeted audience for this course is junior to senior level pre-healthcare professional undergraduate students and graduate students pursuing either a masters or doctoral degree veterinary medical sciences, environmental toxicology, biological sciences, microbiology, biochemistry, physiology, or molecular biology.

7. SUPPORT

Letters of support included from:

- Dr. Cody Coyne – instructor of CVM 8403 Pharmacology and CVM 5223/6223 Veterinary Pharmacology
- Dr. Stephen Pruett – Head of Department of Basic Sciences, CVM
- Dr. Lisa Wallace – Biological Sciences undergraduate curriculum committee chair
- Dr. Gary Ervin – Biological Sciences graduate curriculum committee chair

8. INSTRUCTOR OF RECORD

Primary Instructor: Dr. George (Trey) Howell III, Ph.D
Office: College of Veterinary Medicine, Dept. of Basic Sciences, r1101A
Office phone: 601-420-4707; 662-325-1492
Email: thowell@cvm.msstate.edu

Co-instructor: Dr. Barbara Kaplan, Ph.D
Office: College of Veterinary Medicine, Dept. of Basic Sciences, r1101C
Office phone: 662-325-1113
Email: bkaplan@cvm.msstate.edu

9. GRADUATE STUDENT REQUIREMENTS

Given that this is a split level course, the graduate students will be required to read four journal articles chosen by the instructor. The students will have additional questions on their final exam that will test their knowledge of these articles. These questions will be worth 50 points of the 250 possible points of the graduate final exam. As a graduate student, it is vital that this student population be able to read, interpret, and understand data reported in peer reviewed manuscripts/journals.

10. PLANNED FREQUENCY

This course will be offered every spring semester as a night class (one meeting per week for 3 hours per meeting).

11. EXPLANATION OF ANY DUPLICATION

While there are three Pharmacology courses in the CVM curriculum (CVM 5223 Pharmacology I, CVM 5553 Pharmacology II, and CVM 5844 Clinical Pharmacology) that address the topics covered in the currently proposed course, these courses are restricted to students in the professional Doctor of Veterinary Medicine curriculum and are therefore not available for undergraduate and other graduate degree seeking students in other programs of study. Also, there is a CVM 8403 Pharmacology taught by Dr. Cody Coyne that focuses on the mathematical evaluation of drug action which is a part of the proposed course given that it is a fundamental concept in drug action but Dr. Coyne's course is tailored to research applications and does not address disease pathophysiology and drug classes/use. Dr. Coyne has written a letter of support for the proposed course illustrating the vast differences of the two courses.

12. METHOD OF INSTRUCTION CODE

Code C: Lecture

13. METHOD OF DELIVERY

Code F: Face to face

14. PROPOSED C.I.P. NUMBER

26.1001 – Pharmacology

15. 24-CHARACTER ABBREVIATION

Medical Pharmacology

16. PROPOSED SEMESTER EFFECTIVE

Spring 2015

17. OTHER APPROPRIATE INFORMATION

Required texts:

Basic and Clinical Pharmacology, 12th edition by Katzung

Lippincott's Illustrated Reviews: Pharmacology, 5th edition by Harvey

Recommended text - *Principles of Pharmacology: The Pathophysiological Basis of Drug Therapy*, 3rd edition by Golan

18. PROPOSAL CONTACT PERSON

Dr. George (Trey) Howell III, Ph.D

Office: College of Veterinary Medicine, Dept. of Basic Sciences, r1101A

Office phone: 601-420-4707; 662-325-1492

Cell: 601-941-8000

Email: thowell@cvm.msstate.edu

CVM 4193/6193: Medical Pharmacology

Credit hours: 3

Course meeting time: Once a week; 3 hours per meeting

Course location: TBD

Primary Instructor: Dr. George (Trey) Howell III, Ph.D
Office: College of Veterinary Medicine, Dept. of Basic Sciences, r1101A
Office phone: 601-420-4707; 662-325-1492
Email: thowell@cvm.msstate.edu

Co-instructor: Dr. Barbara Kaplan, Ph.D
Office: College of Veterinary Medicine, Dept. of Basic Sciences, r1101C
Office phone: 662-325-1113
Email: bkaplan@cvm.msstate.edu

Course prerequisites: Undergraduates - BIO 3014 or 4514 and BCH 4013 or 4603; Graduates – graduate standing and instructor's consent

Course description: This course is designed to provide an introduction to basic and clinical pharmacology with an emphasis on major drug groups and their mechanisms of action. This course will cover principles of drug action including pharmacodynamics, pharmacokinetics, and drug metabolism as well as drugs used to alter or treat major diseases of the cardiovascular system, nervous (central and peripheral) system, and endocrine system. Additionally, antimicrobial (antibacterial, antifungal, and antiviral) agents and cancer chemotherapeutics will be covered.

Course rationale: This course is intended for students pursuing advanced training in the biological/veterinary/toxicological sciences. A thorough knowledge of the basic tenants of medical pharmacology ranging from the principles governing drug action in the body to major therapeutics utilized for the treatment of various disease states is a vital component of health related professions and of veterinary medical sciences. In addition, students pursuing a career in the toxicological sciences would benefit from knowledge of basic pharmacological concepts.

Learning objectives: By the end of this course, students should be able to:

1. Identify the major types of receptors in the body and their applicable second messenger systems.
2. Explain the major concepts related to pharmacodynamics including but not limited to receptor binding and corresponding biological effect including agonism (full, partial, and inverse) and antagonism (direct, indirect, chemical, and physiological).
3. Explain the major concepts of pharmacokinetics including but not limited to drug absorption, distribution, metabolism, and elimination.
4. Name, explain the mechanism of action, give the therapeutic rationale and contraindications for the use of drugs designed to treat diseases of the following major body systems:
 - a. Cardiovascular system – hypertension, arrhythmia, heart failure, angina pectoris, dyslipidemias
 - b. Central nervous system – anxiety, depression, psychosis including schizophrenia, epilepsy and seizure activity, movement disorders, pain

- c. Endocrine system – hypo- or hyperthyroid, adrenocorticosteroid production, fertility, diabetes, bone mineral homeostasis
5. Identify the appropriate antimicrobial compound used to target a given microorganism or treat the corresponding disease and give the therapeutic rationale for its use.
6. Explain the mechanism(s) of action of major cancer chemotherapeutics as well as their appropriate therapeutic usage.
7. Describe major drug interactions and contraindications between therapeutics in the same class and in different drug classification.

Methods of instruction: The course will consist of 3 hours of lecture per week. Graduate students will be assigned four journal articles to read and will be tested on their content on the final exam. Class notes and journal articles will be disseminated via Blackboard.

Required texts:

Basic and Clinical Pharmacology, 12th edition by Katzung

Lippincott's Illustrated Reviews: Pharmacology, 5th edition by Harvey

Recommended text - *Principles of Pharmacology: The Pathophysiological Basis of Drug Therapy*, 3rd edition by Golan

Attendance: Due to the amount of information presented per lecture, students are highly encouraged to attend class. Exam material will come from both class notes and in class discussion. It is your responsibility to obtain missed notes from another student if you miss a lecture. **A zero will be recorded for missed exams.** When you have to miss an exam due to official school business, arrangements must be made with the instructor beforehand. Make up exams will be administered per the instructor's discretion.

Academic honesty: All students will be expected to follow the MSU honor code, "**As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.**" The full MSU honor code can be found at: www.honorcode.msstate.edu/pdf/honor-code.pdf

Class etiquette: Arriving late, texting, receiving cell phone calls, playing on your computer/iPad/tablet, or being generally disruptive is distracting to everyone in the class and will not be tolerated. After the first warning by the instructor, the student will be subject to dismissal from the course for repeated violation.

