Academic Council Minutes
November 20, 2018
Midwestern State University

The Academic Council met Tuesday, November 20, 2018, in the Clark Student Center, Comanche Suites A.

Voting members in attendance were:
  Dr. Marcy Brown Marsden, Dean, College of Science and Mathematics
  Dr. Martin Camacho, Dean, Lamar D. Fain College of Fine Arts
  Dr. Matthew Capps, Dean, Gordon T. and Ellen West College of Education
  Dr. Jeff Killion, Dean, Gunn College of Health Sciences and Human Services
  Dr. Jeff Stambaugh, Dean, Dillard College of Business Administration
  Dr. Kathryn Zuckweiler, Dean, Dr. Billie Doris McAda Graduate School
  Mr. Preston Busby, Student Government Association Vice President

Voting members unable to be in attendance were:
  Dr. Laura Fidelie, Faculty Senate Vice-Chair
  Dr. Sam Watson, Dean, Prothro-Yeager College of Humanities and Social Sciences

Other Attendees:
  Dr. Kristen Garrison, Associate Vice President for Undergraduate Education and Assessment
  Ms. Darla Inglish, Registrar
  Dr. Clara Latham, University Librarian, Moffett Library
  Dr. Michael Mills, Director, International Programs

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

Approval of Minutes

Dr. Johnston called for a motion to approve the October 2018 Minutes of the Academic Council. Dr. Zuckweiler made a motion that the minutes be adopted; Dr. Killion seconded and the motion was adopted. (closed)

Old Business

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

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

New Business

1. Dr. Capps made a motion to adopt the following undergraduate course and catalog changes in Education, Reading, and Kinesiology, and in the catalog change to Admission to the Teacher Certification Program. Dr. Killion seconded and the motion was adopted. (closed)

Change of Course Description, effective fall 2019

EDUC 4166. Clinical Teaching for Undergraduate Students
Description: Teaching under supervision in a public school; meets full day for ~~twelve weeks~~ **one semester (fall or spring)**, including orientation; orientation and supervision by college instructor.

Change of Number, Course Description, and Change of Lecture/Lab Hours, effective fall 2019

EDUC ~~4263~~ **4366**. Clinical Teaching in Bilingual Classroom
Description: Teaching under supervision in a public elementary school bilingual classroom, meets full day for ~~six weeks~~ **one semester (fall or spring)**, including orientation and supervision by college instructor.
Lecture ~~3~~ **6**

New Course Additions, effective fall 2019

KNES 4533. Organization & Administration of Worksite Wellness Programs
Description: This course places a strong emphasis on understanding a holistic approach to wellness in the workplace. It prepares students to design, implement and evaluate workplace wellness programs with solutions. There is a cost associated with the course that includes course materials, access to the website, and Wellness Council of America certification (WELCOA Seven Benchmarks Certification).
Lecture 3(3-0)
Course Objectives and/or additional information:
1. Identify the characteristics of workplace wellness programs.
2. Identify the impact of corporate wellness programs on employee health and medical costs.
3. Identify types and effectiveness of incentives for employee participation in wellness programs.
4. Execute the steps involved in developing a wellness program.
5. Demonstrate knowledge of program design and delivery.
6. Identify methods for evaluating program effectiveness.
7. Complete Wellness Council of America certification exam.

READ 4283. Foundations of Reading
Description: Examines discipline literacy across the content areas. Historical, philosophical, physiologic, and psychological foundations of reading.
Lecture 3
Course Objectives and/or additional information:
Examines reading and writing strategies.

READ 4313. Reading and Writing Strategies
Description: Examines discipline literacy across the content areas. Examines reading and writing strategies.
Lecture 3
Course Objectives and/or additional information:
Examines reading and writing strategies.

Catalog Changes, effective fall 2019

Admission to the Teacher Certification Program

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Admission to the Teacher Certification Program

The Teacher Education Committee expects all teacher education students to be above average scholars; therefore, to be considered for admission to the Teacher Certification program, the applicant must have

1. an application on file (instructions available in Education Office);

2. three recommendation forms (forms available in Education Office); one written letter of recommendation;

~~3~~ **2**. satisfactory scores on the SAT, ACT, TSI Assessment, or equivalent, in reading, writing, and mathematics;

~~4~~ 3. at least 45 semester hours of credit, including EDUC 2013 and COUN 2143 (unless otherwise specified in degree plan);

~~5~~ **4.** a cumulative grade point of 2.75;

~~6~~ 5. a grade point of 3.0 in the Communication Core (excluding any developmental courses);

~~7~~ **6.** satisfactory completion of an interview (TAC 227.10); and

~~8~~ 7. completed a minimum of 12 semester credit hours in the subject-area content coursework for the certification sought unless the certification is sought in mathematics or science which requires 15 semester credit hours of subject-area content coursework (TAC 227.10).

