

Academic Council Minutes

February 16, 2016

Midwestern State University

The Academic Council met Tuesday, February 16, 2016, in the Dillard College of Business Administration, Priddy Conference Room.

Voting members in attendance were:

Dr. Marcy Brown Marsden, Dean, College of Science and Mathematics
Dr. Matthew Capps, Interim Dean of the Billie Doris McAda Graduate School
Dr. Michaelle Kitchen, Interim Dean, West College of Education
Dr. James Johnston, Dean, Gunn College of Health Sciences and Human Services
Dr. Terry Patton, Dean, Dillard College of Business Administration
Dr. Martin Camacho, Dean, Lamar D. Fain College of Fine Arts
Dr. Sam Watson, Dean, Prothro-Yeager College of Humanities and Social Sciences
Dr. Bradley Wilson, substituting for Dr. Laura Fidelie, Faculty Senate Vice-Chair

Voting member not in attendance was:

Student Government Association Vice President

Other Attendees:

Ms. Leah Hickman, Associate Director, Admissions
Ms. Darla English, Registrar
Dr. Michael Mills, Director, International Programs
Mr. Newman Wong, Staff Senate Representative

Dr. Betty Hill Stewart, Provost and Vice President for Academic Affairs, presided and the meeting began at 3:00 p.m.

Approval of Minutes

Dr. Stewart called for a motion to approve the December 2015 Minutes of the Academic Council. *Dr. Johnston made a motion that the minutes be adopted; Dr. Capps seconded and the motion was unanimously adopted. (closed)*

Old Business

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

New Business

1. Dr. Johnston made a motion that the following undergraduate course and catalog changes in Respiratory Care be adopted; *Dr. Kitchen seconded and the motion was unanimously adopted. (closed)*

Catalog Changes, effective fall 2016

PROGRESSION POLICY FOR BSRC DEGREE

Students must maintain satisfactory standards in classroom and clinical activities to be retained and to progress in the program. Requirements are as follows:

1. A minimum grade of C is required for all the following courses:
 - BIOL 1133, BIOL 1233, BIOL 2144
 - CHEM - 3 semester hours
 - Math area of the core - 3 semester hours
 - PSYC 1103 or SOCL 1133
 - Communication area of the core - 6 semester hours

Failure to attain a minimum grade of C in each of these courses will prevent the student from being formally admitted to Respiratory Care. All of the above courses must be completed before starting the respiratory care curriculum.
 2. A minimum grade of 75 (C) is required in all respiratory courses * (**except RESP 4123**). Failure to attain a minimum grade of C in these courses will prevent the student from progressing in the program. A student who fails to achieve a grade of C in any respiratory care course may repeat the course one time. Any student who fails to achieve a grade of C in any two respiratory care courses will be dismissed and not be eligible for readmission.
 3. A student who withdraws from respiratory care courses and/or the University, must go through the respiratory care admission process again.
 4. A student on university academic probation may not enter or progress in the program.
 5. Failure to achieve a minimum grade of C when repeating a respiratory care course will result in dismissal from the program and the student may not reapply to this respiratory care program.
 6. The BSRC Program's Admission Committee reserves the right to make exceptions to the above due to extenuating circumstances.
 7. Respiratory care courses must be taken in the sequence prescribed.
- *RESP 4123 Data Analysis is on traditional grading scale 70 is considered a minimum grade of C in this course.**

Progression Policy for RRT to BSRC Degree

Students must maintain satisfactory standards in classroom and clinical activities to be retained and to progress in the program. Requirements are as follows:

1. A minimum grade of 75 (C) is required in all respiratory courses * (**except RESP 4123**). Failure to attain a minimum grade of C in these courses will prevent the student from progressing in the program. A student who fails to achieve a grade of C in any respiratory care course may repeat the course one time. Any student who fails to

achieve a grade of C in any two respiratory care courses will be dismissed and not be eligible for readmission.

2. Failure to achieve a minimum grade of C when repeating a respiratory care course will result in dismissal from the program and the student may not reapply to this respiratory care program.
3. The BSRC Program's Admission Committee reserves the right to make exceptions to the above due to extenuating circumstances.

***RESP 4123 Data Analysis is on traditional grading scale 70 is considered a minimum grade of C in this course.**

2. Dr. Kitchen made a motion that the following undergraduate course and catalog changes in Kinesiology be adopted; *Dr. Brown Marsden seconded and the motion was unanimously adopted. (closed)*

New Course Addition, effective fall 2016

KNES 4913. Special Topics in Kinesiology

Prerequisite: None

Description: Topic as announced. Major project and/or field study with group sharing and analysis.

Seminar 3(2-2)

Course Objectives and/or additional information:

Students will:

1. Conduct an in-depth study of a current sport-related issue, and/or
2. Participate in a sport-related field experience, and or
3. Undertake a sport-related service learning project

Students will submit a formal written document appropriate to the experience

Students will create a presentation showcasing the experience

3. Dr. Kitchen made a motion that the following undergraduate course and catalog changes in Education and Reading be adopted; *Dr. Capps seconded and the motion was unanimously adopted. (closed)*

Change of Course Prerequisite, effective summer 2016

EDUC 4113. Planning & Assessment for Secondary Education and All-Level

Prerequisites: EPSY 3153 or concurrent enrollment. ~~Co-requisite(s): Must have concurrent enrollment in EDUC 3162.~~ EDUC 3163

New Course Additions, effective fall 2016

READ 4233. Methods of Teaching Intermediate and Secondary Reading

Prerequisites: Admission to the teacher education program and EDUC 3183, SPED

3613, EDUC 3163, and ESPY 3153 completed in accordance with program requirements.

Description: Theoretical and evidence-based foundations of reading processes and TEKS based instruction. Assessment practices and instructional approaches to support a balanced and responsive literate environment that fosters comprehension.

Lecture/Lab 3(2-2)

Course Objectives and/or additional information:

Course Standards

The goals of the Reading Block are based on the International Literacy Association (ILA)

(<http://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-role-4>)

and the TExES Standards (http://cms.texas-ets.org/files/8813/9808/9661/elar_7_12_231.pdf)

Standards/Objectives

ILA Standards

1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.

2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.

2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

3.1: Understand types of assessments and their purposes, strengths, and limitations.

3.3: Use assessment information to plan and evaluate instruction.

4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

TExES English Language Arts and Reading 7–12 Standards

Standard I: English language arts teachers in grades 7–12 know how to design and implement instruction that is appropriate for each student, reflects knowledge of the Texas Essential Knowledge and Skills (TEKS), integrates all components of the English language arts (i.e., writing, reading, listening/speaking, viewing/representing) and is based on continuous assessment.

Standard II: English language arts teachers in grades 7–12 understand the processes of reading and teach students to apply these processes.

Standard III: English language arts teachers in grades 7–12 understand reading skills and strategies for various types of nonliterary texts and teach students to apply these skills and strategies to enhance their lifelong learning.

Standard IV: English language arts teachers in grades 7–12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse types of literature and to view literature as a source for exploring and interpreting human experiences.

READ 4243. Methods of Teaching Intermediate and Secondary Language Arts

Prerequisites: Admission to the teacher education program and EDUC 3183, SPED

3613, EDUC 3163, and EPSY 3153 completed in accordance with program requirements.

Description: Developing and learning methods to teach and assess reading, writing, listening, speaking, and researching for diverse learners in Grades 4-12. Instructional strategies and models, thematic/ unit development and teaching, metacognitive skills, and effective uses for text, media, and technology will be included. Field experience required.

Lecture/Lab 3(2-2)

Course Objectives and/or additional information:

Course Standards

NCTE Standards for Initial Teacher Preparation Standards 7-12

Content Pedagogy: Planning Literature and Reading Instruction in ELA

III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Content Pedagogy: Planning Composition Instruction in ELA

IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

Learners and Learning: Implementing English Language Arts Instruction

V. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.

Professional Knowledge and Skills

VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

VII. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

TExES English Language Arts and Reading

English Language Arts and Reading 7–12

Standard IV: English language arts teachers in grades 7–12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse types of literature and to view literature as a source for exploring and interpreting human experiences. English Language Arts and Reading 7–12

Standard V: English language arts teachers in grades 7–12 understand that writing is a recursive, developmental, integrative and ongoing process and provide students with opportunities to develop competence as writers. English Language Arts and Reading 7–12

Standard VI: English language arts teachers in grades 7–12 understand how to write effectively for various audiences and purposes and provide students with opportunities to write in a variety of forms and contexts. English Language Arts and Reading 7–12

Standard VII: English language arts teachers in grades 7–12 understand the structure and development of the English language and provide students with opportunities to develop related knowledge and skills in meaningful contexts. English Language Arts and Reading 7–12

Standard VIII: English language arts teachers in grades 7–12 understand oral communication and provide students with opportunities to develop listening and speaking skills. English Language Arts and Reading 7–12

Standard IX: English language arts teachers in grades 7–12 understand how to interpret, analyze and produce visual images and messages in various media and provide students with opportunities to develop skills in this area.