Accommodations: Students needing special accommodations should see the instructor. This course will follow MSU's Academic Operation Procedures for accommodations.

Grading policies: There will be a total of four exams plus a cumulative final for both undergraduate and graduate students. There will be a total of 600 possible course points for undergraduates with each regular exam worth 100 points each and the cumulative final being worth 200 points. For graduates, there will be a total of 650 possible course points with each regular exam worth 100 points each and the cumulative final being worth 250 points. The graduate final exam will have additional questions based on the four journal article assignments that will account for the extra 50 points compared to the undergraduate point total.

| <u>Undergraduate</u> | <u>Graduate</u> |
|------------------------|------------------------|
| Exam 1 – 100 pts | Exam 1 – 100 pts |
| Exam 2 – 100 pts | Exam 2 – 100 pts |
| Exam 3 – 100 pts | Exam 3 – 100 pts |
| Exam 4 – 100 pts | Exam 4 – 100 pts |
| Final – 200 pts | Final – 250 pts |
| Total = 600 pts | Total = 650 pts |

Grading scale: Total earned points will be divided by total possible points for undergraduate and graduate students to determine the percentage of points earned. The grading scale is a ten percentage point scale.

A = 90 - 100% (540 – 600 pts for undergraduate, 585 – 650 pts for graduate)

B = 80 – 89% (480 – 539 pts for undergraduate, 520 – 584 pts for graduate)

C = 70 – 79% (420 – 479 pts for undergraduate, 455 – 519 pts for graduate)

D = 60 – 69% (360 – 419 pts for undergraduate, 390 – 454 pts for graduate)

F = <60% (<360 pts for undergraduate, <390 pts for graduate)

| Tentative course outline | | | |
|---------------------------------|---|-------------------|-----------------|
| <u>Week</u> | <u>Topic</u> | <u>Chapter(s)</u> | <u>Lecturer</u> |
| 1 | Introduction (1 hr) - Major receptor types and signaling cascades | 1 | Kaplan |
| | Pharmacodynamics (2 hrs) - Ligand/receptor binding, dose/response relationships, agonist and antagonist activity | 2 | |
| 2 | Pharmacokinetics (2 hrs) - Xenobiotic absorption, distribution, and elimination kinetics | 3 | Kaplan |
| | Drug metabolism (1 hr) - Xenobiotic biotransformation and major metabolic pathways | 4 | |
| 3 | Exam 1 (weeks 1-2; 2 hrs) | | Kaplan |

| | | | |
|---|--|----|--------|
| | Diuretics (1 hr) - Basic kidney physiology, major classes of diuretics including mechanisms of action (MOA) and use (Loop, thiazide, potassium sparing, osmotic diuretics) | 15 | |
| 4 | Antihypertensives (1.5 hr) - Basic physiology of blood pressure regulation, major classes of antihypertensives including MOA and use (ACE inhibitors, ARBs, calcium channel blockers, beta-blockers, alpha-blockers, centrally acting agents) | 11 | Kaplan |
| | Antianginal agents (1.5 hr) - Pathophysiology of angina, major classes and MOA of antianginal agents (nitrates/nitrites, calcium channel blockers, beta-blockers) | 12 | |
| 5 | Drugs used in heart failure (1.5 hr) - Pathophysiology of cardiac failure, major classes or agents used in heart failure including MOA (vasodilators, diuretics, cardiac glycosides such as digoxin) | 13 | Kaplan |
| | Antiarrhythmics (1.5 hr) - Physiology of cardiac electrical conduction, major classes of antiarrhythmics and their use (Classes I, II, III, IV, and others) | 14 | |
| 6 | Exam 2 (weeks 3-5; 2 hrs) | | Kaplan |
| | Sedative-hypnotics (1 hr) - CNS receptors mediating sedation/hypnosis, sedation vs hypnosis, major classes of sedative and hypnotic agents (benzodiazepines, barbiturates, hypnotic/sleep agents) | 22 | |
| 7 | Antiseizure agents (1.5 hr) - Pathophysiology of seizure generation and seizure classifications, major classes of antiseizure agents including MOA and use | 24 | Kaplan |

| | | | |
|----|--|----|--------|
| | Movement disorders (1.5 hr) - Pathophysiology of major movement disorders including Parkinson's disease and Huntington's disease, therapeutic agents and strategies to treat movement disorders | 28 | |
| 8 | Antipsychotics (1 hr) - CNS systems involved in psychosis, Schizophrenia, Bipolar disorder; Typical and atypical antipsychotics, lithium | 29 | Kaplan |
| | Antidepressants (1 hr) - Pathophysiology of depression, major classes of antidepressants including MOA and use (SSRIs, SNRIs, MAOIs, and TCAs) | 30 | |
| | Pain killers (1 hr) - CNS pathways mediating nociception, Opioid analgesics, anti-inflammatory agents including NSAIDS | 31 | |
| 9 | Exam 3 (weeks 6-8; 2 hrs) | | Howell |
| | Thyroid agents (1 hr) - Basic physiology of thyroid hormone release and action, agents used to treat hypo and hyperthyroidism | 38 | |
| 10 | Adrenocortical steroids & antagonists (1.5 hr) - CNS control of adrenocortical steroid production, basic functions of endogenous glucocorticoids and mineralocorticoids, agents effecting glucocorticoid or mineralocorticoid signaling | 39 | Howell |
| | Gonadal hormones (1.5 hr) - Basic physiology of gonadal hormone synthesis and release, female contraceptives, estrogen receptor modulators, anti-androgens | 40 | |
| 11 | Antidiabetics (1.5 hr) - Pathophysiology of diabetes mellitus (type 1 and 2), agents used to treat type 2 diabetes, principles of insulin replacement therapy | 41 | Howell |
| | Dyslipidemics (1.5 hr) - Pathophysiology of dyslipidemia, agents used to treat hypertriglyceridemia, elevated VLDL/LDL, low HDL | 35 | |

| | | | |
|----|--|-------|--------|
| 12 | Exam 4 (weeks 9-11; 2 hrs) | | Howell |
| | Asthma and COPD agents (1 hr) - Pathophysiology of asthma and COPD; agents used to treat both asthma and COPD including MOA (corticosteroids, adrenergic agonists, leukotriene antagonists, antimuscarinics) | 20 | |
| 13 | Antibacterials (3 hrs) - Principles of antibiotic therapy regimens, bacteristatic vs bacteriocidal agents, penicillins, cephalosporins, macrolides, and other classes of antibacterials | 43-46 | Howell |
| 14 | Antifungals (1.5 hr) - Common classes of antifungal agents and their MOAs including therapeutic uses (amphotericin, azoles, topical antifungals) | 48 | Howell |
| | Antivirals (1.5 hr) - Principles of antiviral therapy including major classes of antiviral compounds and therapeutic indications | 49 | |
| 15 | Antineoplastic agents (3 hrs) - Principles of antineoplastic therapy, major classes of chemotherapeutics with their MOA (cell cycle dependent vs non-cell cycle dependent agents, etc.) and therapeutic indications | 54 | Howell |
| 16 | Final Exam (cumulative; 3 hrs) | | Howell |

* final exam will be 80% weeks 12-15 and 20% cumulative

* chapters are from Basic and Clinical Pharmacology, 12th Ed.

Disclaimer: The instructors reserve the right to alter the course outline as needed.