When the above steps have been successfully completed, the student's application to the teacher education program is submitted to the Teacher Education Committee. The Teacher Education Committee has the authority to accept or reject an applicant to teacher certification based on the applicant's file and other relevant information. Admission to the Teacher Education Program is highly selective. Should limitations on resources require restrictions to be placed on the number of students admitted in a given semester or year, the Teacher Education Committee will admit students according to the level of distinction achieved.

All students must be admitted to the program prior to enrolling in any professional education course (EPSY 3153, EDUC 3163, EDUC 3183, EDUC 4033, EDUC 4043, EDUC 4053, EDUC 4063, EDUC 4073, EDUC 4083, EDUC 4113, EDUC 4166, EDUC 4176, EDUC 4263, ETEC 4003, READ 4203, READ 4213, READ 4223, READ 4233, READ 4243, READ 4273, SPED 3613). Students should complete all requirements and file for admission by the time they have completed 45 hours of credit. Students who have 45 hours of credit and have not been admitted to the program are limited to taking 6 semester hours of professional education courses.

Undergraduate students seeking teacher certification shall be advised by the West College of Education academic advisor.

Admission to Clinical Teaching

Students should make application for clinical teaching by October 1 for the spring semester and by February 15 for the fall semester. Consideration for admission requires a 2.75 grade point average (7-12 Mathematics requires a 2.6) and the dean's approval in professional education and each teaching field. A grade of "D" in a course required for certification cannot be used in a student's teaching field, major, minor, or professional education courses. Students may be required to pass qualifying exams in their respective colleges prior to being admitted to clinical teaching. Thirty-five hours of field experiences, with at least one-half at the appropriate teaching level, must be completed before clinical teaching begins. Complete applications are approved by the Teacher Education Committee. Fall applications may not be approved until August if the student has summer courses to complete.

All students receive a speech/language diagnostic assessment as part of their course work. If there are areas for remediation and correction, speech/language therapy is provided for students as a professional service. Admission into clinical teaching is contingent upon completion of the recommended corrective steps. Proper speech and language are professional competencies and expectations. Having these services available for education students should be viewed as a tangible benefit of attending MSU.

Teacher candidates seeking elementary certification must have completed EDUC 2013, EDUC 3163, EDUC 4033, EDUC 4043, EDUC 4053, EPSY 3153, ETEC 4003, READ 4203, READ 4213, READ 4223, and SPED 3613, prior to clinical teaching.
Teacher candidates seeking middle school certification must have completed EDUC 2013, EDUC 3163, EDUC 4063, EDUC 4073, EDUC 4083, EPSY 3153, ETEC 4003, READ 4223, READ 4233, READ 4243, and SPED 3613, prior to clinical teaching.

Teacher Candidates seeking secondary certification must have completed EDUC 2013, EDUC 3163, EDUC 3183, EDUC 4063 or EDUC 4073 or EDUC 4083 or READ 4233/4243, EPSY 3153, ETEC 4003, READ 4273, and SPED 3613 prior to clinical teaching.

Teacher Candidates seeking all level certification must have completed EDUC 2013, EDUC 3163, EDUC 3183, ART 4403 or MUSC 4873 or EDUC 4063 or EDUC 4073 or EDUC 4083 or EDUC 4113 or READ 4243 or THEA 4113, EPSY 3153, ETEC 4003, READ 4273, and SPED 3613 prior to clinical teaching.

Clinical teaching will be full days for ~~12 weeks~~ **for one semester (fall or spring)**.

2. Dr. Capps made a motion to adopt the following undergraduate catalog changes in the BAAS Program. Dr. Stambaugh seconded and discussion opened. Dr. Capps requested that the section under Computer Science, pages 6-14 be tabled for review. The motion was adopted for the catalog changes up to page 6 where noted. (closed)

Note: At the December 19, 2018, Academic Council, Dr. Capps made a motion to review item 2 as it was incorrectly reported in the November Minutes. Only the BAAS Degree with Technology Concentration on page 14 was to be tabled, and not the sections under pages 6-14. The other items were to be included in the initial motion to adopt and were approved as such by the Academic Council on 12/19/2018.