4. Dr. Brown Marsden made a motion that the following undergraduate course and catalog changes in Mechanical Engineering be adopted; *Dr. Johnston seconded and the motion was unanimously adopted. (closed)*

Course and Catalog Change, effective Summer I, 2016

Change of Course Description

MENG 4122. Machine Control Programming

Prerequisite: MENG 3203

Description: ~~Logic controller programming with an emphasis on motor control using variable speed drives. Also includes CAM programming using software and CNC equipment. Companion lab.~~ **Programmable logic programming with an emphasis on motor control using open loop and closed loop systems. The course will use a variety of mathematical blocks, including PID control programming. The course will also use simulation software and real world equipment to control equipment. Companion lab.**

5. Dr. Brown Marsden made a motion that the following undergraduate course and catalog changes in the Petroleum Engineering Certificate program be adopted; *Dr. Johnston seconded and the motion was unanimously adopted. (closed)*

Course and Catalog Changes

Petroleum Engineering Certificate (PEC) Program

The Petroleum Engineering Certificate (PEC) is designed to prepare individuals to work in the oil and gas industries. The PEC program is primarily concerned with physical geology, fluid and rock properties, formation evaluation, exploration, development, drilling, and management of oil and gas resources. The PEC program will help individuals to understand reservoir engineering, production engineering, drilling engineering, and oil well completion. Upon completion students will be able to design and select drilling and production equipment, estimate reserves, and manage oil and gas properties. The number of credit hours required for the PEC program is 20 semester credit hours.

New Course Addition, effective fall 2016

PETE 3233. Well Logging

Prerequisites: PETE 2103, MATH 1634

Description: Introduction to the basic hydrocarbon reservoir formation evaluation using open-hole logs, laboratory and field measurements data, and geological information.

This course will essentially deal with geological strata identification and the determination of physical properties of petroleum fluids and reservoir rocks. Additional topics include the determination of the lithology of hydrocarbon reservoirs, rocks porosity, permeability, and fluids saturation distribution in hydrocarbon reservoirs.

Lecture 3 (3-0)

Course Objectives and/or additional information:

Students will learn:

1. Basic Relationships of Well Log Interpretation.
2. Properties of Rocks
3. Borehole Environments and Caliper Logging
4. Spontaneous Potential (SP) Log
5. Gamma Ray (GR) Log.
6. Resistivity log.
7. Porosity log, Density Log, Neutron Log and Sonic Log.
8. Clean Formation Interpretation.
9. Gas Bearing Formation Interpretation.
10. Shale Formation Interpretation.

Proposed Changes and Rationale

~~1. This is a certificate program for post-baccalaureate students who already have a Bachelor of Science in Mechanical Engineering Degree (BSME).~~

1. **The PEC program is open to students who have completed the prerequisites for PEC courses. Some transferred petroleum engineering courses may be applied toward the PEC program after evaluation by the School of Engineering. There are three types of students who may be considered for admission to the certificate program, those who have already completed a bachelor's degree and apply as post-baccalaureate students; those who are working on a bachelor's degree, which must be completed before the certificate can be awarded; and those who are simultaneously working on a Master of Science degree in Geosciences. Admission to the PEC program as a post-baccalaureate student requires a minimum 2.0 cumulative GPA for the undergraduate degree.**
2. **Students will meet the petroleum engineering certificate requirements with 20 semester credit hours, including 11 required hours [GEOS 1134: Physical Geology, PETE 2103: Introduction to Petroleum Engineering, PETE 4204: Formation Evaluation and Reservoir Engineering] and at least 9 hours of elective courses from PETE 2123: Fluid Properties, PETE 2213: Rock Properties, PETE 3203: Drilling Engineering, PETE 3233 Well Logging, and PETE 4273: Petroleum Production Operations. Only GEOS 1134 Physical Geology is permitted to be counted toward both the certificate and another academic program or major.**

- 3. A post-baccalaureate certificate in petroleum engineering will be awarded upon completion of 20 semester credit hours with a G.P.A of 2.0 or above in PEC courses. The student must complete the application for certificate and pay the certificate application fee by the stated deadlines. (See Academic calendar – the same deadlines apply that are used for graduation.)**

Required coursework:

GEOS 1134: Physical Geology 4 (3-2)

Elements of earth science including the study of earth materials, interpretation of geologic evidence and study of geological processes.

Prerequisites: none

PETE 2103: Introduction to Petroleum Engineering 3 (3-0)

Petroleum origin and migration, major oil and gas fields, drilling and production methods, petroleum composition and phase behavior, and reservoir engineering methods for estimation of hydrocarbon reserves and for maximizing ultimate resource recovery. Major oil onshore and offshore areas of the world reviewed from the standpoints of geologic and depositional environment, and of diagenetic changes affecting petroleum entrapment.

Prerequisite: none

PETE 2123: Fluid Properties 3 (3-0)

Fundamental properties of petroleum fluids: Phase behavior and PVT properties of dry, wet and retrograde condensate natural gases, as well as volatile and black oils, fluid property estimates using correlations; flash and differential vaporization; introduction to gas-liquid equilibria; properties of oil field water; gas hydrates and their prevention.

Prerequisites: CHEM 1141/1143 and MATH 1634

PETE 2213: Rock Properties 3 (3-0)

Fundamental properties of petroleum reservoir rocks: porosity, permeability, electrical and mechanical properties, fluid flow characteristics of rock containing multiple fluid saturations, relative permeability, and capillary pressure.

Prerequisites: GEOS 1134, MATH 1634

PETE 3203: Drilling Engineering 3 (3-0)

Introduction to drilling technology, drilling fluids, rheological properties, drilling hydraulics, drill bit selection, pressure loss calculations, casing design, well cementing, pore pressure and geo-mechanical considerations in drilling, introduction to directional drilling and deviated wells.

Prerequisites: PETE 2103, PETE 2213, MENG 3104.

PETE 3233. Well Logging 3 (3-0)

Description: Introduction to the basic hydrocarbon reservoir formation evaluation using open-hole logs, laboratory and field measurements data, and geological information. This course will essentially deal with geological strata identification and the determination of physical properties of petroleum fluids and reservoir rocks. Additional topics include the determination of the lithology of hydrocarbon

reservoirs, rocks porosity, permeability, and fluids saturation distribution in hydrocarbon reservoirs.

Prerequisites: PETE 2103, MATH 1634

PETE 4204: Formation Evaluation and Reservoir Engineering 4(3-2)

(Same subject as GEOS 4134: Applied Petroleum Geology)

Using the reservoir lifecycle as a unifying theme, this course focuses on practical aspects of formation evaluation, reservoir characterization, geological modeling, and dynamic forecasting for oil and gas reservoirs. Major topics are (1) interpretation and integration of reservoir data obtained from well logs, cores, reservoir fluids, and seismic data and (2) building and using geological reservoir models to assess hydrocarbon in place volumes within a probabilistic framework. Additional topics include reservoir engineering concepts and forecasting tools, reserves calculation, the use decision analysis for value of information (VOI) and economic decisions, reservoir development including IOR/EOR (Improved Oil Recovery/ Enhanced Oil Recovery) methods, and reservoir monitoring techniques.

Prerequisites: GEOS 1134 and PETE 2103; or GEOS 1134, 3134, and 3434; or consent of the instructor.

PETE 4273: Petroleum Production Operations 3 (3-0)

Introduction to the producing wellbore system; single and multi-phase flow in vertical and horizontal wells; inflow performance relationships; effect of formation damage on well flow; well completions; perforating methods and their effect on inflow; chokes performance; stimulation treatments; petroleum production methods; natural flow and artificial lift systems, nodal systems analysis.

Prerequisites: PETE 2103.

6. Dr. Watson made a motion that the following undergraduate course and catalog changes in Philosophy be adopted; *Dr. Kitchen seconded and the motion was unanimously adopted. (closed)*

Change to Minor Requirements

REQUIREMENTS FOR A MINOR IN PHILOSOPHY (18 semester hours)

Philosophy 1033, Philosophy 2033, three hours of coursework in the history of philosophy (3033, 3133, 3233, ~~3333~~, **3433**, or **3533** if topic is historical in nature), and nine additional semester hours of which six must be advanced.

FYI: Titles of 3433 and 3533 are Existentialism and Special Topics in Philosophy.