MISSISSIPPI STATE UNIVERSITYTM

College of Veterinary Medicine

Dr. Kirk Swartzel, President
University Committee on Courses and Curricula
279 Garner Hall
Post Office Box 5268
Mailstop 9702
Mississippi State, MS 39762
Phone: 662-325-9410
Fax: 662-325-1846

Dr. Swartzel

Recently a request was forwarded to my attention to describe the pharmacology courses in the professional veterinary curriculum and graduate pharmacology courses that serve as instructor of record. These courses include the following

Graduate Research Student Pharmacology Course

-1- Pharmacokinetics and Pharmacodynamics CVM 8403

The course delineates the biological (*in-vivo*) aspects of pharmaceutical absorption, distribution, mechanisms-of-action, metabolism, excretion, plasma pharmacokinetic profiles. Once these principals are established then the mathematical formulas that characterized these processes are explained and correlated with biological variables. Intent of the course is to provide graduate research students with the knowledge base they require to determine if a lack of an biological effect or a profound biological effect for a pharmaceutical applied *in-vivo* in a laboratory setting can be attributed to the variables of pharmaceutical absorption, distribution, mechanism-of-action, metabolism or excretion. Basic concepts related to pharmaceutical design is also included in the course. The Pharmacokinetics and Pharmacodynamics course CVM 8403 will be offered again in the next academic year after a brief hiatus which occurred due to an urgent need to first develop a new "core" veterinary pharmacology course and then drastically expand and update its content in the professional veterinary curriculum so that our college would meet national guidelines and expectations.

Graduate Research Student Pharmacology Course

-1- Veterinary Pharmacology CVM 5223 (DVM students) / CVM 6223 (DVM/PhD dual-degree students)

The course first delineates the biological (*in-vivo*) aspects of pharmaceutical absorption, distribution, mechanisms-of-action, excretion, plasma pharmacokinetic profiles. These concepts are then applied to facilitate understanding the mechanisms-of-action, cellular/physiological effect and clinical applications of a wide spectrum of pharmaceutical classes. Specific examples in this regard include specific veterinary pharmacology related concepts pertaining to fluid therapy, pharmacology associated with specific (individual) body systems (autonomic nervous system, urogenital, respiratory, gastrointestinal, nervous system, cardiovascular, and endocrine), in



addition to pharmaceuticals applied for other select purposes (e.g. anti-cancer/anti-neoplasia, anti-viral, anti-parasite, anti-seizure, anti-inflammatory, opioids, diagnostics, topical and natural-origin). One important supplemental theme that is consistently addressed throughout the course are differences and shared similarities between and among domestic animal species (e.g. bovine, canine, feline, equine, caprine, porcine) and humans when applied in a clinical setting. The didactic lectures are supplemented with the delivery of several Problem-Based-Learning case studies ($n = 3$) that were developed and are now discussed in a collaborative group-lecture PBL-style format. Motivation for the design of presentation of the PBL cases is based on the concept that they enhance the ability of veterinary student to acclimate as make the transition from didactic lectures to to clinical veterinary rotations in their 3rd (junior) and 4th (senior) year. The Veterinary Pharmacology CVM 5223/CVM 6223 was first designed and developed in 2004 and since that time the course has been provided to veterinary students using a classical didactic type format liberally supported with PowerPoint slides and lecture notes. As a component of the "core" professional veterinary curriculum, Veterinary Pharmacology CVM 5223/CVM 6223 has been drastically expanded on multiple occasions and the course has continually been updated in order to meet an urgent need for our college to meet national guidelines and expectations. A complementary feature of Veterinary Pharmacology CVM 5223/CVM 6223 includes the presentation of some course material in a PBL-based format which allows the simultaneous introduction of non-pharmacology related topics in veterinary medicine that originally had been long deficient in the professional curriculum, Clinical pharmacology topics addressed in a PBL type format now includes hypoglycemia/ketoacidosis; hypocalcemia/neuron action potentials/milk fever; and hyperadrenocorticism (Cushing's Disease/Syndrome).

It is my understanding that Dr. Trey Howell has developed an undergraduate level pharmacology course that would attract the enrollment of a potentially large group of students that do not currently have the opportunity to take classes devoted to this subject. Based on this consideration, it would seem that approval for such a course would correlate with and facilitate recent campaigns on the MSU campus devoted to increasing enrollment and enhancing student retention.

Please let me know if I can be of any further assistance to your office related to this matter.

Regards;

A handwritten signature in black ink, appearing to read "C.P. Coyne", is written over a horizontal line.

C.P. Coyne DVM, PhD, DACVIM
Professor, Molecular and Clinical Pharmacology, Immunology
Department of Basic Sciences
College of Veterinary Medicine at Wise Center
Mississippi State University
Office Telephone: (662) 325-1120



MISSISSIPPI STATE
UNIVERSITY

Department of Biological Sciences

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

April 7, 2014

RE: Assessment of Course Proposal for Medical Pharmacology (CVM4193/6193)

We hereby express our support for the new course offering, **CVM 4193/6193 – Medical Pharmacology**, proposed by Dr. Trey Howell and Dr. Barbara Kaplan. The Department of Biological Sciences Undergraduate Curriculum Committee believes that this course will be rigorous and is likely to be beneficial to Biological Sciences students who are interested in medical professions. This course complements our curriculum, but there is little overlap in content with existing courses offered by our department. In consideration of the pre-requisites, we would like to recommend that the instructors consider accepting BCH 4013 (Principles of Biochemistry) in addition to or in place of BCH 4603 (General Biochemistry), as undergraduates majoring in Biological Sciences tend to take the former course and not the latter one.

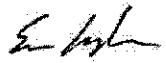
The Department of Biological Science's Undergraduate Curriculum Committee strongly supports the creation of this new course, and we would be happy to recommend the course to our students.

Sincerely,

Lisa Wallace
Chair, Undergraduate Curriculum Committee

Dr. Janet Donaldson

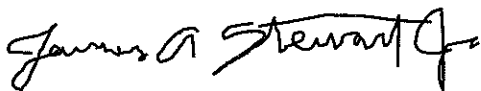
Mr. Tom Holder



Dr. Evan Kaplan



Dr. Mary Celeste Reese



Dr. James Stewart



Dr. Dwayne Wise

Cc: Dr. Nancy Reichert



MISSISSIPPI STATE
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07 April 2014

Review of new course proposal – *Medical Pharmacology* (CVM 4193/6193)

The Graduate Committee of the Department of Biological Sciences has examined Dr. Trey Howell's proposal for a new course, *Medical Pharmacology* (CVM 4193/6193), which is proposed to be added as a cross-listed BIO course.


The Committee supports this course being taught and of it being added to the MSU catalog. The Committee members felt, in general, as though this would be a beneficial course for undergraduate students with pre-professional concentrations (BIO majors and others).

The most serious concern was whether the majority of BIO majors take BCH 4013 (Principles of Biochemistry) or BCH4603 (General Biochemistry). Both of these are listed as options in our undergrad curriculum. The choice of prerequisite could certainly influence whether and how many BIO majors would take the course. Perhaps Dr. Howell would be willing to expand the potential prerequisites, if more of our students use BCH 4013, to appeal to a broader undergraduate audience.