Summary of BAAS 2019 Catalog Changes:

Pg. 2	Updated contact information
	Updated Mission Statement
Pg. 3	Clarified eligibility of the 24 hours in occupational specialty, and decreased GPA from 2.5 to 2.0 at end of current semester
Pg. 3-4	Clarified BAAS degree requirements under degree requirements>general>academic requirements and added occupational specialty information, computer science, and professional development area concentrations
Pg. 4	Replaced Traditional BAAS Degree to "BAAS General Studies"; Added "Childhood and Adolescent Studies Concentration" and "Technology Concentration"
Pg. 4-6	Edited and deleted information on occupational specialty "credits towards an area of coherent…" and removed this verbiage from all of the concentrations (repetitive throughout, as it is mentioned at the beginning of the program under eligibility for the degree)
Pg. 6-7	Added new Childhood/Adolescent Studies Concentration
Pg. 8-10	Editing and added new SOCL/SOWK courses under CRJU concentration
Pg. 11	Added 2 courses under Healthcare Admin Concentration
Pg. 12-13	Editing
Pg. 14	Added SOCL courses to the Human Service Concentration
Pg. 15	Editing
Pg. 16	Added Technology Concentration

Bachelor of Applied Arts and Sciences
Return to: Gordon T. and Ellen West College of Education

Delores Jackson, Director (Ferguson Hall 102)
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Mission Statement

~~The Bachelor of Applied Arts and Sciences (BAAS) degree is designed to offer students with workforce education, vocational-technical training and/or professional experience in occupational fields the opportunity to obtain a baccalaureate degree. Such experienced professional/vocational students may obtain credit toward this~~

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~~degree via accredited college-level course work and/or certain types of professional and educational training. Students who pursue the degree are required to complete the academic core requirements, thirty-six hours of advanced credit that is complementary to the vocational-technical or professional area, and any additional hours necessary to meet the 120-hour university requirement as stated in the catalog.~~
As an Adult Completion Degree, the Bachelor of Applied Arts and Sciences (BAAS) Degree offers adult learners the opportunity to complete their undergraduate degree through an expeditious and direct pathway. The multidisciplinary approach of the BAAS degree builds on adult learners' background and experiences and allows flexibility and personalization in selecting courses that match academic, career, and personal goals.

Programs and Courses
Programs
Major
• Applied Arts and Sciences, B.A.A.S.
Courses
Applied Arts and Sciences
• BAAS 3113 - Internship Applied Arts and Sciences
• BAAS 4111 - Independent Study in Applied Arts and Sciences
• BAAS 4113 - Capstone Project
Return to: Gordon T. and Ellen West College of Education

Admission to the Program

Before a student can be admitted, the student must arrange an interview with the Director or Academic Advisor of the BAAS Program.

BAAS students are limited to not more than twenty-five percent of their total semester credit hours in courses transferable to a program in a school of business and not more than fifteen semester credit hours in business school courses completed at Midwestern State University. However, students may select a minor in Business Administration with the approval of the Dean of the Dillard College of Business Administration.

A minimum of 24 semester hours in the area of occupational specialty must be completed before the student can be admitted into the program. Students currently enrolled at Midwestern State University in a designated degree program who satisfy the intent of the mission statement, **meet the occupational specialty hours,** and have at least a ~~2.5~~ **2.0 cumulative** GPA **at the end of their currently enrolled semester,** will be allowed to transfer to the BAAS degree program. Exceptions to this policy will be considered on an individual basis by the BAAS Director. In such cases, the student must submit to the BAAS Director a petition letter accompanied by a letter of recommendation from an advisor in the student's current major.

Degree Requirements

All transfers from another MSU program must complete at least 12 hours under the BAAS program at MSU to be eligible to graduate from the BAAS program.

The student must complete a baccalaureate degree plan from residence and transfer credit hours by meeting the requirements 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)

Occupational Specialty Area: 24-39 semester hours and any additional hours necessary to meet the 120-hours university requirement. Credits toward an area of coherent specialization may be earned from community colleges, this university and other senior institutions, workforce education, vocational or

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technical schools, armed forces schools, work experiences, and nontraditional learning experiences that can be equated to college credit. To qualify for work experience credit, a student must have 3 consecutive years of full-time employment within the last 6 years. A student may be awarded 2 hours of credit for each qualifying year of work experience related to the student's occupational specialty up to a maximum of 6 hours. Credit for nontraditional experiences is granted on the basis of evaluation by the Director and the BAAS staff utilizing the National Guide of the American Council on Education (ACE) and other appropriate publications. Documentation will be placed in the student's permanent file in the Office of the Registrar when the student has completed at least nine hours in the BAAS program.

==*See item 2: agenda items tabled page 6-14 as noted.*==

Computer Science: 3 semester hours

~~Concentrations~~ **Professional Development Area Concentrations: 36 advanced semester hours**

- The ~~Traditional~~ BAAS Degree: **General Studies Concentration**
- The BAAS Degree with Adult Education Concentration
- **The BAAS Degree with Childhood and Adolescent Studies Concentration**
- The BAAS Degree with Criminal Justice Concentration
- The BAAS Degree with Healthcare Administration Concentration
- The BAAS Degree with Human Resource Development Concentration
- The BAAS Degree with Human Services Concentration
- The BAAS Degree with Liberal Arts Concentration
- **The BAAS Degree with Technology Concentration**

The Traditional BAAS Degree **The BAAS General Studies Concentration**

Occupational Specialty - 24-39 semester hours, and any additional hours necessary to meet the 120-hour university requirement.