7. Dr. Watson made a motion that the following undergraduate course and catalog changes in Philosophy be adopted; *Dr. Johnston seconded and the motion was unanimously adopted. (closed)*

Addition to Core Curriculum, effective fall 2016 (if approved by the MSU Board of Regents and the Texas Higher Education Coordinating Board)

Foundational Component Area: Language, Philosophy, and Culture

Component Area Option: Cultural and Global Understanding

HIST 2003. Australia and the World

Description: A transnational history of Australia, its place in the world, and its relationships with the British Empire, the United States, Greater Asia, and other international entities. Major themes consider Australia's place in the global community, European and Aboriginal relations, the Outback in a global economy, and the Wild West in Australian popular culture.

New Course Addition, effective fall 2016

HIST 4003. Australia and the World

Description: A transnational history of Australia, its place in the world, and its relationships with the British Empire, the United States, Greater Asia, and other international entities. Major themes consider Australia's place in the global community, European and Aboriginal relations, the Outback in a global economy, and the Wild West in Australian popular culture. A research project that exhibits solid historical research and analysis is required. May not be taken if student has received credit for HIST 2003.

Lecture 3(3-0)

Course Objectives and/or Additional Information:

- 1) Identify and critique historical and contemporary interpretations and analyses of social issues and human behavior in the history of Australia.
- 2) Identify and appreciate differences and commonalities between Australian culture and its various international associates such as Great Britain, the United States, and various Asian nations.
- 3) Demonstrate knowledge of the global influence on the origins and evolution of Australian and Aboriginal societies, cultural institutions, political systems, and economic policies and practices.
- 4) Understand and be able to cogently discuss major trends and themes in Australian History and how evolving international relationships enhance understandings of contemporary Australian experiences.
- 5) Discuss and exhibit a solid knowledge of Australian historiography.
- 6) Create, support, and justify a research project that identifies and investigates a significant research topic in Australian global history.

8. Dr. Watson made a motion that the following undergraduate course and catalog changes in English, Humanities, and Philosophy be adopted; *Dr. Brown Marsden seconded and the motion was unanimously adopted. (closed)*

Catalog Changes

Mission Statement for the Prothro-Yeager College of Humanities and Social Sciences

The purpose of the Prothro-Yeager College of Humanities and Social Sciences is threefold. First, the college provides for students throughout the university a broadly based liberal arts curriculum designed to empower them with the fundamental language and communication skills as well as the critical thinking skills necessary for a lifetime of learning and achievement. Secondly, the college offers general education courses in the modern languages, literature, history, philosophy, humanities, political science, sociology, and psychology, which provide a foundation of knowledge necessary in the development of those cultural and aesthetic values that enrich the individual and are essential for a meaningful and productive life. Lastly, the college affords preparation for careers in teaching and a wide range of further graduate and professional

studies in such fields as English, history, political science, psychology, the law, the ministry, library science, and museum management.

The Prothro-Yeager College of Humanities and Social Sciences offers majors, minors, programs, and courses in Applied Arts and Sciences, English, Foreign Languages, History, Humanities, International Studies, Philosophy, Political Science, Psychology, Social Studies, and Sociology.

Departments, Programs and Courses

English, Humanities, and Philosophy

Go to information for English, Humanities, and Philosophy.

Programs

Major

- English, B.A.
- Humanities, B.A. (Effective Fall 2015)
- Humanities, B.A. (Fall 2014 - Summer 2015)

Minor

- English Minor: **Literature Emphasis**
- English Minor: Writing Emphasis (Effective Fall 2015)
- English Minor: Writing Emphasis (Fall 2014 - Summer 2015)
- Humanities Minor
- Philosophy Minor

Display courses for English, Humanities, and Philosophy.

English, B.A.

The requirements for the degree of Bachelor of Arts with a major in English are as follows:

General

(See General Requirements for all Bachelor's Degrees)

Academic Foundations and Core Curriculum - 42 semester hours

(See Academic Foundations and Core Curriculum - 42 semester hours)

Bachelor of Arts

(See Requirements for the Bachelor of Arts Degree)

Sophomore Literature – 6 hours

Program

Additional General

At least a C average in lower-level English courses

Major - 31 semester hours

31 semester hours including 16 hour English core and 15-hour concentration ~~ENGL 4001~~ (exclusive of ENGL 1113 and ENGL 1123)

Effective Fall 2015, exclusions also include ENGL 1014, ENGL 1103, SPCH 1103, and ENGL 1143.

English Core -16 semester hours

~~Sophomore Literature – 6 hours~~

(See English Department Course Emphases)

Introduction to English Studies – 3 hours

ENGL 2013 Introduction to English Studies

Language Courses - 3 hours

- ENGL 3513 - Advanced Grammar 3 or
- ENGL 4513 - History of the English Language 3 or
- ENGL 4523 - Introduction to Linguistics 3
- ~~ENGL 4753 - Old English Language and Literature 3~~
- ~~ENGL 4763 - Middle English Language and Literature 3~~

3000 level courses Texts in Context - 3 hours

~~Three hours chosen from 3000 level courses. (See course listing in the English Department)~~

- ENGL 3723 Special Topics in Literature 3 or
- ENGL 3733 Special Topics: Texts in Context 3** or
- ENGL 4913 Special Topics from National Literatures in Translation 3

~~4000 level courses—9 hours Literature of Diverse Voices – 3 hours~~

~~Nine hours chosen from 4000 level courses. (See course listing in the English Department)~~

- ENGL 3743 Special Topics: Literature of Diverse Voices 3 or
- ENGL 4903 Special Topics in Comparative Literature 3

English electives - ~~9~~ **3** hours

~~Nine hours excluding 2113.~~ Three advanced hours (See course listing in the English Department)

Capstone – 1 hour

ENGL 4001

English Major Concentration

Select one of the following two concentrations: Literature or Writing

Literature Concentration - 15 semester hours (12 adv)

- ENGL 4533 Literary **Theory** and Criticism 3
- ENGL 4613 Special Topics: Literary Authors or Themes 3**

Three period courses - 9 hours

(See English Department Course Emphases)

- Three hours from either Early (pre-18th c.) or Middle (18th-19th c.) 3
- Three hours from Late (20th-21st c.) 3
- Three hours from any period (Early, Middle, or Late) 3

Writing Concentration - 15 semester hours (12 adv)

- ENGL 4553 Rhetorical Theory and Criticism 3
- 12 hours from Writing or Language and Linguistic courses
(See English Department Course Emphases)

~~Minor or Field of Concentration in French (Fall 2014—Summer 2015)~~

~~Minor or Field of Concentration in French is to be selected by the student and approved by the chair of the department involved.~~

Minor (**Effective Fall 2015**)

Minor is to be selected by the student and approved by the chair of the department involved. The English minor is designed for **all students who have an interest in English including those who but** have selected major fields of study in other disciplines. ~~All majors, including English majors, may elect to minor in English: Writing Emphasis.~~ **English majors with a Literature Concentration may elect to minor in English: Writing Emphasis. English majors with a Writing Concentration may elect to minor in English: Literature Emphasis.**

English Minor: **Literature Emphasis**

Return to: Prothro-Yeager College of Humanities and Social Sciences

~~Requirements for a Minor in English~~

~~Eighteen semester hours, exclusive of ENGL 1113 and ENGL 1123.~~

~~**CATALOG CHANGE** Effective Fall 2015, exclusions also include ENGL 1014, ENGL 1103, SPCH 1103, and ENGL 1143.~~

~~Sophomore Literature—6 hours~~

~~(See English Department Course Emphases)~~

~~Language Courses—3 hours~~

~~ENGL 3513—Advanced Grammar 3~~

~~ENGL 4513—History of the English Language 3~~

~~ENGL 4523—Introduction to Linguistics 3~~

ENGL 4753—Old English Language and Literature 3
 ENGL 4763—Middle English Language and Literature 3
 3000 level courses—3 hours (Fall 2014—Summer 2015)
 Three hours chosen from 3000 level courses. (See course listing in the English Department)
 4000 level courses—3 hours (Fall 2014—Summer 2015)
 Three hours chosen from 4000 level courses. (See course listing in the English Department)
 English electives—3 hours (Fall 2014—Summer 2015)
 Three hours excluding 2113. (See course listing in the English Department)
 English electives—9 hours (Effective Fall 2015)
****CATALOG CHANGE**** Effective Fall 2015:
 Nine hours of which six must be advanced. (See course listing in the English Department)

Requirements for a Minor in English: Literature Emphasis – 18 semester hours

Eighteen semester hours, at least nine advanced hours (exclusive of ENGL 1014, ENGL 1103, SPCH 1103, ENGL 1113, ENGL 1123, and ENGL 1143). Choose from the following:

- ENGL 2013 Introduction to English Studies 3
- ENGL 4533 Literary Theory and Criticism (recommended) 3
- Periods (See Department Course Emphases) 3
- Literature of Diverse Voices (See Department Course Emphases) 3
- Authors or Themes (See Department Course Emphases) 3
- Texts in Context (See Department Course Emphases) 3
- ENGL elective (3 hours) except for 4993 Independent Study in English 3

English Minor: Writing Emphasis (Effective Fall ~~2015~~ 2016)

Return to: Prothro-Yeager College of Humanities and Social Sciences

****CATALOG CHANGE**** Effective Fall ~~2015~~ 2016

Requirements for a Minor in English: Writing Emphasis – 18 semester hours

Eighteen semester hours, at least nine advanced hours (exclusive of ENGL 1014, ENGL 1103, SPCH 1103, ENGL 1113, ENGL 1123, and ENGL 1143). Choose from the following:

ENGL 2013 - Introduction to English Studies 3

ENGL 2113 - Intermediate Composition & Grammar 3

ENGL 2123 - Rhetoric of Visuals and Infographics 3

ENGL 2133 – Introduction to Creative Writing 3

ENGL 2203 - Introduction to Professional Writing 3

ENGL 2223 - Professional Writing for Business 3

ENGL 3103 - Special Topics in Creative Writing 3

ENGL 3133 – Intermediate Creative Writing-Prose 3

ENGL 3203 - Technical Writing 3

ENGL 3213 - Digital and New Media Rhetoric 3

ENGL 3513 - Advanced Grammar 3

ENGL 3523 - Special Topics in ~~Advanced~~ **Rhetoric and Composition 3**

ENGL 4013 - Introduction to Composition Studies 3

ENGL 4133 - Advanced Creative Writing-Prose 3

ENGL 4203 - Writing Project Management 3

ENGL 4213 - Special Topics in Professional and Technical Writing 3

ENGL 4223 – Grant and Proposal Writing 3

ENGL 4513 - History of the English Language 3

ENGL 4523 - Introduction to Linguistics 3

ENGL 4553 - Rhetorical Theory and Criticism (recommended) 3

~~ENGL 4993—Independent Study in English 3 semester hours~~

ENGL elective (3 hours) **except for 4993 Independent Study in English**

English, Humanities, and Philosophy

English

Teacher Certification in English

English Department Course Emphases

Prothro-Perkins ~~Distinguished~~ **Distinguished** Professorship of English

Humanities

Philosophy

Programs and Courses

Programs and Courses

Programs

Major

English, B.A.

Humanities, B.A. (Effective Fall 2015)

Humanities, B.A. (Fall 2014 - Summer 2015)

Minor

English Minor: Literature Emphasis

English Minor: Writing Emphasis (Effective Fall 2015)

English Minor: Writing Emphasis (Fall 2014 - Summer 2015)

Humanities Minor

Philosophy Minor

David Rankin, Chair (Bea Wood Hall 216)

English

Professors: Johnson, Rankin

Associate Professors: Fields, Garrison, Hoffman, Lodge

Assistant Professors: Giddings, Giles, Henschel, Henson, Schulze

Instructors: Carroll, Green

Professors Emeriti: Barnett, Carpenter, Galbraith, J. Hoggard, L. Hoggard, Olson, Rogers, Smith, Taylor, Whitlock

Teacher Certification in English

For more information see the Education Department and the English Language Arts and Reading (4-8 Certificate), B.S.I.S. or English Language Arts and Reading, B.A. with Secondary Certification(Grades 7-12).

English Department Course Emphases

The following list of undergraduate courses outlines the varying emphases offered by the English Department.

Freshman English and English Communication Core

ENGL 1014, ENGL 1103, ENGL 1113, ENGL 1123, SPCH 1103, ENGL 1143, ENGL 1153, ENGL 2123

Introduction to the Major

ENGL 2013 Introduction to English Studies

Sophomore Literature

Some of these courses can serve as a literature course in the 2014 core curriculum. See Academic Foundations and Core Curriculum - 42 semester hours.

ENGL 2413 World Literature

ENGL 2423 World Literature

ENGL 2613 Survey of American Literature

ENGL 2623 Survey of American Literature

ENGL 2723 Special Topics in Literature

ENGL 2813 Survey of English Literature

ENGL 2823 Survey of English Literature

Writing Courses

~~ENGL 2113, ENGL 3103, ENGL 3203, ENGL 3213, ENGL 3253, ENGL 4203, ENGL 4213~~

- ENGL 2013 - Introduction to English Studies**
- ENGL 2113 - Intermediate Composition & Grammar**
- ENGL 2123 - Rhetoric of Visuals and Infographics**
- ENGL 2133 - Introduction to Creative Writing**
- ENGL 2203 - Introduction to Professional Writing**
- ENGL 2223 - Professional Writing for Business**
- ENGL 3000 - Writing Center Internship**

- ENGL 3023 - Elementary Composition Pedagogies and Practices
- ENGL 3103 - Special Topics in Creative Writing
- ENGL 3133 - Intermediate Creative Writing-Prose
- ENGL 3203 - Technical Writing
- ENGL 3213 - Digital and New Media Rhetoric
- ENGL 3523 - Special Topics in Rhetoric and Composition
- ENGL 4013 - Introduction to Composition Studies
- ENGL 4133 - Advanced Creative Writing-Prose
- ENGL 4203 - Writing Project Management
- ENGL 4213 - Special Topics in Professional and Technical Writing
- ENGL 4223 - Grant and Proposal Writing
- ENGL 4553 - Rhetorical Theory and Criticism

~~General Literature Courses~~

~~ENGL 3003, ENGL 3253, ENGL 3273, ENGL 3293, ENGL 3303, ENGL 3313, ENGL 3333, ENGL3343, ENGL 3503, ENGL 3713, ENGL 3723, ENGL 4543~~

Language and Linguistics Courses

ENGL 3513 Advanced Grammar
 ENGL 4513 History of the English Language
 ENGL 4523 Introduction to Linguistics
~~ENGL 4753, ENGL 4763~~

Theoretical Courses

ENGL 4013 Introduction to Composition Studies
 ENGL 4533 Literary **Theory** and Criticism
 ENGL 4553 Rhetorical Theory and Criticism

~~American Literature Courses~~

~~ENGL 4623, ENGL 4633, ENGL 4643, ENGL 4653~~

~~English Literature Courses~~

~~ENGL 4706, ENGL 4716, ENGL 4753, ENGL 4763, ENGL 4773, ENGL 4783, ENGL 4853, ENGL 4863, ENGL 4873, ENGL 4883, ENGL 4893~~

~~World Literature Courses~~

~~ENGL 4903, ENGL 4913, ENGL 4923, ENGL 4943, ENGL 4953~~

Texts in Context

ENGL 3723 Special Topics in Literature
ENGL 3733 Special Topics: Texts in Context
 ENGL 4913 Special Topics from National Literatures in Translation

Literature of Diverse Voices

ENGL 3743 Special Topics: Literature of Diverse Voices
 ENGL 4903 Special Topics in Comparative Literature

Literary Authors or Themes

ENGL 4613 Special Topics: Literary Authors or Themes

Periods

Period Early

- ENGL 2413 – World Literature
- ENGL 2813 - Survey of English Literature
- ENGL 4716 - Shakespeare in London
- ENGL 4753 - Old English Language and Literature
- ENGL 4763 - Middle English Language and Literature
- ENGL 4773 - Shakespeare

- ENGL 4783 - English Renaissance Period
- ENGL 4853 - Eighteenth Century English Literature

Period Middle

- ENGL 2423 - World Literature
- ENGL 2613 - Survey of American Literature
- ENGL 2823 - Survey of English Literature
- ENGL 4623 - American Romantic Movement
- ENGL 4863 - The English Romantic Period
- ENGL 4873 - The Victorian Period

Period Late

- ENGL 2623 - Survey of American Literature
- ENGL 3273 - **Contemporary American** Poetry
- ENGL 3293 - **American Short Story**
- ENGL 3343 - **The American Novel**
- ENGL 3503 - Advanced Survey of Literature
- ENGL 3713 - Special Topics in American Literature and Life
- ENGL 4543 - Special Topics in Film ~~Narration~~ **Narrative**
- ENGL 4633 - American Realism and Naturalism
- ENGL 4653 - **Modernist** American Literature
- ENGL 4883 - Twentieth Century English Literature
- ENGL 4893 - The English Novel
- ENGL 4923 - **Modernist** Poetry
- ENGL 4943 - Modern World Literature
- ENGL 4953 - Contemporary Literature

Writing

- ~~ENGL 4553 - Rhetorical Theory and Criticism~~

Directed Reading or Research

ENGL 4993

Senior Capstone

ENGL 4001

Distinguished Professorship

Perkins-Prothro Distinguished Professorship of English

The Perkins-Prothro Distinguished Professorship of English was established in 2001 by the Perkins-Prothro Foundation to recognize truly outstanding scholarship in the Prothro- Yeager College of Humanities and Social Sciences.