Gary Ervin
Professor and Graduate Coordinator

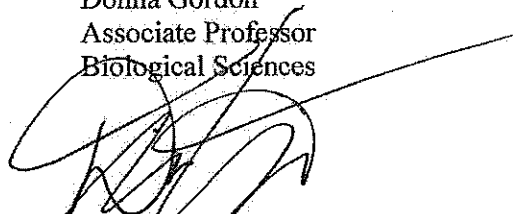
Graduate Committee members:



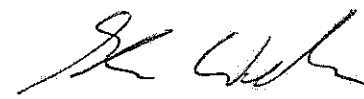
Donna Gordon
Associate Professor
Biological Sciences



Job Lopez
Assistant Professor
Biological Sciences

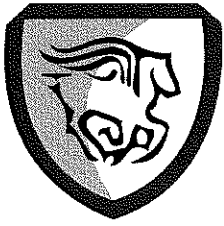


Diana Outlaw
Assistant Professor
Biological Sciences



Mark Welch
Associate Professor
Biological Sciences

CC: Dr. Nancy Reichert, Head, Biological Sciences



COLLEGE *of*
VETERINARY MEDICINE

MISSISSIPPI STATE UNIVERSITY™

DEPARTMENT OF BASIC SCIENCES

March 13, 2014

Drs. Trey Howell and Barbara Kaplan
Department of Basic Sciences
College of Veterinary Medicine
Mississippi State University
Mississippi State, MS 39762

Dear Drs. Howell and Kaplan,

I am writing to express my support for your proposal to develop a split level pharmacology course. Such a course would be useful to our Ph.D. students in Environmental Toxicology and to the M.S. and Ph.D. students Veterinary Medical Sciences whose research topics involve pharmacology and toxicology. I would estimate that a significant number of students would fall into those categories (presently about 15). In addition, there are many undergraduate pre-professional students who could benefit significantly from this course. As a faculty member at a medical school for 10 years and mentor of small groups of medical students, I learned that pharmacology was almost universally regarded as one of the most challenging courses in medical school. Having a previous exposure to the basic concepts would be very useful to medical students, who will also be taking other challenging courses at the same time. The same is true for nursing students and many others who plan to pursue post baccalaureate training in health professions. Considering that most of the more than 1,000 Biological Sciences majors at MSU are in some type of pre-professional program, I would be surprised if this course did not fill the proposed 50 seats every year and develop a long waiting list. Finally, I do not believe this course overlaps in any significant way with any course except our veterinary pharmacology courses, and these are necessarily restricted only to D.V.M. students. Thus, to allow other students the opportunity to get this very useful academic experience, this new course will be required.

Sincerely,

Stephen B. Pruet, Ph.D.
Professor and Department Head

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: College of Veterinary Medicine Department: Clinical Sciences
Contact Person: Barbara Perrigin (Ryan Butler) Mail Stop: 9825 E-mail: bep2@msstate.edu

Nature of Change: Add Date Initiated: 2/27/14 Effective Date: Spring 2015

Current Listing in Catalog:

| Symbol | Number | Title | Credit Hours |
|--------|--------|-------|--------------|
|--------|--------|-------|--------------|

Current Catalog Description:

New or Modified Listing for Catalog:

| Symbol | Number | Title | Credit Hours |
|--------|--------|-------|--------------|
|--------|--------|-------|--------------|

| | | | |
|------------|-------------|-------------------------------------|------------|
| CVM | 8812 | Advanced Surgical Techniques | (2) |
|------------|-------------|-------------------------------------|------------|

New or Modified Catalog Description:

Prerequisite (consent of instructor). Repeatable 2 hour lab course. Application of advanced surgical skills and advanced principles, Review pertinent anatomy relating to treating clinical patients.

Approved:

Date:

Andrew Mackin, Interim Head, CVM Department
of Clinical Sciences

R. Hartford Bailey, Chair, CVM Graduate
Program Advisory Committee

Mark L. Lawrence, Professor and Associate Dean
College of Veterinary Medicine

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

al 08/22/14

8/25/14

8/26/14

Advanced Surgical Techniques

CVM 8812

Spring Semester, 2015

Faculty:

Dr. Ryan Butler (Instructor of Record)

Dr. Cory Fisher

Dr. Jason Syrcle

Dr. Elizabeth Swanson

Dr. Ronald McLaughlin

Course Description: This is a 2 credit hour laboratory course covering the application of advanced surgical skills. The laboratories will provide students the opportunity to learn advanced principles and surgical skills and utilize that knowledge in the management of clinical patients. The course is designed to familiarize the student with advanced surgical procedures such as canine arthroscopy, canine laparoscopy, canine thoracoscopy, fracture repair, osteotomy procedures, and soft tissue surgery.

Method of Evaluations: Students will be evaluated will be based on performance in clinical and laboratory sessions. Grade will be based off attendance (5%), participation (5%), communication skills (20%), laboratory skills (30%), and practical application of knowledge gained during the course to clinical service and teaching (40%). A written evaluation in each of these areas will be provided to the student at the conclusion of the course.

Communication Skills: Communication skills will be subjectively evaluated by supervising clinicians while on clinics. The student will be evaluated based on the ability to communicate with other students, referring veterinarians, CVM faculty/staff, and professional students.

Laboratory Skills: Graduate students will be subjectively evaluated by attending faculty members with regard to their ability to perform the designated surgical skills and their improvement in those skills throughout the course. Feedback from the instructors will be provided to ensure the students make satisfactory improvement in skills throughout the course.

Practical application of knowledge to clinics and teaching: Graduate students will be subjectively evaluated by the supervising faculty on their knowledge of the covered topics in the clinical setting and teaching endeavors. The students will be required to apply their expanded knowledge as gained through clinical and laboratory sessions to better understand the diseases and treatment modalities of clinical patients, and improve instruction of students within the veterinary curriculum. Their ability to apply this knowledge in the clinical setting will be evaluated by the supervising faculty members of the service with feedback used to support their final grade in the course. On the clinical floor, students should be able to adequately demonstrate their ability to apply the most current and scientifically sound diagnostic and treatment modalities as supported by the literature and in such a way as deemed appropriate for each individual patient. Supervising faculty on the clinic floor are directly responsible for the medical and surgical management of all patients, and they will have direct contact with the students and be able to evaluate their ability to apply gained knowledge to the care and treatment of clinical patients.

Course Outline: The course content consists of one-on-one clinical and laboratory instruction (the schedule may be modified as deemed necessary by the faculty leading the course). This is a 2 credit hour per semester laboratory course, which will meet daily for the duration of the course. The exact scheduling for individual graduate students will vary throughout the course depending on clinical assignments. A *minimum* 60 hours

direct contact time with faculty in laboratory and clinical sessions are required to complete the course.

Topics covered in the course will include, but may not be limited to (depending on clinical case load), the following:

- I: Anesthesiology (4 Contact Hours)
 - A: Analgesia
 - B: Regional Anesthesia
 - C: Pharmacology
- II: Neurology (4 Contact Hours)
 - A: Neurologic Exam
 - B: Neurologic Imaging
 - C: Neurosurgery
- III: Soft Tissue Surgery (20 Contact Hours)
 - A: Surgery of the Endocrine System
 - B: Gastrointestinal Surgery
 - C: Urologic Surgery
 - D: Oncology Surgery
 - E: Wound Healing / Management of Wounds
 - F: Laparoscopy
 - G: Thoracoscopy
- IV: Orthopedic Surgery (24 Contact Hours)
 - A: Fracture Biology
 - B: Fracture Fixation
 - C: Arthroscopy
 - D: Arthrology
 - E: Osteotomy Procedures
- V: Small Animal Surgical Emergencies (4 Contact Hours)
 - A: Patient Triage
 - B: Patient Resuscitation
 - C: Management of Surgical Emergencies
- VI: Radiological Techniques and Imaging (4 Contact Hours)
 - A: Conventional Radiographs
 - B: CT
 - C: MRI

METHOD OF EVALUATION

| | | |
|--|-------------------|---------------------------|
| Attendance | 5% | (5 points) |
| Participation | 5% | (5 points) |
| Communication | 20% | (20 points) |
| Laboratory Skills | 30% | (30 points) |
| <u>Practical Application of Knowledge</u> | <u>40%</u> | <u>(40 points)</u> |
| Total | 100% | (100 points) |

A through F

100 point scale

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

JUSTIFICATION AND LEARNING OUTCOME

The objectives of this course are to provide a means for graduate students, particularly those within the department of clinical sciences with an interest in surgery, a means to learn and practice advanced surgical and patient management skills. The skills learned during this course will expand their knowledge and improve their clinical effectiveness.

