

**Academic Council Minutes
October 20, 2010**

The Academic Council met Wednesday, October 20, 2010, in the Clark Student Center Cheyenne Room. Voting members in attendance were:

Dr. Matthew Capps, Dean, West College of Education
Dr. David Carlston, Faculty Senate Vice President
Dr. Rodney Cate, Interim Dean, College of Science and Mathematics
Dr. Ron Fischli, Dean, Lamar D. Fain College of Fine Arts
Dr. Harry Hewitt substituting for Dr. Patti Hamilton, Graduate School Dean
Dr. Barb Nemecek, Dean, Dillard College of Business Administration
Dr. Sam Watson, Dean, Prothro-Yeager College of Humanities and Social Sciences

Voting members not in attendance:

Dr. Susy Sportsman, Dean, College of Health Sciences and Human Services, who was at a Nursing Conference in Washington, D.C.
Mr. Shawn Conner, Student Government Association Vice-President

Other attendees:

Dr. Robert Clark, Vice President for Institutional Effectiveness
Ms. Naoma Clark, Director, Academic Support Center
Ms. Nicole Deese, Research Analyst, Institutional Research and Planning
Dr. George Diekhoff, Chair, Psychology Department
Ms. Darla English, Registrar
Ms. Linda Knox, Staff Senate Representative
Dr. Clara Latham, University Librarian
Ms. Barb Merkle, Director, Admissions
Dr. Pam Morgan, Director, Extended Education
Ms. Cassie Slaybaugh, Director, Institutional Research and Planning

Dr. Alisa White, Provost and Vice President for Academic Affairs, presided and the meeting began at 2 p.m.

Approval of Minutes

Dr. White stated that a correction needed to be made to the minutes of the September 2010 meeting and that Ms. Schulte would send the corrected minutes to the Council for their review.

Old Business

There being no Old Business to discuss, the Council moved on to New Business.

New Business

- I.* Cassie Slaybaugh and Nicole Deese, from the Office of Institutional Research, Planning, and Assessment, provided a handout on the National Survey of Student Engagement (NSSE). The handout and information presented were on the results of a student

engagement survey that MSU freshmen and seniors participated in last spring. The handout included comparison results with other Texas universities, other COPLAC institutions, and Carnegie results. The Texas universities included TWU, University of Houston at Clear Lake, UT Brownsville, UT Tyler, UT Permian Basin, and West TX A&M. The results from the survey will be used as part of our assessment for SACS. *(information item; no vote required)*

2. The Prothro-Yeager College of Humanities and Social Sciences College Council provided the following course and catalog changes in Psychology for adoption. Dr. Watson seconded; *the motion was unanimously adopted (closed)*.

Psychology (effective Fall 2011)

Proposal to add a 1-hour per week lab to PSYC 3313. Psychological Statistics

The Dept. of Psychology proposes adding a mandatory 1-hour per week laboratory to our current lecture course, PSYC 3313—Psychological Statistics. The purpose of this lab is to provide students with 50 minutes per week of additional training and practice in: (1) the identification of statistical procedures appropriate to the many and varied research questions that are addressed in the social and behavioral sciences; (2) creating and editing SPSS (Statistical Package for the Social Sciences) data files, output files, and syntax files; (3) selecting and executing SPSS analyses that are appropriate to the kinds of research questions and data with which social and behavioral scientists work; (4) interpreting SPSS outputs to find answers to the research questions posed; and (5) writing about the results of SPSS analyses in a manner consistent with APA style.

PSYC 3313—Psychological Statistics is a required course for psychology and sociology majors and occasionally is taken by students in the health sciences to satisfy their statistics requirement. Two lecture sections of PSYC 3313 are offered each full semester, and another section is offered in the summer. Annual enrollment in PSYC 3313 is approximately 175 students.

As it is currently taught, PSYC 3313 includes five brief SPSS labs (averaging about 30 minutes each). These labs are conducted in the O’Donohoe computer lab during regularly scheduled class periods. Consequently, time that was once used in lecture to train students in statistical theory and practice (before the advent of computerized data analysis) is now taken to train them (minimally) in computerized data analysis. Both tasks suffer due to insufficient time to cover the territory.