Humanities

Coordinator: Kirsten Lodge (Bea Wood Hall 217)

Assistant Professors: Coxe, Lodge

Professors Emeriti: L. Hoggard, Olson

Humanities

- HUMN 2013 - Humanities: The Ancient World
- HUMN 2023 - Humanities: Medieval Cultures
- HUMN 2033 - Humanities: Renaissance through Realism
- HUMN 2043 - Humanities: Mid-Nineteenth through Twentieth Centuries
- HUMN 2053 - Humanities
- HUMN 2063 - Humanities
- HUMN 2073 - World Film Art
- HUMN 3073 - Special Topics in Humanities
- HUMN 3083 - Topics in World Film
- HUMN 4013 - Humanities: The Ancient World
- HUMN 4023 - Humanities: Medieval Cultures

- HUMN 4033 - Humanities: Renaissance through Realism
- HUMN 4043 - Humanities: Mid-Nineteenth through Twentieth Centuries
- HUMN 4053 - Humanities: World Civilizations
- HUMN 4063 - Independent Study in Humanities
- HUMN 4073 – Internship

Philosophy

Advisor: Nathan Jun (Bea Wood Hall 221)

Associate Professor: Jun

Assistant Professor: Schultz

Philosophy

- PHIL 1033 - Introduction to Philosophy
- PHIL 1533 - Critical Thinking and Reasoning Skills
- PHIL 2033 - Ethics
- PHIL 2053 - Environmental Philosophy
- PHIL 2103 - Health Care Ethics
- PHIL 2133 - Political Philosophy
- PHIL 2213 - Asian Philosophy and Religion
- PHIL 2223 - Feminist Philosophy
- PHIL 2333 - Philosophy of Religion
- PHIL 2823 - Philosophy of Sex, Love, and Friendship
- PHIL 3033 - Ancient Philosophy
- PHIL 3103 - Philosophy of Art
- PHIL 3133 - Continental Philosophy
- PHIL 3233 - Early Modern Philosophy
- PHIL 3333 - Nineteenth Century Philosophy
- PHIL 3433 - Existentialism
- PHIL 3533 - Special Topics in Philosophy
- PHIL 4993 - Independent Study in Philosophy

~~Programs and Courses~~

~~Programs~~

~~Major~~

- ~~English, B.A.~~
- ~~Humanities, B.A. (Effective Fall 2015)~~
- ~~Humanities, B.A. (Fall 2014 – Summer 2015)~~

~~Minor~~

- ~~English Minor~~
- ~~English Minor: Writing Emphasis (Effective Fall 2015)~~
- ~~English Minor: Writing Emphasis (Fall 2014 – Summer 2015)~~
- ~~Humanities Minor~~
- ~~Philosophy Minor~~

~~Courses~~

~~American Literature~~

- ~~ENGL 4623 American Romantic Movement~~
- ~~ENGL 4633 American Realism and Naturalism~~
- ~~ENGL 4643 Literature of the South and Southwest~~
- ~~ENGL 4653 Modern American Literature~~

~~Directed Reading or Research~~

- ~~ENGL 4993 Independent Study in English~~

~~English Literature~~

- ~~ENGL 4706 Chaucer in London~~
- ~~ENGL 4716 Shakespeare in London~~
- ~~ENGL 4753 Old English Language and Literature~~
- ~~ENGL 4763 Middle English Language and Literature~~
- ~~ENGL 4773 Shakespeare~~
- ~~ENGL 4783 English Renaissance Period~~
- ~~ENGL 4853 Eighteenth Century English Literature~~

- ENGL 4863 ~~The English Romantic Period~~
- ENGL 4873 ~~The Victorian Period~~
- ENGL 4883 ~~Twentieth Century English Literature~~
- ENGL 4893 ~~The English Novel~~
- English**
- ENGL 1014 ~~Integrated Reading and Writing~~
- ENGL 1023 ~~Advanced Oral Skills for International Students~~
- ENGL 1033 ~~Advanced Grammar for International Students~~
- ENGL 1103 ~~Introduction to Communication~~
- ENGL 1113 ~~Rhetoric and Composition~~
- ENGL 1123 ~~Rhetoric and Composition~~
- ENGL 1143 ~~Academic Research and Writing~~
- ENGL 1153 ~~Introduction to Reading and Writing about Literature~~
- ENGL 2113 ~~Intermediate Composition & Grammar~~
- ENGL 2123 ~~Rhetoric of Visuals and Infographics~~
- ENGL 2203 ~~Introduction to Professional Writing~~
- ENGL 2223 ~~Professional Writing for Business~~
- ENGL 2413 ~~World Literature~~
- ENGL 2423 ~~World Literature~~
- ENGL 2613 ~~Survey of American Literature~~
- ENGL 2623 ~~Survey of American Literature~~
- ENGL 2723 ~~Special Topics in Literature~~
- ENGL 2813 ~~Survey of English Literature~~
- ENGL 2823 ~~Survey of English Literature~~
- ENGL 3000 ~~Writing Center Internship~~
- ENGL 3003 ~~Folklore~~
- ENGL 3023 ~~Elementary Composition Pedagogies and Practices~~
- ENGL 3103 ~~Special Topics in Creative Writing~~
- ENGL 3203 ~~Technical Writing~~
- ENGL 3213 ~~Digital and New Media Rhetoric~~
- ENGL 3253 ~~Dramatic Literature~~
- ENGL 3273 ~~Poetry~~
- ENGL 3293 ~~Short Story~~
- ENGL 3303 ~~Tragedy~~
- ENGL 3313 ~~Comedy~~
- ENGL 3333 ~~Satire~~
- ENGL 3343 ~~The Novel~~
- ENGL 3503 ~~Advanced Survey of Literature~~
- ENGL 3513 ~~Advanced Grammar~~
- ENGL 3523 ~~Special Topics in Advanced Composition~~
- ENGL 3713 ~~Special Topics in American Literature and Life~~
- ENGL 3723 ~~Special Topics in Literature~~
- ENGL 4000 ~~Senior Capstone~~
- ENGL 4001 ~~Senior Capstone~~
- ENGL 4013 ~~Introduction to Composition Studies~~
- ENGL 4203 ~~Writing Project Management~~
- ENGL 4213 ~~Special Topics in Professional and Technical Writing~~
- ENGL 4223 ~~Grant and Proposal Writing~~
- ENGL 4513 ~~History of the English Language~~
- ENGL 4523 ~~Introduction to Linguistics~~
- ENGL 4533 ~~Literary Criticism~~
- ENGL 4543 ~~Special Topics in Film Narration~~
- ENGL 4553 ~~Rhetorical Theory and Criticism~~
- Humanities**
- HUMN 2013 ~~Humanities: The Ancient World~~
- HUMN 2023 ~~Humanities: Medieval Cultures~~
- HUMN 2033 ~~Humanities: Renaissance through Realism~~
- HUMN 2043 ~~Humanities: Mid Nineteenth through Twentieth Centuries~~
- HUMN 2053 ~~Humanities~~

- HUMN 2063 ~~Humanities~~
- HUMN 2073 ~~World Film Art~~
- HUMN 3073 ~~Special Topics in Humanities~~
- HUMN 3083 ~~Topics in World Film~~
- HUMN 4013 ~~Humanities: The Ancient World~~
- HUMN 4023 ~~Humanities: Medieval Cultures~~
- HUMN 4033 ~~Humanities: Renaissance through Realism~~
- HUMN 4043 ~~Humanities: Mid Nineteenth through Twentieth Centuries~~
- HUMN 4053 ~~Humanities: World Civilizations~~
- HUMN 4063 ~~Independent Study in Humanities~~
- HUMN 4073 ~~Internship~~

Philosophy

- PHIL 1033 ~~Introduction to Philosophy~~
- PHIL 1533 ~~Critical Thinking and Reasoning Skills~~
- PHIL 2033 ~~Ethics~~
- PHIL 2053 ~~Environmental Philosophy~~
- PHIL 2103 ~~Health Care Ethics~~
- PHIL 2133 ~~Political Philosophy~~
- PHIL 2213 ~~Asian Philosophy and Religion~~
- PHIL 2223 ~~Feminist Philosophy~~
- PHIL 2333 ~~Philosophy of Religion~~
- PHIL 2823 ~~Philosophy of Sex, Love, and Friendship~~
- PHIL 3033 ~~Ancient Philosophy~~
- PHIL 3103 ~~Philosophy of Art~~
- PHIL 3133 ~~Continental Philosophy~~
- PHIL 3233 ~~Early Modern Philosophy~~
- PHIL 3333 ~~Nineteenth-Century Philosophy~~
- PHIL 3433 ~~Existentialism~~
- PHIL 3533 ~~Special Topics in Philosophy~~
- PHIL 4993 ~~Independent Study in Philosophy~~

World Literature

- ENGL 4903 ~~Special Topics in Comparative Literature~~
- ENGL 4913 ~~Special Topics from National Literatures in Translation~~

Change of Course Title and Course Description, effective fall 2016

ENGL 3273. Poetry Contemporary American Poetry

Description: Reading and writing about contemporary American poetry.