SUPPORT

Faculty members from the Clinical Sciences Department will be available to teach the various sections of this course.

INSTRUCTOR OF RECORD

The instructor of record will be Dr. Ryan Butler. Other surgical faculty (Drs. Cory Fisher, Jason Syrcle, Elizabeth Swanson, and Ron McLaughlin) will also participate in the instruction and evaluation of the students.

GRADUATE STUDENT REQUIREMENTS

Enrollment in the M.S. or Ph.D. program in Veterinary Medical Sciences and consent of the course instructor. Also, the student must have an approved veterinary medical degree and a valid license to practice veterinary medicine in the state of Mississippi.

PLANNED FREQUENCY

This course will be offered each semester as indicated based on the interest and need of the graduate students. This is a 2 credit hour per semester course, which will meet daily as the students are assigned to clinical service. Direct, one-on-one interaction with faculty members on the clinic floor and in laboratory sessions will be required and a minimum of 60 hours direct contact time is required to successfully complete the course. This is a repeatable course offering, and students are able to repeat the course for a total of 6 hours.

ACADEMIC HONESTY

All students will be expected to follow the MSU honor code, **“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”** The full MSU honor code can be found at: www.honorcode.msstate.edu/pdf/honor-code.pdf

ACCOMMODATIONS

Students needing special accommodations should see the instructor. This course will follow MSU’s Academic Operation Procedures for accommodations.

EXPLANATION OF ANY DUPLICATION

N/A

METHOD OF INSTRUCTION CODE/METHOD OF DELIVERY

Method of instruction code: L

Method of delivery code: F

PROPOSED C.I.P. NUMBER: 51.25

PROPOSED 24-CHARACTER ABBREVIATION:

ADV SURGICAL TECHNIQUES

PROPOSED SEMESTER EFFECTIVE:

Spring 2015

OTHER APPROPRIATE INFORMATION

N/A

PROPOSAL CONTACT PERSON

Barbara E. Perrigin, Coordinator, Graduate Studies, CVM Office of Research and Graduate Studies, 662-325-1417.



MISSISSIPPI STATE
UNIVERSITY™

College of Veterinary Medicine

August 26, 2014

Dr. Kirk Swortzel, Chair
University Committee on Courses and Curricula
Box 9702
Mississippi State University

Dear Dr. Swortzel:

This letter is to confirm that the CVM Department of Clinical Sciences faculty has approved the course CVM 8812 Advanced Surgical Techniques submitted by Dr. Ryan Butler as a new course in our department. This course will support students in the Master of Veterinary Medical Science program who are student residents in the College of Veterinary Medicine.

If you have any questions, please feel free to contact me.

Sincerely,

Andrew Mackin, Interim Head
CVM Department of Clinical Sciences



CVM 8812: Advanced Surgical Techniques

Credit hours: 2

Course meeting time: Once per week for 2 hours

Course location: TBD

Primary Instructor: Dr. Ryan Butler, Assistant Professor, CVM Dept. of Clinical Sciences
Office phone: 662-325-1438; Email: rbutler@cvm.msstate.edu

Co-instructors: Dr. Cory Fisher, Assistant Clinical Professor, CVM Dept. of Clinical Sciences, Office phone: 662-325-1396; Email: fisher@cvm.msstate.edu

Dr. Jason Syrcle, Assistant Clinical Professor, CVM Dept. of Clinical Sciences, Office phone: 662-325-1313, Email: syrcle@cvm.msstate.edu

Dr. Elizabeth Swanson, Assistant Professor, Assistant Professor, CVM Dept. of Clinical Sciences, Office phone: 662-325-1266, Email: eswanson@cvm.msstate.edu

Dr. Ron McLaughlin, Interim Associate Dean/Professor, CVM Dept. of Clinical Sciences, Office phone: 662-325-1131; Email: mclaughlin@cvm.msstate.edu

Course prerequisites: Consent of instructor.

Course description: This is a 2 credit hour laboratory course covering the application of advanced surgical skills. The laboratories will provide students the opportunity to learn advanced principles and surgical skills and utilize that knowledge in the management of clinical patients.

Course rationale: The objectives of this course are to provide a means for graduate students, particularly those within the department of clinical sciences with an interest in surgery, a means to learn and practice advanced surgical and patient management skills. The skills learned during this course will expand their knowledge and improve their clinical effectiveness.

Learning objectives: The course is designed to familiarize the student with advanced surgical procedures such as canine arthroscopy, canine laparoscopy, canine thoracoscopy, fracture repair, osteotomy procedures, and soft tissue surgery.

Methods of instruction: The course will consist of 4 hours of laboratory per week. Graduate students will be assigned to the surgical service and will participate in the clinical management of cases. The student will be instructed on a face-to-face basis with the attending clinician assigned to the student's clinical service. Additionally, laboratory sessions will be scheduled throughout the duration of the class in order to better illustrate certain techniques. The exact schedule for each student and each laboratory session will vary and will be determined at the start of the class.

Required texts: No text required.

Attendance: Because of the nature of the class, attendance at all sessions is mandatory. If the student must be absent for official school business or other circumstances beyond your control (e.g. illness, death in family, etc.), the absence must be approved by the attending clinician responsible for supervising the student and those sessions must be completed at a future date in order to successfully complete the class.

Academic honesty: All students will be expected to follow the MSU honor code, "**As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.**" The full MSU honor code can be found at: www.honorcode.msstate.edu/pdf/honor-code.pdf

Class etiquette: Arriving late, texting, receiving cell phone calls, playing on your computer/iPad/tablet, or being generally disruptive is distracting to everyone in the class and will not be tolerated. After the first warning by the instructor, the student will be subject to dismissal from the course for repeated violation.

Accommodations: Students needing special accommodations should see the instructor. This course will follow MSU's Academic Operation Procedures for accommodations.

Grading policies: Each student's grade will be subjectively determined by participating instructors based on performance during the class. The grade will be based on attendance (5%), participation (5%), communication skills (20%), laboratory skills (30%), and practical application of knowledge gained during the course to service and teaching (40%). A written evaluation will be provided for each student at the conclusion of the course.

- *Communication Skills:* The student will be evaluated based on the ability to communicate with other students, referring veterinarians, CVM faculty/staff, and professional students.

- *Laboratory Skills:* Graduate students will be subjectively evaluated by attending faculty members with regard to their ability to perform the designated surgical skills and their improvement in those skills throughout the course.

- *Practical application of knowledge to clinics and teaching:* Graduate students will be subjectively evaluated by the supervising faculty on their knowledge of the covered topics in the clinical setting and teaching endeavors. The students will be required to apply their expanded knowledge as gained through clinical and laboratory sessions to better understand the diseases and treatment modalities of clinical patients, and improve instruction of students within the veterinary curriculum.

Grading scale: Total earned points will be divided by total possible points for undergraduate and graduate students to determine the percentage of points earned. The grading scale is a ten percentage point scale.

A = 90 - 100% (540 – 600 pts for undergraduate, 585 – 650 pts for graduate)

B = 80 – 89% (480 – 539 pts for undergraduate, 520 – 584 pts for graduate)

C = 70 – 79% (420 – 479 pts for undergraduate, 455 – 519 pts for graduate)
D = 60 – 69% (360 – 419 pts for undergraduate, 390 – 454 pts for graduate)
F = <60% (<360 pts for undergraduate, <390 pts for graduate)

CVM 8812
Course Outline
Dr. Ryan Butler
(Primary Instructor)

The course content consists of one-on-one clinical and laboratory instruction (the schedule may be modified as deemed necessary by the faculty leading the course). This is a 2 credit hour per semester laboratory course, which will meet daily for the duration of the course. The exact scheduling for individual graduate students will vary throughout the course depending on clinical assignments. A *minimum* 60 hours direct contact time with faculty in laboratory and clinical sessions are required to complete the course.