~~Credits toward an area of coherent specialization may be earned from community colleges, this university and other senior institutions (including elective hours), workforce education, vocational or technical schools, armed forces schools, work experiences, and nontraditional learning experiences that can be equated to college credit. To qualify for work experience credit, a student must have 3 consecutive years of full-time employment within the last 6 years. A student may be awarded 2 hours of credit for each qualifying year of work experience related to the student's occupational specialty up to a maximum of 6 hours. Credit for nontraditional experiences is granted on the basis of evaluation by the Director and the BAAS staff utilizing the National Guide of the American Council on Education (ACE) and other appropriate publications. Documentation will be placed in the student's permanent file in the Office of the Registrar. A minimum of 24 semester hours in the area of occupational specialty must be completed before the student can be accepted into the program. Cognate vocational technical courses may be accepted within the area of occupational specialty or professional development.~~

Computer Science - 3 semester hours

The BAAS General Studies Concentration - 36 advanced semester hours **which will include BAAS 4113-Capstone Project.**

The 33 advanced semester hours of multidisciplinary courses taken in this area will be chosen on the basis that they will give academic depth or breadth to the area of specialization or will provide substantive developmental knowledge for the student's career, or personal goals.

~~May include 3 hours of BAAS 3113 - Internship Applied Arts and Sciences and will include 3 hours of BAAS 4113 - Capstone Project .~~

~~The courses taken in this area will be chosen on the basis that they will give academic depth or breadth to the area of specialization or will provide substantive developmental knowledge for the student's career or personal goals.~~

The BAAS Degree with Adult Education Concentration

The Adult Education Concentration is a gateway program that provides students with the background to serve an organization in the area of training and development for adults. The coursework combines strategies in adult learning, instructional system designs, best practices for adult learners regarding curriculum development, mentoring and the integration of technology into the training and development process. A graduate would be prepared for a career in training and development for the military, civil service, business, or industry.

Occupational Specialty - 24-39 semester hours, and any additional hours necessary to meet the 120-hour university requirement.

~~Credits toward an area of coherent specialization may be earned from community colleges, this university and other senior institutions (including elective hours), workforce education, vocational or technical schools, armed forces schools, work experiences, and nontraditional learning experiences that can be equated to college credit. To qualify for work experience credit, a student must have 3 consecutive years of full-time employment within the last 6 years. A student may be awarded 2 hours of credit for each qualifying year of work experience related to the student's occupational specialty up to a maximum of 6 hours. Credit for nontraditional experiences is granted on the basis of evaluation by the Director and the BAAS staff utilizing the National Guide of the American Council on Education (ACE) and other appropriate publications. Documentation will be placed in the student's permanent file in the Office of the Registrar. A minimum of 24 semester hours in the area of occupational specialty must be completed before the student can be accepted into the program. Cognate vocational technical courses may be accepted within the area of occupational specialty or professional development.~~

Computer Science - 3 semester hours

The Adult Education Concentration is 36 advanced semester hours from the following:
• BAAS 4113 - Capstone Project 3
• EDUC 4513 - Introduction to Training and Development 3
• EDUC 4523 - Trends and Issues in Training and Development 3
• EDUC 4533 - Instructional Strategies for Adult Learners 3
• EDUC 4543 - Instructional Systems Design 3
• EDUC 4723 - Mentoring 3
• EDUC 4583 - Undergraduate Internship in Adult Education 3
• ETEC 4003 - Advanced Technology Integration 3
• IDT 4123 - Instructional Technology Design 3
• IDT 4143 - Multimedia Development I 3
• IDT 4173 - Multimedia Development II 3
• 3 hours of advanced electives

Note:
The BAAS Adult Education Concentration student may submit a petition to the BAAS program for permission to apply appropriate additional courses to fulfill the above 36 semester hour curriculum.

The BAAS Degree with Childhood/Adolescent Studies Concentration

The Childhood/Adolescent Studies Concentration prepares individuals to work with children and adolescents in career environments related to school, youth related social service careers, health care, athletics, and other community settings. This concentration does not lead to a teacher certification. The interdisciplinary approach allows the student to learn about the unique perspectives of children and adolescents as they learn about the developmental and cognitive stages of childhood and adolescence. Occupational Specialty - 24-39 semester hours, and any additional hours necessary to meet the 120-hour university requirement.