ENGL 3293. Short Story American Short Story

Description: Reading and writing about American short stories.

ENGL 3343. The Novel The American Novel

Description: Reading and writing about representative American novels.

Change of Course Title, effective fall 2016

ENGL 3523. Special Topics in Advanced Composition Rhetoric and Composition

Change of Course Title and Course Prerequisite, effective fall 2016

ENGL 4533. Literary Theory and Criticism

Prerequisite: Communication Core complete

ENGL 4543. Special Topics in Film ~~Narration~~ **Narrative**
Prerequisite: Communication Core complete

Change of Course Title, Course Prerequisite, and Course Description, effective fall 2016

ENGL 4653. ~~Modern~~ **Modernist** American Literature
Course Prerequisite: Communication Core complete
Description: Reading and writing about major American writers of the first part of the 20th century.

ENGL 4923. ~~Modern~~ **Modernist** Poetry
Prerequisite: Communication Core complete
Description: Reading and writing about major voices in early 20th century poetry.

Deletion of Courses, effective fall 2016

ENGL 3003. Folklore
ENGL 3253. Dramatic Literature
ENGL 3303. Tragedy
ENGL 3313. Comedy
ENGL 3333. Satire
ENGL 4643. Literature of the South and Southwest
ENGL 4706. Chaucer in London

New Course Additions, effective fall 2016

ENGL 2013. Introduction to English Studies
Description: Introduction to the discipline of English studies. Required of all English majors, but open to all students who might be interested in being an English major. This course will help students to choose a concentration (literature, writing, or English education).

Lecture 3(3-0)

Course Objectives and/or Additional Information:

- Acquire basic knowledge of the discipline of English Studies in the 21st century.
- Practice and gain basic proficiency in the skills needed for engaging complex texts, including gathering, analyzing,
- and synthesizing primary and secondary sources.
- Understand the interrelationships between the specialties, approaches, and content areas of the English major at MSU.

ENGL 3733. Special Topics: Texts in Context

Prerequisites: Communication Core complete

Description: This course focuses on a shared context of works of any type, whether literary, rhetorical, digital, cinematic, theoretical, philosophical, or cultural. May be repeated for credit with changed content.

Lecture 3(3-0)

Course Objectives and/or Additional Information:

- Examine representative works.

- Write thoughtfully on key issues and concerns.
- Demonstrate critical thinking and show original insight.

ENGL 3743. Special Topics: Literature of Diverse Voices

Prerequisites: Communication core complete

Description: This course focuses on noncanonical and underrepresented works and communities. May be repeated for credit with changed content.

Lecture 3(3-0)

Course Objectives and/or Additional Information:

- Examine representative works.
- Write thoughtfully on key issues and concerns.
- Demonstrate critical thinking and show original insight.

ENGL 4613. Special Topics: Literary Authors or Themes

Prerequisites: Communication Core complete

Description: The course focuses on influential works, themes, and their cultural milieu. May be repeated for credit with changed content.

Lecture 3(3-0)

Course Objectives and/or Additional Information:

- Examine representative works.
- Write thoughtfully on key issues and concerns.
- Demonstrate critical thinking and show original insight.

9. Dr. Watson made a motion that the following addition of a new minor in English be adopted; *Dr. Capps seconded and the motion was unanimously adopted. (closed)*

Addition of New Minor in English

Program Title: Great Books

Justification: As a member of the Council of Public Liberal Arts Colleges (COPLAC), Midwestern is designated as the liberal arts university for Texas, and the president and provost are working to enhance and emphasize liberal arts at the university. The study of “Great Books,” defined as primary texts that have significantly influenced Western and world cultures, is considered by many to be an essential component of a liberal arts institution. The Association for Core Texts and Courses (ACTC), of which MSU has been an institutional member for two years, states that Great Books are an essential component of a “sound liberal education.” In addition, MSU’s Quality Enhancement Plan, as part of our SACS accreditation, calls for an emphasis on undergraduate research and creative activity. All of these missions could be furthered with the addition of an interdisciplinary minor in Great Books.

Many highly respected liberal arts institutions have a minor in Great Books, sometimes called a minor in Great Ideas.

Examples of liberal arts institutions with a minor in Great Books (Great Ideas):

Baylor University

Carthage College

East Carolina University

Middle Tennessee State University
 St. Anselm College
 St. Thomas University

Requirements: Students would take courses that devote a substantial amount of time to reading and discussing Great Books (primary texts) in any discipline, in any department. Because the Department of English, Humanities, and Philosophy offers a large number of such courses in three different disciplines, students would be required to take a certain number of those courses in that department, specifically:

18 hrs., at least 9 adv.

3 hrs. ENGL

3 hrs. HUMN

3 hrs. PHIL

9 hrs. in these disciplines or any other discipline, as appropriate (e.g., HIST, POLS)

Current courses that devote a substantial amount of time to Great Books include the following, without limitation:

ENGL 2413 World Literature I

ENGL 2423 World Literature II

ENGL 2613 Survey of American Literature I

ENGL 2623 Survey of American Literature II

ENGL 2813 Survey of English Literature I

ENGL 2823 Survey of English Literature II

ENGL 3343 The American Novel

ENGL 3503 Advanced Survey of Literature

ENGL 3713 Special Topics in American Literature and Life, as appropriate

ENGL 3733 Special Topics: Texts and Contexts

ENGL 4533 Literary Theory and Criticism

ENGL 4553 Rhetorical Theory and Criticism

ENGL 4613 Special Topics: Literary Authors or Themes, as appropriate

ENGL 4623 American Romantic Movement

ENGL 4633 American Realism and Naturalism

ENGL 4653 Modernist American Literature

ENGL 4716 Shakespeare in London

ENGL 4773 Shakespeare

ENGL 4753 Old English Language and Literature

ENGL 4763 Middle English Language and Literature

ENGL 4783 English Renaissance Period

ENGL 4853 Eighteenth-Century English Literature

ENGL 4863 The English Romantic Period

ENGL 4873 The Victorian Period

ENGL 4883 Twentieth-Century English Literature

ENGL 4893 The English Novel

ENGL 4903 Special Topics in Comparative Literature, as appropriate

ENGL 4913 Special Topics from National Literatures in Translation, as appropriate

ENGL 4943 Modern World Literature

HUMN 2013/4013 Humanities: The Ancient World
 HUMN 2023/4023 Humanities: Medieval Cultures
 HUMN 2033/4033 Humanities: Renaissance through Realism
 HUMN 2043/4043 Humanities: Mid-Nineteenth through Twentieth Centuries
 HUMN 3073 Special Topics in Humanities, as appropriate

PHIL 1033 Introduction to Philosophy
 PHIL 2033 Ethics
 PHIL 2053 Environmental Philosophy
 PHIL 2133 Political Philosophy
 PHIL 2213 Asian Philosophy and Religion
 PHIL 2333 Philosophy of Religion
 PHIL 2823 Philosophy of Sex, Love, and Friendship
 PHIL 3033 Ancient Philosophy
 PHIL 3103 Philosophy of Art
 PHIL 3133 Continental Philosophy
 PHIL 3233 Early Modern Philosophy
 PHIL 3333 Nineteenth-Century Philosophy
 PHIL 3433 Existentialism
 PHIL 3533 Special Topics in Philosophy, as appropriate

Resources: The proposal is resource neutral, as all of the courses are currently listed in the catalog. No new faculty or budgetary resources are being requested.

Contact Person:

Name: Kirsten Lodge

Title: Associate Professor of Humanities and English; Humanities Program Coordinator

Email: kirsten.lodge@mwsu.edu

Phone: 940-397-4363

10. Dr. Capps made a motion that the following graduate course and catalog changes in Geosciences be adopted; *Dr. Kitchen seconded and the motion was unanimously adopted. (closed)*

Change of Course Title and Course Description, effective fall 2016

GEOS 5323. Clastic Depositional Systems and **Sequence** Stratigraphy

This course covers all aspects of terrestrial and marine siliciclastic depositional systems and stratigraphy. The course will discuss characteristics of geologic and modern systems across a range of environments (deltas, lakes, shorelines, barrier islands, alluvial and submarine fans, turbidite systems etc.). Students will develop an understanding of clastic sequence stratigraphy, identifying cycles, and the mechanisms responsible for deep-water sedimentation. Other topics include: paleoclimate reconstruction, gravity flow processes, water-rock interactions, subsurface applications, and siliciclastic petrology. Lecture will be supplemented by applied learning with thin sections, core, and hand samples. Concepts will be reinforced with advanced readings and discussion of topics related to siliciclastic depositional systems, ~~including major siliciclastic petroleum reservoirs~~ **including how sequence stratigraphic methods are used in petroleum exploration.**

Catalog Changes

GEOS 5323 - Clastic Depositional Systems and **Sequence** Stratigraphy

3 (2-2)

Prerequisite(s): GEOS 4534 or the approval of the instructor.