Topics covered in the course will include, but may not be limited to (depending on clinical case load), the following:

- I: Anesthesiology (4 Contact Hours)
 - A: Analgesia
 - B: Regional Anesthesia
 - C: Pharmacology
- II: Neurology (4 Contact Hours)
 - A: Neurologic Exam
 - B: Neurologic Imaging
 - C: Neurosurgery
- III: Soft Tissue Surgery (20 Contact Hours)
 - A: Surgery of the Endocrine System
 - B: Gastrointestinal Surgery
 - C: Urologic Surgery
 - D: Oncology Surgery
 - E: Wound Healing / Management of Wounds
 - F: Laparoscopy
 - G: Thoracoscopy
- IV: Orthopedic Surgery (24 Contact Hours)
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 - B: Fracture Fixation
 - C: Arthroscopy
 - D: Arthrology
 - E: Osteotomy Procedures
- V: Small Animal Surgical Emergencies (4 Contact Hours)
 - A: Patient Triage
 - B: Patient Resuscitation

C: Management of Surgical Emergencies

VI: Radiological Techniques and Imaging (4 Contact Hours)

A: Conventional Radiographs

B: CT

C: MRI

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: Ginger Pizer

Mail Stop: 9518

E-mail: gpizer@english.msstate.edu

Nature of Change: Add new course to curriculum **Date Initiated:** 1/15/14 **Effective Date:** Fall 2014

Degree to be offered at: Starkville


Degree Program Name: Minor in Linguistics

Summary of Proposed Changes:

Add the proposed new course, EN 4473/PSY 4473 Phonetics, to the core curriculum for the minor.

Approved:


Date:


Department Head

28-
8-14-


Chair, College or School Curriculum Committee

8-29-14


Dean of College or School

9-2-14

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

☐ IHL Action Required

☐ SACS Letter Sent

DEGREE MODIFICATION FOR THE MINOR IN LINGUISTICS

| CURRENT Degree Description | PROPOSED Degree Description |
|--|--|
| Degree: Minor in Linguistics | Degree: Minor in Linguistics |
| <p>The Minor in Linguistics comprises the study of human language, including courses in its structure, history, cognitive processing, and sociocultural functions. Linguistic analysis provides unique perspectives on language structure and use; it teaches an awareness of the patterns present in this everyday human behavior. A background in linguistics helps prepare students for a variety of professions, such as language teaching, speech-language pathology, translation, editing and publishing, law, and advertising.</p> | <p>The Minor in Linguistics comprises the study of human language, including courses in its structure, history, cognitive processing, and sociocultural functions. Linguistic analysis provides unique perspectives on language structure and use; it teaches an awareness of the patterns present in this everyday human behavior. A background in linguistics helps prepare students for a variety of professions, such as language teaching, speech-language pathology, translation, editing and publishing, law, and advertising.</p> |
| <p>Administration: The program of the Minor in Linguistics is administered by the English Department. A professor in the English Department with expertise in linguistics is designated as the Chair of the Linguistics Committee and oversees the program's structure and performance in collaboration with the other linguists in the department.</p> | <p>Administration: The program of the Minor in Linguistics is administered by the English Department. A professor in the English Department with expertise in linguistics is designated as the Chair of the Linguistics Committee and oversees the program's structure and performance in collaboration with the other linguists in the department.</p> |
| <p>Admission to the Minor: The Minor in Linguistics is open to undergraduate students in good standing who are currently enrolled at the university in any major except General Liberal Arts with a focus in Linguistics.</p> | <p>Admission to the Minor: The Minor in Linguistics is open to undergraduate students in good standing who are currently enrolled at the university in any major except General Liberal Arts with a focus in Linguistics.</p> |
| <p>The minor requires a minimum of 18 semester hours with a grade of C or above in each course. Possible courses are listed below. Up to two additional Special Topics or Directed Individual Study courses will count toward the minor when approved in advance by the Linguistics Committee. Other substitutions are unlikely, but if a student believes that a non-listed course is centrally related to the field of Linguistics, s/he may petition the Linguistics Committee to approve counting the course toward the minor. Courses that are cross-listed in more than one department may be taken under any cross-listing.</p> | <p>The minor requires a minimum of 18 semester hours with a grade of C or above in each course. Possible courses are listed below. Up to two additional Special Topics or Directed Individual Study courses will count toward the minor when approved in advance by the Linguistics Committee. Other substitutions are unlikely, but if a student believes that a non-listed course is centrally related to the field of Linguistics, s/he may petition the Linguistics Committee to approve counting the course toward the minor. Courses that are cross-listed in more than one department may be taken under any cross-listing.</p> |
| <p>Restrictions</p> <ul style="list-style-type: none"> • No more than two courses which are not cross-listed in English may count toward the minor. • Only one of EN 3423 Descriptive English Grammar or EN 4443 English Syntax may count toward the minor. • Only one of PSY 3713 Cognitive Psychology or PSY 4653 Cognitive Science may count toward the minor. | <p>Restrictions</p> <ul style="list-style-type: none"> • No more than two courses which are not cross-listed in English may count toward the minor. • Only one of EN 3423 Descriptive English Grammar or EN 4443 English Syntax may count toward the minor. • Only one of PSY 3713 Cognitive Psychology or PSY 4653 Cognitive Science may count toward the minor. |

| CURRENT CURRICULUM OUTLINE | Required Hours | PROPOSED CURRICULUM OUTLINE | Required Hours |
|---|-----------------------|---|-----------------------|
| Required Course | 3 | Required Course | 3 |
| EN 4403/AN 4403 Intro to Linguistics | | EN 4403/AN 4403 Intro to Linguistics | |
| Minor Core Courses | 9-15 | Minor Core Courses | 9-15 |
| EN 2403/AN 2403 Intro to Study of Lang EN 3423 Desc Eng Grammar EN 4413 Hist of the Eng Lang EN 4443 English Syntax EN 4463 Stud in 2nd Lang Acq EN 4623/AN 4623/SO 4623 Language and Culture EN 4633/AN 4633/SO 4633 Language & Society | | EN 2403/AN 2403 Intro to Study of Lang EN 3423 Desc Eng Grammar EN 4413 Hist of the Eng Lang EN 4443 English Syntax EN 4463 Stud in 2nd Lang Acq EN 4473/PSY 4473 Phonetics EN 4623/AN 4623/SO 4623 Language and Culture EN 4633/AN 4633/SO 4633 Language & Society | |
| Minor Electives | 0-6 | Minor Electives | 0-6 |
| AN 1103 Intro to Anthro AN 1143 Cultural Anthro AN 4143 Ethnographic Methods CO 4203 Nonverbal Comm CO 4273 Intercultural Comm CSE 3813 Intro to Formal Lang PHI 1113 Intro to Logic PHI 4223 Phil of Cognitive Science PSY 3713 Cognitive Psychology PSY 3723 Cognitive Neuroscience PSY 4653 Cognitive Science PSY 4713 Language and Thought | | AN 1103 Intro to Anthro AN 1143 Cultural Anthro AN 4143 Ethnographic Methods CO 4203 Nonverbal Comm CO 4273 Intercultural Comm CSE 3813 Intro to Formal Lang PHI 1113 Intro to Logic PHI 4223 Phil of Cognitive Science PSY 3713 Cognitive Psychology PSY 3723 Cognitive Neuroscience PSY 4653 Cognitive Science PSY 4713 Language and Thought | |
| Total Hours | 18 | Total Hours | 18 |

Justification and Student Learning Outcomes

Phonetics is one of the major subfields of linguistics and as such belongs as a central part of the Minor in Linguistics. Among our peer institutions that offer a minor in linguistics (Auburn, Louisiana State University, NC State University, University of Georgia, University of Tennessee, Virginia Tech), all but Auburn include a course in phonetics in the curriculum (Virginia Tech's course is a topics course that sometimes focuses on phonetics). The inclusion of the phonetics course in our Minor in Linguistics will provide students with an opportunity to develop a significantly deeper understanding of the production and perception of speech sounds than they could receive from the brief phonetics section of Introduction to Linguistics.