Graduates of the undergraduate psychology program seem to agree that we are doing a poor job of training them in computerized statistical analysis. The following table summarizes responses to items included in the *Undergraduate Psychology Alumni Survey*. These items ask alumni to grade themselves (0 = F to 4 = A) on each of several core competencies. This alumni survey was sent in the spring semesters of 2007-2010 to psychology majors who graduated 1.5 years earlier. Note that self-assigned grades on the ability to “Use Statistical Software” are lower than for any other core competency that we assess.

| Core Competencies | N | Minimum | Maximum | Mean | Std. Deviation |
|-------------------------------|----|---------|---------|------|----------------|
| knowledge of concepts | 26 | 2 | 4 | 3.46 | .582 |
| use psychological theories | 26 | 2 | 4 | 3.35 | .562 |
| select research designs | 26 | 2 | 4 | 3.12 | .766 |
| causal vs. non-causal designs | 26 | 2 | 4 | 3.27 | .778 |
| operational definitions | 26 | 2 | 4 | 3.23 | .652 |
| data analysis | 26 | 1 | 4 | 3.12 | .909 |
| apply psychological theories | 26 | 2 | 4 | 3.58 | .578 |
| evaluate research | 26 | 2 | 4 | 3.23 | .710 |

| | | | | | |
|-----------------------------------|-----------|----------|----------|-------------|--------------|
| research ethics | 26 | 1 | 4 | 3.54 | .706 |
| use computer databases | 26 | 2 | 4 | 3.58 | .758 |
| use statistical software | 25 | 0 | 4 | 2.68 | 1.180 |
| use technology in presentations | 26 | 1 | 4 | 3.35 | .892 |
| writing | 26 | 2 | 4 | 3.65 | .629 |
| speaking | 26 | 1 | 4 | 3.54 | .811 |
| work collaboratively | 26 | 2 | 4 | 3.58 | .643 |
| knowledge of career options | 26 | 1 | 4 | 3.04 | .958 |
| prepared to pursue career options | 26 | 0 | 4 | 3.23 | .992 |

Anecdotal observations of psychology graduate students who came through the MSU undergraduate psychology program also point to weaknesses in this skill set. These students bring with them almost no working knowledge of computerized data analysis and must be retrained almost completely in our graduate statistics course.

The faculty of the Dept. of Psychology agrees that the solution to providing quality instruction in statistical theory and practice and training in computerized data analysis is to add a mandatory 1-hour per week laboratory to PSYC 3313. The course would be renumbered PSYC 3314 to reflect this additional requirement. Given the limited number of computers in the O'Donohoe computer lab, it will be necessary to offer two lab sections for each lecture section of the course.

We are convinced that the proposed lab will also help the Dept. of Psychology to contribute to MSU's *Essential Learning Outcomes* as follows:

- Understand, appreciate, and engage in the liberal arts (humanities, mathematics, and natural and social sciences)
- Respect and affirm diversity among individuals and cultures
- Think creatively when evaluating concepts and developing personal values
- Reason and act ethically
- X Read, write, listen, and speak effectively
- X Analyze quantitative and qualitative information with skill and insight
- Integrate ideas and methods across disciplines
- Apply civic knowledge responsibly in the community, the nation, and the world
- Utilize resources in an economically and environmentally sustainable manner
- X Access, interpret, use, and disseminate information appropriately in all media
- Participate effectively in teams
- Comprehend and practice personal wellness as a lifelong process
- Pursue lifelong learning

Several of MSU's peer institutions^{Note 1} have embraced statistics labs as the preferred method of enhancing the statistical training their psychology majors receive. Of 15 catalogs reviewed:

- All 15 schools (100%) require a statistics course for psychology majors.
- 6 of the 15 schools (40%) require a lab with their statistics course.
- Statistics courses that include labs are all (100%) offered as 4 credit-hour courses.

- Of the 5 schools that *don't* require a statistics course with lab, 3 (60%) require that students take a similar lab concurrent with another quantitative course, typically "Research Methods" or "Experimental Psychology."

The Dept. of Psychology is fortunate to have several faculty members who are thoroughly familiar with SPSS and fully capable of teaching one or more laboratory sections, either as part of their regular teaching load or as overloads as necessary. In addition, we anticipate that psychology Graduate Teaching Assistants with talents in this area might be assigned teaching duties in the lab as appropriate.

Textbooks are also becoming more widely available to support instruction in statistics labs (e.g., the recently published *SPSS Quick Starts*, by Neil Salkind and Samuel Green, published by Prentice Hall, 2011).

In sum, there is a clear need to provide MSU students with improved training in computerized statistical analysis, a mandatory additional statistics lab is an obvious mechanism through which this training can be provided, a substantial number of MSU peer institutions already require labs with their statistics and/or research methods courses, and MSU faculty and support materials are available to get the job done for our students as well. Therefore, we are seeking permission to make the necessary catalog changes and launch the course in fall 2011. (See attached Course Inventory Form.)