Computer Science - 3 semester hours

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Childhood/Adolescent Studies Concentration- 36 advanced semester hours which must include BAAS 4113, Capstone Project and ESPY 3803, Human Development, Behavior, and Learning Theory, and 30 advanced semester hours from the following:

Childhood/Adolescent Studies Concentration:
- **BAAS 3113 – Internship, Applied Arts & Sciences 3**
- **ECED 3103 - Introduction to Young Children 3**
- **ECED 3173 - ESL Methods and Materials 3**
- **ECED 4123 - Early Childhood Development: Language and Literacy 3**
- **ECED 4133 – Early Childhood Curriculum 3**
- **EDUC 3203 - Educational Assessment: Development, Analysis, & Implementation 3**
- **EDUC 3213 - Management Techniques for Elementary, Middle School, and Secondary 3**
- **EDUC 4023 - Methods of Elementary, Middle, and Secondary School Teaching 3**
- **ETEC 4113 - Learning Technology Integration 3**
- **READ 4313 – Reading and Writing Strategies 3**
- **READ 4283 - Foundations of Reading 3**
- **SPED 4113 - Foundations of Special Education 3**
- **3 hours of advanced electives**

Note:
The BAAS Childhood/Adolescent Studies Concentration student may submit a petition to the BAAS program for permission to apply appropriate additional/substitute courses to fulfill the above 36 semester hour curriculum.

The BAAS Degree with Criminal Justice Concentration

The Criminal Justice Concentration provides students the background to pursue employment options in the criminal justice career field. The combination of such courses as law enforcement, political science, psychology, sociology, and social work prepares those already working in the field for career advancement. For those wishing to enter a criminal justice field, the degree offers the graduate the possibility of employment in such career fields as federal, state, and local law enforcement, institutional and community-based corrections, and criminal investigations.

Occupational Specialty - 24-39 semester hours, and any additional hours necessary to meet the 120-hour university requirement.

~~Credits toward an area of coherent specialization may be earned from community colleges, this university and other senior institutions (including elective hours), workforce education, vocational or technical schools, armed forces schools, work experiences, and nontraditional learning experiences that can be equated to college credit. To qualify for work experience credit, a student must have 3 consecutive years of full-time employment within the last 6 years. A student may be awarded 2 hours of credit for each qualifying year of work experience related to the student's occupational specialty up to a maximum of 6 hours. Credit for nontraditional experiences is granted on the basis of evaluation by the Director and the BAAS staff utilizing the National Guide of the American Council on Education (ACE) and other appropriate publications. Documentation will be placed in the student's permanent file in the Office of the Registrar. A minimum of 24 semester hours in the area of occupational specialty must be completed before the student can be accepted into the program. Cognate vocational technical courses may be accepted within the area of occupational specialty or professional development.~~

Computer Science - 3 semester hours

Criminal Justice Concentration - 36 advanced semester hours **which will include BAAS 4113- Capstone Project.**

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~~May include 3 hours of BAAS 3113 - Internship Applied Arts and Sciences and will include 3 hours of BAAS 4113 - Capstone Project .~~

~~The BAAS~~ **Criminal Justice Concentration course listing:** ~~consists of 36 semester hours which must be chosen from the following courses:~~

- BAAS 3113 - Internship Applied Arts and Sciences 3
- BAAS 4113 - Capstone Project 3
- Any CRJU advanced courses except CRJU 4773 , 4943 , 4993
- ENGL 3203 - Technical Writing 3
- MCOM 4683 - Public Relations Principles 3
- PHIL 3533 - Special Topics in Philosophy 3
- POLS 3213 - Research Methods 3
- POLS 3233 - American Political Parties and Pressure Groups 3
- POLS 3443 - Municipal Government and Metropolitan Problems 3
- POLS 3933 - The Judicial System and Politics 3
- POLS 4043 - Congress 3
- POLS 4133 - Public Administration 3
- POLS 4163 - Federalism and Intergovernmental Relations 3
- POLS 4173 - Organizational Behavior and Decision Making 3
- POLS 4233 - American Constitutional Law 3
- POLS 4243 - Civil Rights and Civil Liberties 3
- POLS 4653 - International Political Economy 3
- POLS 4953 - Public Personnel Administration 3
- PSYC 3913 - Personal Relations and Interactions 3
- SOCL 3333 - Criminology 3
- SOCL 3433 - The Family 3
- SOCL 3733 - Juvenile Delinquency 3
- **SOCL 4133 - Racial & Ethnic Relations 3**
- **SOCL 4413 - Deviant Behavior 3**
- SOCL 4633 - The Sociology of Family Violence 3
- **SOCL 4703 - Disability and Society 3**
- **SOWK 3233 - Parenting: Family & Community 3**
- SOWK 3953 - Human Diversity 3
- **SOWK 4113- Aging 3**
- SOWK 4233 - Parenting 3
- SOWK 4323 - Introduction to Substance Abuse 3
- SOWK 4363 - Family Systems and Substance Abuse 3

Note:
The BAAS Criminal Justice Concentration student may submit a petition to the BAAS program for permission to apply appropriate additional courses to fulfill the above 36 semester hour curriculum.