Letters of Support

Please see the letters from the Departments of English and Psychology included with the new course proposal for EN 4473/6473/PSY 4473/6473.

4-Letter Abbreviation: LING

Effective Date: Fall 2014

APPROVAL FORM FOR

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

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

College: Forest Resources

Department: Wildlife, Fisheries & Aquaculture

Contact Person: Sam Riffell

Mail Stop: 9690

E-mail: sriffell@cfr.msstate.edu

Nature of Change: Modification

Date: 9 September 2013

Program will be offered at: Starkville (Campus 1)

Current Degree Program Name: Bachelor of Science

Effective Date:

Major: Wildlife, Fisheries & Aquaculture Concentration: Conservation Law Enforcement

New Degree Program Name: Bachelor of Science

Major: Wildlife, Fisheries & Aquaculture Concentration: Conservation Law Enforcement

Summary of Proposed Changes:

Modification to the WFA Conservation Law Enforcement Curriculum at the request of the Criminology Department.

1. Replace CRM 3103 Contemporary Issues in Criminal Justice with CRM 1003 Crime & Justice in America.
2. Replace CRM 3603 Criminology Theory with SO/CRM 3123 Policing & Society.

Department Head

11-2-13

Chair, College or School Curriculum Committee

11-11-13

Dean of College or School

11-12-13

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council



SACS Letter Sent

DEGREE MODIFICATION PROPOSAL

1. CATALOG DESCRIPTION

See below

2. CURRICULUM OUTLINE

| CURRENT Degree Description | PROPOSED Degree Description |
|---|---|
| <p>Degree: Wildlife, Fisheries & Aquaculture Science Major: Wildlife, Fisheries & Aquaculture Science Concentration: Conservation Law Enforcement</p> | <p>Degree: Wildlife, Fisheries & Aquaculture Science Major: Wildlife, Fisheries & Aquaculture Science Concentration: Conservation Law Enforcement</p> |
| <p>Sustainable management of the diverse wildlife and fisheries resources by private and public sectors, requires knowledgeable and technically competent people. The Department of Wildlife, Fisheries and Aquaculture offers a major in Wildlife, Fisheries and Aquaculture Science designed to provide students with a curriculum that has foundations in biology, ecology, natural resources management, social sciences, computer science, and other contemporary educational needs for natural resources professionals. Six concentrations are available to students: wildlife, fisheries and aquaculture science, conservation law enforcement, wildlife veterinary medicine, wildlife pre-veterinary medicine, wildlife agriculture conservation, and human-wildlife conflicts. The curriculum will prepare students for employment in natural resource professions within private, federal, or state wildlife, fisheries, or aquaculture sectors. Additionally, the curriculum ensures that students are eligible for employment upon graduation, as well as providing the academic background required for further post-graduate studies.</p> | <p>Sustainable management of the diverse wildlife and fisheries resources by private and public sectors, requires knowledgeable and technically competent people. The Department of Wildlife, Fisheries and Aquaculture offers a major in Wildlife, Fisheries and Aquaculture Science designed to provide students with a curriculum that has foundations in biology, ecology, natural resources management, social sciences, computer science, and other contemporary educational needs for natural resources professionals. Six concentrations are available to students: wildlife, fisheries and aquaculture science, conservation law enforcement, wildlife veterinary medicine, wildlife pre-veterinary medicine, wildlife agriculture conservation, and human-wildlife conflicts. The curriculum will prepare students for employment in natural resource professions within private, federal, or state wildlife, fisheries, or aquaculture sectors. Additionally, the curriculum ensures that students are eligible for employment upon graduation, as well as providing the academic background required for further post-graduate studies.</p> |
| <p>This concentration is designed for undergraduate students who wish to seek employment immediately following receipt of a B.S. degree and wish to obtain positions related to natural resource law enforcement (e.g., conservation officers, park rangers) or wildlife managers (not biologists). Students may, upon graduation within this concentration, continue on to graduate school in the human dimensions-law enforcement or wildlife arenas. Starting salaries, on average, would be less than with a M.S. degree.</p> | <p>This concentration is designed for undergraduate students who wish to seek employment immediately following receipt of a B.S. degree and wish to obtain positions related to natural resource law enforcement (e.g., conservation officers, park rangers) or wildlife managers (not biologists). Students may, upon graduation within this concentration, continue on to graduate school in the human dimensions-law enforcement or wildlife arenas. Starting salaries, on average, would be less than with a M.S. degree.</p> |

| CURRENT CURRICULUM OUTLINE | Required Hours | PROPOSED CURRICULUM OUTLINE | Required Hours |
|--|----------------|--|----------------|
| English (General Education): EN 1103 English Comp I or EN 1163 Accelerated Comp I EN 1113 English Comp II or EN 1173 Accelerated Comp II | 6 | English (General Education): EN 1103 English Comp I or EN 1163 Accelerated Comp I EN 1113 English Comp II or EN 1173 Accelerated Comp II | 6 |
| Fine Arts (General Education): Any Gen Ed course | 3 | Fine Arts (General Education): Any Gen Ed course | 3 |
| Natural Sciences BIO 1134 Biological Sciences I BIO 1144 Biological Sciences II | 6-8 | Natural Sciences BIO 1134 Biological Sciences I BIO 1144 Biological Sciences I | 6-8 |
| Extra Science (if appropriate) CH 1043 Survey of Chemistry I | | Extra Science (if appropriate) CH 1043 Survey of Chemistry I | |
| Math (General Education): MA 1613 Calc. for Bus. and Life Sciences ST 3123 Intro. to Statistical Inference | 6-9 | Math (General Education): MA 1613 Calc. for Bus. and Life Sciences ST 3123 Intro. to Statistical Inference | 6-9 |
| Humanities (General Education): Any 1 Humanities courses from list of approved courses Any 1 Ethics courses from list of approved courses | 6 | Humanities (General Education): Any 1 Humanities courses from list of approved courses Any 1 Ethics courses from list of approved courses | 6 |
| Social/Behavioral Sciences (Gen Ed): Economics elective (AEC 2713, EC 2113, or EC 2123) SO1003 Introduction to Sociology | 6 | Social/Behavioral Sciences (Gen Ed): Economics elective (AEC 2713, EC 2113, or EC 2123) SO1003 Introduction to Sociology | 6 |
| Major Core Courses: BIO 1134 Biological Sciences I BIO 1144 Biological Sciences II CH 1053 Survey of Chemistry II MA 1613 Calc. for Bus. and Life Sciences WFA 1102 Wild. & Fisheries Professions FO 2113 Dendrology PSS 3303/3301 Soils & Lab ST 3123 Intro. to Statistical Inference WFA 3133 Aquatic & Terrestrial Ecology Zoology elective from approved list (4 cr) WFA 4223 Ident. Aq. & Terrestrial Plants WFA 4123 Biometrics WFA 4473 Wildlife & Fisheries Practices | | Major Core Courses BIO 1134 Biological Sciences I BIO 1144 Biological Sciences II CH 1053 Survey of Chemistry II MA 1613 Calc. for Bus. and Life Sciences WFA 1102 Wild. & Fisheries Professions FO 2113 Dendrology PSS 3303/3301 Soils & Lab ST 3123 Intro. to Statistical Inference WFA 3133 Aquatic & Terrestrial Ecology Zoology elective from approved list (4 cr) WFA 4223 Ident. Aq. & Terrestrial Plants WFA 4121/4122 Biometrics & Lab WFA 4473 Wildlife & Fisheries Practices | |
| Concentration Courses AIS 3203 Intro. Tech Writing in Agricom. CO 1003 Fund. of Public Speaking CH 1051 Experimental Chem. Lab <i>CRM 3103 Contemp. Issues in Crim. Just.</i> PSY 1013 General Psychology SO 3313 Deviant Behavior <i>SO 3603 Criminology Theory</i> WFA 4153 Prin. Wildlife Conserv. & Mgt. | | Concentration Courses AIS 3203 Intro. Tech Writing in Agricom. CO 1003 Fund. of Public Speaking CH 1051 Experimental Chem. Lab CRM 1003 Crime & Justice in America PSY 1013 General Psychology SO 3313 Deviant Behavior SO/CRM 3123 Policing & Society WFA 4153 Prin. Wildlife Conserv. & Mgt. | |