Note 1 MSU peer institutions consisted of 10 Texas institutions, Angelo State University, Sul Ross State University, Texas A&M at Texarkana, UT Brownsville, UT Tyler, UT Permian Basin, Lamar University, Sam Houston State University, Stephen F. Austin University, Tarleton State University, and 5 randomly selected COPLAC schools, Keene State College, Massachusetts College of Liberal Arts, Ramapo College of New Jersey, SUNY at Genesco, and University of North Carolina at Asheville.

Change of Course Number, Course Description, and Lecture/Lab Hours:

~~PSYC 3313.~~ PSYC 3314. Psychological Statistics

Description: Introduction to descriptive and inferential statistics. Topics include data distributions, descriptive statistics, the standard normal distribution, interval estimation, one- and two-sample significant difference tests, one-way analysis of variance, correlation, and regression. Computerized statistical analysis will be covered in a required, concurrent laboratory.

~~Lecture~~ Lecture w/Lab ~~3(3-0)~~ 4(4-0)

Additional Information: Two 50-minute lab sections will be needed for each section of PSYC 3314 to provide seats for all students.

New Course Addition:

PSYC 4213. Social Cognition

Prerequisite(s): PSYC 1103, 2203

Description: A survey of the theories and findings of the field of social cognition, which examines how and what we think about ourselves and other people. This course will focus on the cognitive processes that allow humans to construct a meaningful social reality, with emphasis on the way social information is processed, stored, and used.

Lecture 3(3-0)

3. The College of Science and Mathematics College Council provided the following course and catalog changes in Chemistry for adoption. Dr. Cate seconded; *the motion was unanimously adopted (closed)*.

Chemistry (effective Fall 2011)

Change of Course Number:

From CHEM 1203. General-Organic-Biological Chemistry

To CHEM 1303. General-Organic-Biological Chemistry

4. The Graduate School's Graduate Council provided the following course and catalog changes in Business Administration for adoption. Dr. Hamilton seconded; *the motion was unanimously adopted (closed)*.

Business Administration

New Course Additions (effective Spring 2011):

ECON 5893 Graduate Internship in Economics

FINC 5893 Graduate Internship in Finance

MGMT 5893 Graduate Internship in Management

MKTG 5893 Graduate Internship in Marketing

Prerequisite: Consent of the instructor and the Graduate Coordinator

Description: Field experience in selected areas of business administration with local or regional organizations. May involve a specific project of theoretical integration with the "real world".

Practicum 3(3-0)

ECON 6553 Independent Graduate Study in Economics

FINC 6553 Independent Graduate Study in Finance

MGMT 6553 Independent Graduate Study in Management

MKTG 6553 Independent Graduate Study in Marketing

Description: may be repeated with different content.

Independent Study 3(3-0)

ECON 6663 Special Graduate Topics in Economics

FINC 6663 Special Graduate Topics in Finance

MGMT 6663 Special Graduate Topics in Management

MKTG 6663 Special Graduate Topics in Marketing

Description: Topics vary. May be repeated with different content.

Seminar 3(3-0)

5. The Graduate School's Graduate Council provided the following course and catalog changes in Political Science for adoption. Dr. Hamilton seconded; *the motion was unanimously adopted (closed)*.

Political Science

New Course Addition (effective Fall 2011):

POLS 5773. International Conflict

Description: Major theories behind the study of interstate and intrastate war, terrorism, and other non-state conflict.

Lecture 3(3-0)

6. The Graduate School's Graduate Council provided the following course and catalog changes in Psychology for adoption. Dr. Hamilton seconded; *the motion was unanimously adopted (closed)*.

Psychology

New Course Additions (effective Fall 2011):

PSYC 5243 Advanced Cognitive Psychology.

Prerequisite: Consent of Instructor

Description: An advanced overview of the theory and findings from cognitive psychology. This course will focus on human information processing, with emphasis on topics such as memory, language, thinking, and problem solving.

Lecture 3(3-0)

PSYC 5223 Advanced Social Psychology.

Prerequisites: Consent of Instructor

Description: An advanced overview of the theory, methods, and findings of social psychology. This course will focus on the impact of other people on the behavior and mental processes of the individual.

Lecture 3(3-0)

Course Description Change (effective Fall 2011):

PSYC 6983, 6993.

From Description: Approval of the thesis chairperson.