The BAAS Degree with Healthcare Administration Concentration

The Healthcare Administration Concentration is designed for students or healthcare professionals who have an accredited associate's degree or certificate from a vocational technical program, hours from a medical or healthcare services degree or program, or those currently working or desiring to work in the healthcare or medical field. This concentration prepares individuals to assume positions as managers, trainers, and educators within various healthcare-related fields. Upon completion of this concentration students will have acquired the foundation to further advance their knowledge and skills to be more effective in their roles as managers and trainers within their various fields.

The Healthcare Administration Concentration is an interdisciplinary approach to a general foundation of healthcare administration theory, application, education, and training, and previous healthcare and medical coursework. This concentration would provide entry level access for those interested in the healthcare or medical

professions, and those continuing professionals in various healthcare and medical professions not requiring professional certification and licensure.

Occupational Specialty - 24-39 semester hours, and any additional hours necessary to meet the 120-hour university requirement.

~~Credits toward an area of coherent specialization may be earned from community colleges, this university and other senior institutions (including elective hours), workforce education, vocational or technical schools, armed forces schools, work experiences, and nontraditional learning experiences that can be equated to college credit. To qualify for work experience credit, a student must have 3 consecutive years of full-time employment within the last 6 years. A student may be awarded 2 hours of credit for each qualifying year of work experience related to the student's occupational specialty up to a maximum of 6 hours. Credit for nontraditional experiences is granted on the basis of evaluation by the Director and the BAAS Academic Advisor utilizing the National Guide of the American Council on Education (ACE) and other appropriate publications. Documentation will be placed in the student's permanent file in the Office of the Registrar. A minimum of 24 semester hours in the area of occupational specialty must be completed before the student can be accepted into the program. Cognate vocational technical courses may be accepted within the area of occupational specialty or professional development.~~

Computer Science - 3 semester hours

Healthcare Administration Concentration - 36 advanced semester hours **which will include 3 hours of BAAS 4113- Capstone Project.**

~~The BAAS Degree with~~ Healthcare Administration Concentration~~: is 36 advanced semester hours of the following:~~
• 27 advanced hours **from the course offerings listed below** ~~in the Professional Development area (from the course offerings listed below)~~
• 6 advanced elective hours, and
• **BAAS 4113 - Capstone Project**

Students with at least 21 advanced hours from the Gunn College of Health Sciences and Human Services who are eligible for the BAAS program, may be able to complete the Healthcare Administration Concentration with 12 advanced hours **from the course offerings listed below** ~~in the Professional Development area (from the course offerings listed below), and BAAS 4113 - Capstone Project~~ .
• COUN 4013 - Human Relations 3
• COUN 4103 - Professional Orientation 3
• COUN 4333 - Employee Assistance Issues 3
• COUN 4373 - Human Resource Ethical Issues 3
• EDUC 4513 - Introduction to Training and Development 3
• EDUC 4523 - Trends and Issues in Training and Development 3
• EDUC 4533 - Instructional Strategies for Adult Learners 3
• IDT 4123 - Instructional Technology Design 3
• IDT 4143 - Multimedia Development I 3
• MIS 3003 - Management Information Systems 3
• MGMT 3013 - Organizational Behavior in Business 3
• MGMT 3333 - Teams and Teamwork 3
• MGMT 4613 - Supervisory Management 3
• NURS 3503 - Theories and Concepts: Nursing Research 3
• NURS 3743 - Introduction to Evidence-based Practice 3
• NURS 3821 - Medical Terminology 1
• NURS 4703 - Ethics in Healthcare 3
• NURS 4723 - Healthcare Organizations and Informatics 3
• POLS 4133 - Public Administration 3
• POLS 4173 - Organizational Behavior and Decision Making 3

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- POLS 4953 - Public Personnel Administration 3
- RADS 4513 - Administration and Supervision in Medical Imaging 3
- RADS 4643 - Health Law in Medical Imaging 3
- RADS 4913 - Applied Research 3
- **RESP 4133 – Development of Leadership Capability 3**
- RESP 4153 - Ethics of Respiratory Care 3
- **RESP 4223 - Education Theory 3**
- RESP 4233 - Educational/Administrative Concepts 3
- RESP 4443 - Management of Health Care Services 3
- RESP 4603 - Community Health and Rehabilitation 3

Note:
The BAAS Healthcare Administration Concentration student may submit a petition to the BAAS program for permission to apply appropriate additional/substitute courses to fulfill the above 36 semester hour curriculum.

The BAAS Degree with Human Resource Development Concentration

The Human Resource Development Concentration prepares individuals to work towards improving the performance of workers within industry or governmental sector. The multi-disciplinary coursework combines strategies in counseling, adult learning, and the integration of technology into the training and development process. A graduate would be prepared for a career in training and development for any industry. Those currently in the field will have acquired the foundation to further advance their knowledge and skills to be more effective in their roles as managers and trainers within their organization's employee assistance, training, or employee development programs.

Occupational Specialty - 24-39 semester hours, and any additional hours necessary to meet the 120-hour university requirement.