| | | | |
|--|-----|--|-----|
| WFA4313 Fisheries Mgt. WFA 4243 Wildlife Techniques WFA 4253 Application of GIS in WF WFA 4353 Fish Wildlife Policy & Law WFA 4463 Human Dim. Fish Wild. Mgt. WFA 4433 Mammalogy WFA 4443 Ornithology Nutrition/Physiology/Anatomy Elective Human Resources Elective (Appr. List) Nat. Res. Mang. Elective (Appr. List) Professional Elective Professional Elective | | WFA4313 Fisheries Mgt. WFA 4243 Wildlife Techniques WFA 4253 Application of GIS in WF WFA 4353 Fish Wildlife Policy & Law WFA 4463 Human Dim. Fish Wild. Mgt. WFA 4433 Mammalogy WFA 4443 Ornithology Nutrition/Physiology/Anatomy Elective Human Resources Elective (Appr. List) Nat. Res. Mang. Elective (Appr. List) Professional Elective Professional Elective | |
| Total Hours | 124 | Total Hours | 124 |

3. JUSTIFICATION

The Criminology Department requested that we make these changes to our curriculum because CRM 3103 Contemporary Issues in Criminal Justice and CRM 3603 Criminology Theory had been revised to be writing-intensive and were going to be restricted to CRM majors only. These courses are required for all students in the WFA Conservation Law Enforcement option.

Both the suggested replacements are acceptable to the course content. One replacement (SO/CRM 3123 for CRM 3603) is most likely more relevant to our majors.

The Sociology Department indicates that our majors will not be restricted from these new courses in the future, and that the WFA Department may develop related courses specific to Law Enforcement and Criminology Theory in the Natural Resources field as needed in the future (see attached letter).



**MISSISSIPPI STATE
UNIVERSITY**

Department of Wildlife, Fisheries, and Aquaculture
Box 9690
Mississippi State, MS 39762-9690
(662) 325-3133 Fax: (662) 325-4763

11 October 2013

To Whom It May Concern:

As the Department of Wildlife, Fisheries, and Aquaculture's Curriculum Committee, we reviewed and hereby approve the proposed changes to the Conservation Law Enforcement option.

This approval is pending assurance from the Sociology Department that (A) our CLE majors will not be restricted in the future from these two courses (CRM3124 and CRM1003) and from the other two Sociology courses in the CLE curriculum (SO1003 and SO3133); and (B) that our department may develop courses in the future related to "Conservation Law Enforcement" or "Theory of Criminal Behavior in Natural Resources" without them being considered duplication of CRM courses (i.e., CRM would support WFA developing these courses).

Sincerely,

Digitally signed by Sam Riffell
DN: cn=Sam Riffell, o=Wildlife, Fisheries
and Aquaculture, ou=FWRC/CFR,
email=sriffell@cfcr.msstate.edu, c=US
Reason: I am the author of this document
Date: 2013.10.11 09:11:23 -05'00'

Dr. Sam Riffell, Associate Professor & Chair

Digitally signed by Peter J. Allen
DN: dc=edu, dc=msstate, dc=cfcr,
ou=CFR, ou=WF, ou=Users,
cn=Peter J. Allen
Date: 2013.10.11 15:16:54 -05'00'

Peter Allen, Assistant Professor

Digitally signed by Brian Davis
DN: dc=edu, dc=msstate, dc=cfcr, ou=CFR, ou=WF,
ou=Users, cn=Brian Davis
Date: 2013.10.11 15:29:37 -05'00'

Brian Davis, Assistant Professor

Steve Demarais, Professor

Digitally signed by sdemarais
DN: dc=edu, dc=msstate,
dc=cfcr, ou=CFR, ou=WF,
ou=Users, cn=sdemarais
Date: 2013.10.12 13:24:17
-05'00'

Robert Kroger, Assistant Professor

Digitally signed by Robert
Kroger
DN: cn=Robert Kroger,
o=Wildlife Fisheries and
Aquaculture, ou=College
of Forest Resources,
email=rkroger@cfcr.msstat
e.edu, c=US
Date: 2013.10.14 06:48:11
-05'00'

College of Forest Resources
Forest and Wildlife Research Center
Mississippi Agricultural and Forestry Experiment Station
Mississippi State Extension Service



MISSISSIPPI STATE UNIVERSITY

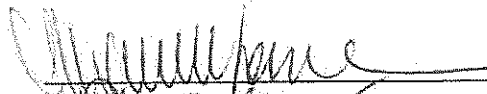
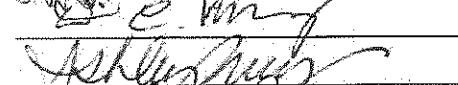
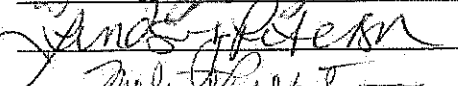
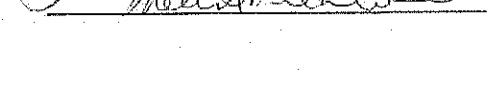

October 28, 2013

Dear Chair, University Committee on Courses and Curriculum,

Please accept this letter of support for the Department of Wildlife, Fisheries & Aquaculture (WFA) curriculum changes replacing (1) CRM 3103- Contemporary Issues in Criminal Justice with CRM 1003 Crime & Justice in America and (2) CRM 3603- Criminological Theory with CRM/SO 3123- Policing & Society. To facilitate the collaboration between our departments, we agree that if, in the future, we implement major restrictions as prerequisites for either CRM 1003 or CRM/SO 3123, we will insure that DWF majors are also able to take these courses. Additionally, if WFA feels that the aforementioned courses still leave a gap in their students' knowledge in this area, then we will not oppose their development of a course entitled "Conservation Law Enforcement" or "Theory of Criminal Behavior in Natural Resources." For these reasons, our departmental faculty is fully supportive of efforts of the WFA faculty's curriculum changes; in fact, the departmental faculty voted unanimously for approval of this course at our October 11, 2013 faculty meeting. Please contact David May, Chair of the Department of Sociology Undergraduate Curriculum Committee, if you have further questions.

Sincerely yours,

Department of Sociology Undergraduate Curriculum Committee

| | |
|--|-------------------|
|  | Shannon Lane |
|  | David May (chair) |
|  | Ashley Perry |
|  | Lindsey Peterson |
|  | Melinda Pilkinton |