To Description: The primary goal of PSYC 6983 is the completion of a graduate committee-approved thesis research proposal. Failure during the first semester of enrollment in PSYC 6983 to complete the proposal, submit it to the graduate committee, and obtain committee approval to pursue the thesis research in PSYC 6993 will make the student ineligible to enroll in PSYC 6993. Under these circumstances, no credits will be granted for PSYC 6983 and the transcript grade will remain "X" which will not influence the student's graduate GPA.

Exceptions to this rule must be approved by the Department chair.

7. The Graduate School's Graduate Council provided the following course and catalog changes in Education for adoption. Dr. Hamilton seconded; *the motion was unanimously adopted (closed)*.

Education

New program additions (Implementation date for both proposal #1 and #2: Spring 2011):

Proposal #1: Develop and implement a master's degree program that will have a primary emphasis on Educational Leadership and a secondary emphasis on Bilingual/English Language Learners (ELL) education. The program completers will be certified to sit for the Texas Principal Exam. All courses from both the Educational Leadership program and the Bilingual/ELL program have been approved; no new courses will be developed.

Rationale: Will provide principals who are trained in both Educational Leadership and Bilingual/ELL methods. With the changing demographics in

Texas, there will be an increasing market for this degree. Students in the WCOE Bilingual/ELL Master’s Degree program have expressed a desire to receive principal certification in addition to their Bilingual/ELL training.

Proposal #2: Develop and implement a master’s degree program that will have a primary emphasis on Educational Leadership and a secondary emphasis on Special Education. The program completers will be certified to sit for the Texas Principal Exam. All courses from the Educational Leadership program and the Special Education program have been approved; no new courses will be developed.

Rationale: Currently, the only WCOE master’s degree in Special Education prepares students to be diagnosticians. The EDLE/SPED program would prepare students to be directors of special education or other central office special education administrative positions. The EDLE/SPED program would result in principals who have a strong foundation in special education. Because of the intricacies of special education and the liability associated with violating special education law, principals with this emphasis would be highly marketable.

Educational Leadership/Bilingual Education Master’s Program (Proposed)

| <u>EDLE—Educational Leadership</u> | Hours |
|---|-------|
| EDLE 5603 Intro to Leadership | 3 |
| EDLE 5623 School Law and Personnel | 3 |
| EDLE 5673 Leadership in School Change | 3 |
| EDLE 5593 Leadership and Communication Processes | 3 |
| EDLE 5643 School Business Management | 3 |
| EDLE 5683 Instructional Improvement/Staff Development | 3 |
| EDUC 5053 Introduction to Research | 3 |
| EDLE 5693 Internship | 3 |
| TOTAL EDLE | 24 |

| <u>EDBE—Bilingual Education</u> | Hours |
|---|-------|
| EDBE 5013 History, Politics and Law in Biling/ELL Educ | 3 |
| EDBE 5023 Communications and Pedagogy in Biling Ed | 3 |
| EDBE 5033 Linguistic Foundations of First and Second Language Acquisition | 3 |
| EDBE 5043 Assessment in Bilingual/ELL Classrooms/Schools | 3 |
| EDBE 6223 Current Issues in Bilingual/ELL Ed | 3 |
| EDBE 5063 Biliteracy in Bilingual Classrooms | 3 |
| TOTAL EDBE | 18 |

Program Total: 42 hours

Educational Leadership/Special Education Master's Program (Proposed)

| <u>EDLE—Educational Leadership</u> | Hours |
|---|----------|
| EDLE 5603 Intro to Leadership | 3 |
| EDLE 5623 School Law and Personnel | 3 |
| EDLE 5673 Leadership in School Change | 3 |
| EDLE 5593 Leadership and Communication Processes | 3 |
| EDLE 5643 School Business Management | 3 |
| EDLE 5683 Instructional Improvement/Staff Development | 3 |
| EDUC 5053 Introduction to Research | 3 |
| EDLE 5693 Internship | <u>3</u> |
| TOTAL EDLE | 24 |

| <u>SPED—Special Education</u> | |
|---|----------|
| SPED 5613 Foundations of Special Education | 3 |
| SPED 6963 Foundations of Special Education Leadership* | 3 |
| SPED 6013 Teaching Strategies for Affective Disorders* | 3 |
| SPED 6913 Special Education Law | 3 |
| SPED 6943 Practicum in Special Education** | 3 |
| SPED 6953 Special Graduate Topics in Special Education* | <u>3</u> |
| TOTAL SPED | 18 |

Program Total: 42 hours

*Emphasis on school-wide multi-tiered systems of support (e.g., RTI and PBS)

**Coordinated with instructor and student

Adjournment

There being no other business, the meeting was adjourned at 2:50 p.m.

Respectfully submitted,

Deb Schulte, Assistant to the Provost