~~Credits toward an area of coherent specialization may be earned from community colleges, this university and other senior institutions (including elective hours), workforce education, vocational or technical schools, armed forces schools, work experiences, and nontraditional learning experiences that can be equated to college credit. To qualify for work experience credit, a student must have 3 consecutive years of full-time employment within the last 6 years. A student may be awarded 2 hours of credit for each qualifying year of work experience related to the student's occupational specialty up to a maximum of 6 hours. Credit for nontraditional experiences is granted on the basis of evaluation by the Director and the BAAS Academic Advisor utilizing the National Guide of the American Council on Education (ACE) and other appropriate publications. Documentation will be placed in the student's permanent file in the Office of the Registrar. A minimum of 24 semester hours in the area of occupational specialty must be completed before the student can be accepted into the program. Cognate vocational technical courses may be accepted within the area of occupational specialty or professional development.~~

Computer Science - 3 semester hours

Human Resource Development Concentration ~~Professional Development~~ is 36 advanced semester hours from the following:

~~Human Resource Development Concentration is 36 hours from the following:~~
- BAAS 4113 - Capstone Project 3
- COUN 4013 - Human Relations 3
- COUN 4103 - Professional Orientation 3
- COUN 4333 - Employee Assistance Issues 3
- COUN 4373 - Human Resource Ethical Issues 3
- COUN 4943 - Seminar in Human Resource Development 3
- EDUC 4513 - Introduction to Training and Development 3

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

- EDUC 4523 - Trends and Issues in Training and Development 3
- EDUC 4533 - Instructional Strategies for Adult Learners 3
- IDT 4123 - Instructional Technology Design 3
- IDT 4143 - Multimedia Development I 3
- 3 hours of advanced electives

Note:
The BAAS Human Resource Development Concentration student may submit a petition to the BAAS program for permission to apply appropriate additional/substitute courses to fulfill the above 36 semester hour curriculum.

The BAAS Degree with Human Services Concentration

The Human Services Concentration prepares individuals to meet human needs through an interdisciplinary knowledge base. Focusing on prevention, as well as remediation of problems, graduates will help improve the overall quality of life of the serviced populations. The multi-disciplinary coursework combines a general foundation of human services theory, work application, and academic coursework for students at entry level or those currently working in social services, governmental agencies, institutional and community-based corrections, child welfare systems, and nonprofit and health service agencies.

Occupational Specialty - 24-39 semester hours, and any additional hours necessary to meet the 120-hour university requirement.

Credits toward an area of coherent specialization may be earned from community colleges, this university and other senior institutions (including elective hours), workforce education, vocational or technical schools, armed forces schools, work experiences, and nontraditional learning experiences that can be equated to college credit. To qualify for work experience credit, a student must have 3 consecutive years of full-time employment within the last 6 years. A student may be awarded 2 hours of credit for each qualifying year of work experience related to the student's occupational specialty up to a maximum of 6 hours. Credit for nontraditional experiences is granted on the basis of evaluation by the Director and the BAAS Academic Advisor utilizing the National Guide of the American Council on Education (ACE) and other appropriate publications. Documentation will be placed in the student's permanent file in the Office of the Registrar. A minimum of 24 semester hours in the area of occupational specialty must be completed before the student can be accepted into the program. Cognate vocational technical courses may be accepted within the area of occupational specialty or professional development.

Computer Science - 3 semester hours

The Human Services Concentration - 36 advanced semester hours **which will include 3 hours of BAAS 4113-Capstone Project.**

The Human Services Concentration: is 36 advanced semester hours of the following:
- 27 advanced hours **from the course offerings listed below,** in the Professional Development area (from the course offerings listed below)
- 6 advanced elective hours, and
- BAAS 4113 - Capstone Project

Students with at least 21 advanced hours from the Gunn College of Health Sciences and Human Services, who are eligible for the BAAS program, may be able to complete the Human Services Concentration with 12 advanced hours **from the course offerings listed below,** in the Professional Development area (from the course offerings listed below), and BAAS 4113 - Capstone Project .
- COUN 4013 - Human Relations 3
- COUN 4103 - Professional Orientation 3
- COUN 4333 - Employee Assistance Issues 3
- COUN 4373 - Human Resource Ethical Issues 3
- COUN 4943 - Seminar in Human Resource Development 3