This course covers all aspects of terrestrial and marine siliciclastic depositional systems and stratigraphy. The course will discuss characteristics of geologic and modern systems across a range of environments (deltas, lakes, shorelines, barrier islands, alluvial and submarine fans, turbidite systems etc.). Students will develop an understanding of clastic sequence stratigraphy, identifying cycles, and the mechanisms responsible for deep-water sedimentation. Other topics include: paleoclimate reconstruction, gravity flow processes, water-rock interactions, subsurface applications, and siliciclastic petrology. Lecture will be supplemented by applied learning with thin sections, core, and hand samples. Concepts will be reinforced with advanced readings and discussion of topics related to siliciclastic depositional systems, including ~~major siliciclastic petroleum reservoirs~~ **how sequence stratigraphic methods are used in petroleum exploration.**

11. Dr. Capps made a motion that the following graduate course and catalog changes in Reading Education be adopted; *Dr. Kitchen seconded and the motion was unanimously adopted. (closed)*

Change of Course Title and Course Description, effective fall 2016

READ 6243. ~~Current Trends and Issues in Youth Literature~~

Description: Examines current trends **in reading instruction** and ~~issues in the literature published for children and young adults.~~

READ 6313. ~~Writing Workshop~~ **Reading and Writing Strategies**

Description: ~~Theory, research, design, and experience concerning the writing process at all levels of instruction and a focus on performance-based assessment for children's writing.~~ **Examines reading and writing strategies.**

Change of Course Title, Course Description, & Change of Lec/Lab Hours, effective fall 2016

READ 6303. Literacy Coaching ~~Practicum~~

Description: ~~Supervised~~ **Examines** professional activities in reading education, ~~involving~~ **including** mentoring and coaching of in-service teachers ~~in the teaching of reading.~~

~~3(1-4)~~ **3(3-0)**

Deletion of Course, effective fall 2016

READ 6323. Adolescent Literacy

New Course Addition, effective fall 2016

READ 6403. Assessment Practicum

Description: Examines and applies different assessment strategies in a school setting. This course involves the study and use of standardized and informal instruments for

determining kinds of reading difficulties. Students will demonstrate competencies in the use of the test instruments, interview procedures, and report writing.

Course Objectives and/or additional information:

This course is designed to inform in-service teachers about diagnostic teaching and diagnostic procedures, to familiarize in-service teachers with various informal and formal diagnostic assessments, and to provide information about how to use diagnostic assessment information, contextual information, and knowledge of instructional strategies and resources to mediate instruction according to the strengths and needs of individual readers and writers.

READ 6223. Discipline Literacy

Description: Examines discipline literacy across the content areas.

Provides an overview of content area reading practices and language arts programs at middle and high school levels; these practices and programs are intended to focus on efficient reading, writing, and study strategies across the curriculum with diverse populations.

Lecture 3(3-0)

Course Objectives and/or Additional Information:

The course is designed for classroom teachers with the knowledge and strategies that they need to help students read and write more proficiently in the content areas (primarily science, social studies, math, English, arts & media, and technical/applied education).

READ 6293 will enable students to demonstrate skills in each of the IRA standards.

Graduate Catalog Changes, effective fall 2016

Reading Education, M.Ed.

Mission Statement: The Master of Education degree with a major in reading education prepares the classroom teacher in all aspects of reading instruction. The program will enable the student to explore current theory, research, and best practices in reading instruction and assessment. Upon completion of the degree the student will be eligible to apply for professional certification as a Reading Specialist and will be prepared for a variety of careers in the field of reading. Reading specialists are required to have 160 hours of supervised experience in accredited schools. Field experience is required in several courses, including two practicums, which contribute to this requirement. Completion of the master's program in reading education enables the student to apply for Professional Certification as a Reading Specialist (1-12) upon satisfactory completion of the state mandated TExES requirement.

A probationary certificate for Reading Specialist is available upon completion of any 24 hours of the Master of Education in Reading Education Program. The probationary certificate requires an employment offer as a Reading Specialist and a passing score on the state certification exam. Students who apply for a probationary certificate must pay the required fees for the certificate, the mentor teacher, and the supervisor.

All students must meet the admission standards of the University and the West College of Education. Professional Certification as a Reading Specialist (1-12) requires an elementary or secondary provisional certificate and three years of classroom teaching in an accredited school. Students may enroll in the program without three years of classroom teaching experience, but they cannot be certified until they meet the three year teaching requirement. Completion of one additional course enables the student to apply for Master Reading Teacher certificate.

The graduate program requires 36 semester hours. Each candidate is required to submit a satisfactory research paper directly related to some phase of the graduate program. A portfolio presentation may be required as a part of the master's oral comprehensive examination.

Requirements:

COUN 5213 - Human Development and Learning
 EDUC 5053 - Introduction to Educational Research
 EDUC 5893 - Language Development for First and Second Language Learners
 EDUC 6753 - Applied Research
 READ 6213 - Foundations of Reading
 READ 6243 - ~~Trends and Issues in Youth Literature~~ **Current Trends**
 READ 6283 - Practicum in Reading
~~READ 6293 - Content Reading~~
READ 6223 – Discipline Literacy
 READ 6303 - Literacy Coaching ~~Practicum~~
 READ 6313 - ~~Writing Workshop~~ **Reading and Writing Strategies**
~~READ 6323 - Adolescent Literacy~~
READ 6403 – Assessment Practicum
 SPED 5813 - Tier III Reading Strategies **or SPED 5013 Exceptional Individuals**

Reading Education Minor

Requirements:

- READ 6213 - Foundations of Reading
- READ 6283 - Practicum in Reading
- ~~READ 6323 - Adolescent Literacy~~
- **READ 6403 – Assessment Practicum**
- SPED 5813 - Tier III Reading Strategies

12. Dr. Capps made a motion that the following program title change and graduate course and catalog changes in Educational Technology be adopted; *Dr. Kitchen seconded and the motion was unanimously adopted. (closed)*

~~EDUCATIONAL TECHNOLOGY~~ **Instructional Design Technology**

Change of Course Prefix, effective fall 2016

~~EETEC~~ **IDT** 5003. Advanced Technology Integration
~~EETEC~~ **IDT** 5103. Digital Literacies: Navigate, Evaluate, and Create
~~EETEC~~ **IDT** 5123. Instructional Technology Design
~~EETEC~~ **IDT** 5133. Technology Integration
~~EETEC~~ **IDT** 5143. Multimedia Development I
~~EETEC~~ **IDT** 5163. Introduction to Distance Education
~~EETEC~~ **IDT** 5173. Multimedia Development II
~~EETEC~~ **IDT** 6743. Graduate Electronic Portfolio

Change of Course Prefix and Course Title, effective fall 2106

~~ETEC 6903. Independent Graduate Study in Education Technology~~

IDT 6903. Independent Graduate Study in Instructional Design & Technology

~~ETEC 6951. Special Graduate Topics in Education Technology~~

IDT 6951. Special Graduate Topics in Instructional Design & Technology

~~ETEC 6953. Special Graduate Topics in Education Technology~~

IDT 6953. Special Graduate Topics in Instructional Design & Technology

Catalog Changes, effective fall 2016

Gordon T. and Ellen West College of Education

Departments, Programs and Courses

Counseling, Kinesiology, and Special Education

Programs

Major

- • Clinical Mental Health, M.A.
- • Human Resource Development, M.A.
- • School Counseling, M.Ed.
- • Special Education, M.Ed.
- • Sport Administration, M.Ed.
- • Training and Development, M.A.

Display courses for Counseling, Kinesiology, and Special Education.

Curriculum and Learning

Go to information for Curriculum and Learning.

Programs

Major

- • Curriculum and Instruction, M.Ed.
- • Educational Leadership, M.Ed.
- • ~~Educational Technology, M.Ed.~~ **Instructional Design & Technology, M.Ed.**
- • Reading Education, M.Ed.

Graduate Minor

- • Bilingual Education Minor
- • ~~Educational Technology Minor~~ **Instructional Design & Technology Minor**
- • Master Mathematics Teacher Program Minor
- • Reading Education Minor
- • Sport Administration Minor
- • Superintendency Minor
- • Teacher Leadership Minor
- • Training and Development Minor

Display courses for Curriculum and Learning

Catalog Changes, effective fall 2016

~~Educational Technology~~ **Instructional Design & Technology, M.Ed.**

Mission Statement: The Master of Education degree with a major in ~~Educational Technology~~ **Instructional Design & Technology** is designed to prepare ~~students educators~~ to become proficient users of technology in ~~the content areas in grades preK-12 and beyond~~ **educational, health, and corporate settings**. The program ~~provides a theoretical base and practical application that prepares~~ **will enable the learner to create, design, develop, and implement** ~~explore current theory, research, and best practices in educational technology and~~ **instructional technology design**. Upon completion of the degree ~~in-service teachers with at least three years of teaching experience~~ **the student will be eligible to apply for state certification as a Master Technology Teacher. if the following requirements are met: a valid elementary or secondary teaching certificate, three years of teaching experience, and a passing score on the state certification exam for Master Technology Teacher. All graduates will be prepared to enter the job market for instructional design and technology positions. Graduates will be well prepared in online pedagogies and online instructional design.**

All students must meet the admission standards of the University and the West College of Education, and provide official Graduate Record Exam (GRE) scores that are less than five years old with their application packet. Each candidate is required to complete an action research paper related directly to some phase of the graduate program and to the student's professional work whenever possible. An electronic portfolio that demonstrates the student's skills as technology proficient educators is also required.

Program Information: The graduate program in ~~Educational Technology~~ **Instructional Design & Technology** requires 36 semester hours.

Required Courses - 27 hours

- EDUC 5053 Introduction to Educational Research
- EDUC 6023 Learning and Assessment
- EDUC 6753 Applied Research
- ~~ETEC~~ **IDT 5123 Instructional Technology Design**
- ~~ETEC~~ **IDT 5133 Technology Integration**
- ~~ETEC~~ **IDT 5143 Multimedia Development I**
- ~~ETEC~~ **IDT 5163 Introduction to Distance Education**
- ~~ETEC~~ **IDT 5173 Multimedia Development II**
- ~~ETEC~~ **IDT 6743 Graduate Electronic Portfolio**

Electives - 9 hours

Nine (9) hours of electives; six (6) hours must be from remaining **Instructional Design & Technology** ~~Educational Technology~~ courses plus three (3) hours of free electives.

Course Descriptions

~~Educational Technology~~ **Instructional Design & Technology**

- IDT 5003 - Advanced Technology Integration
- IDT 5103 - Digital Literacies: Navigate, Evaluate, and Create
- IDT 5123 - Instructional Technology Design
- IDT 5133 - Technology Integration
- IDT 5143 - Multimedia Development I

- IDT 5163 - Introduction to Distance Education
- IDT 5173 - Multimedia Development II
- IDT 6743 - Graduate Electronic Portfolio
- IDT 6903 - Independent Graduate Study in ~~Educational Technology~~ **Instructional Design & Technology**
- IDT 6951 - Special Graduate Topics in ~~Educational Technology~~ **Instructional Design & Technology**
- IDT 6953 Special Graduate Topics in ~~Educational Technology~~ **Instructional Design & Technology**

~~Educational Technology Minor~~ **Instructional Design & Technology Minor**

Requirements:

~~ETEC~~ **IDT 5103** - Digital Literacies: Navigate, Evaluate, and Create

~~ETEC~~ **IDT 5123** - Instructional Technology Design

~~ETEC~~ **IDT 5133** - Technology Integration

~~ETEC~~ **IDT 5143** - Multimedia Development I or

~~ETEC~~ **IDT 5173** - Multimedia Development II

13. Dr. Capps made a motion that the following graduate course and catalog changes in Sports Administration be adopted; *Dr. Kitchen seconded and the motion was unanimously adopted. (closed)*

Change of Course Description, effective summer 2016

SPAD 6053. Graduate Practicum in Sport Administration

Description: Designed to offer students an opportunity to work with professionals in the field through practical application of acquired knowledge, skills, and best practices associated with sport management. Students are required to complete ~~140~~ **220** contact hours. May be repeated for credit with approval of the instructor and graduate advisor.

14. Dr. Capps made a motion that the following graduate course and catalog changes in Special Education with an emphasis in dyslexia be adopted; *Dr. Kitchen seconded and the motion was unanimously adopted. (closed)*

Catalog Change, effective fall 2016

The Master of Education degree in Special Education with an emphasis in dyslexia provides the opportunity for the student to become a specialist in the field of dyslexia and related learning differences. The program requires two years of graduate study, extensive practica teaching hours, and clinical teaching hours.

Professional certification as a LDT requires the following:

1. A bachelor's degree from an accredited institution
2. Completion of comprehensive therapist training under the supervision of a Qualified Instructor that includes a minimum of 200 instructional hours, a minimum of 700 clinical/teaching hours, a minimum of 10 demonstrations, clinical/teaching documentation, and proof of the therapist's progress and competency.
3. Acceptable performance on a comprehensive examination administered by ALTA.

4. Completion of 3 CEUs (30 contact hours) every three years.

Requirements for completion of degree:

- COUN 6013 - Human Relations
- EDUC 5053 - Introduction to Educational Research
- EDUC 6753 - Applied Research
- SPED 5103 - Survey of Dyslexia and Related Learning Disabilities
- SPED 5113 - Promoting Early Language Development of the Dyslexic Student/Practicum Experience
- SPED 5123 - Reading Fluency Instruction and Assessment for the Dyslexic Student/Practicum Experience
- SPED 5133 - Morphological and Syntactical Awareness for the Dyslexic Student/Practicum Experience
- SPED 5143 - Cognitive and Linguistic Structure of Written Language for the Dyslexic Student/Practicum Experience
- SPED 6913 - Special Education Law
- SPED 6943 - Practicum in Special Education

Six hours chosen from the following Approved SPED Electives

Effective Date: Fall 2016

- ~~SPED 5613 - Foundations of Special Education~~
- ~~SPED 6013 - Teaching Strategies for Affective Disorders~~
- ~~SPED 6033 - Early Childhood Special Education~~
- ~~SPED 6963 - Foundations of Special Education Leadership~~

Other

- Dr. Johnston announced that the Social Work Accreditation Site Visit was going on today on-campus and seemed to be going very well.
- Dr. Brown Marsden reported that her college recently sent graduate students to conferences where they presented and came back with awards.
- Dr. Camacho told the Council that the College of Fine Arts had several (35-40) individual events scheduled throughout the spring. He encourage everyone to view the college's website calendar for more details.
- Ms. Hickman reported that Admissions is working with the colleges to set up Discover dates. (Discover MSU is designed especially for high school juniors, seniors, and college transfer students who are interested in an in-depth look at MSU's academic programs.)
- Ms. Hickman reminded everyone that Mustangs Rally will be on Saturday, March 5.
- Ms. English reported that the Registrar's Office is currently entering the summer and fall schedules. Early registration begins April 4 and regular registration begins April 14.
- Dr. Watson announced that the Political Science Department is sending a team to compete in the United Nations Model Nations in New York. This is the first time we have been able to send a team to compete.
- Dr. Mills announced that International Programs is still accepting applications for the summer Spain and France programs. The British Studies program is full for summer 2016.
- Dr. Patton reported that his college sent an undergraduate student to Florida to present a paper at a conference.

- Dr. Patton invited everyone to the Streich Lecture this Thursday. Featured speaker is Mr. Robert Bryce who will discuss International Energy Issues with the MSU community at 3:30 p.m. and with a forum open to the public at 7 p.m., both in Dillard 101.
- Dr. Capps announced that the Graduate School has graduate student travel funds available. An application form is on-line or students may get one at the Graduate School. There are also research funds available for graduate students.
- Dr. Capps reported that graduate enrollment numbers are up at 795 students. This is the third semester in a row that enrollment is increasing.
- Dr. Wilson, substituting for Dr. Fidelie for the Faculty Senate (FS), announced that FS has had several lively discussions regarding first-time student advising.
- Dr. Stewart reminded the deans that their input for creating Learning Communities (LC) is due to her by the first of March. She would like to see at least 41 sections available for incoming freshman with the courses at the 1000 and 2000 levels and as core classes. Dr. Stewart will offer some training for the professors involved with teaching the LC shortly after spring commencement. She is also working on a (small) stipend for those who will be teaching. Dr. Stewart reminded the deans that this is an excellent opportunity for recruiting new students to their disciplines.

Adjournment

There being no other business, the meeting was adjourned at 3:33 p.m.

Respectfully submitted.

Deb Schulte
Assistant to the Provost