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

- CRJU 3313 - Law and Society 3
- CRJU 3463 - Community Corrections Supervision 3
- CRJU 3713 - Ethical Issues in Criminal Justice 3
- CRJU 3733 - Juvenile Delinquency 3
- CRJU 3743 - Juvenile Justice 3
- CRJU 4143 - Family Law 3
- CRJU 4263 - Correctional Counseling 3
- CRJU 4283 - Crimes Against Children 3
- CRJU 4333 - Contemporary Correctional Issues 3
- **SOCL 3333 - Criminology 3**
- SOCL 3433 - The Family 3
- SOCL 3733 - Juvenile Delinquency 3
- SOCL 3803 - Medical Sociology 3
- SOCL 4133 - Racial and Ethnic Relations 3
- SOCL 4413 - Deviant Behavior 3
- SOCL 4633 - The Sociology of Family Violence 3
- **SOCL 4703 - Disability and Society 3**
- SOWK 3233 - Parenting: Family and Community 3
- SOWK 3453 - Child Welfare Policy and Practice 3
- SOWK 3953 - Human Diversity 3
- SOWK 4113 - Aging 3
- SOWK 4233 - Parenting 3
- SOWK 4313 - Community Mental Health 3
- SOWK 4323 - Introduction to Substance Abuse 3
- SOWK 4363 - Family Systems and Substance Abuse 3

Note:
The BAAS Human Services Concentration student may submit a petition to the BAAS program for permission to apply appropriate additional/substitute courses to fulfill the above 36 semester hour curriculum.

The BAAS Degree with Liberal Arts Concentration

The Liberal Arts Concentration is a gateway program that provides students with the critical thinking tools for a lifetime of learning and career achievement. The program is designed to fulfill the needs of students who wish to prepare for the challenges of today's world by acquiring the skills and tools provided by a broadly based liberal arts education. The goal of the program is to equip these students with that broad base of knowledge in the liberal arts and to provide them with the communication and language skills necessary for success in the marketplace and in life.

Occupational Specialty - 24-39 semester hours, and any additional hours necessary to meet the 120-hour university requirement.

~~Credits toward an area of coherent specialization may be earned from community colleges, this university and other senior institutions (including elective hours), workforce education, vocational or technical schools, armed forces schools, work experiences, and nontraditional learning experiences that can be equated to college credit. To qualify for work experience credit, a student must have 3 consecutive years of full-time employment within the last 6 years. A student may be awarded 2 hours of credit for each qualifying year of work experience related to the student's occupational specialty up to a maximum of 6 hours. Credit for nontraditional experiences is granted on the basis of evaluation by the Director and the BAAS staff utilizing the National Guide of the American Council on Education (ACE) and other appropriate publications. Documentation will be placed in the student's permanent file in the Office of the Registrar. A minimum of 24 semester hours in the area of occupational specialty must be completed before the student can be accepted into the program. Cognate vocational technical courses may be accepted within the area of occupational specialty or professional development.~~

Computer Science - 3 semester hours

Liberal Arts Concentration ~~Professional Development~~ - 36 advanced semester hours **which will include 3 hours of BAAS 4113- Capstone Project.**
• 30 advanced hours from the Prothro-Yeager College of Humanities and Social Sciences
• 3 hours of electives
• BAAS 4113 - Capstone Project

Note:
The BAAS Liberal Arts Concentration student may submit a petition to the BAAS program for permission to apply appropriate additional courses to fulfill the above 36 semester hour curriculum.

12/19/2018: upon review, only this item is to be tabled. Please see page 4 under item number 2 for clarification.
BAAS Degree with Technology Concentration

The Technology Concentration provides students with the technology tools for a lifetime of learning and career achievement. The program is designed to fulfill the needs of students who wish to prepare for the challenges of today's world by acquiring the skills and tools provided by a broadly based technology education. The goal of the program is to equip these students with that broad base of knowledge in technology and to provide them with the communication and language skills necessary for success in the marketplace and in life.

Occupational Specialty - 24-39 semester hours, and any additional hours necessary to meet the 120-hour university requirement.

Computer Science - 3 semester hours

Technology Concentration is 36 advanced semester hours from the following:
BAAS 4113.   Capstone Project 3
TECH 3103.   Safety, Health, & the Environment 3
TECH 3113.   Total Quality Management 3
TECH 3123.   Industrial Supervision 3
TECH 3133.   Manufacturing Technology 3
TECH 3143.   Production Planning & Control 3
TECH 3153.   Project Management 3
TECH 3163.   Supply Chain Management 3
TECH 4103.   Innovation & Entrepreneurship 3
TECH 4113.   Facilities Design 3
TECH 4123.   Energy Technology 3
TECH 4133.   Construction Technology 3

The BAAS Technology Concentration student may submit a petition to the BAAS program for permission to apply appropriate additional courses to fulfill the above 36 semester hour curriculum.
~~See item 2: end of agenda items tabled page 6-14 as noted.~~

3. Dr. Capps made a motion to adopt the following undergraduate catalog changes in BSIS, Early Childhood Through Grade 6 (EC-6). Dr. Brown Marsden seconded and the motion was adopted. (closed)

   Early Childhood Through Grade 6 (EC-6), B.S.I.S.
   Return to: Gordon T. and Ellen West College of Education

   General

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

(See General Requirements for all Bachelor's Degrees)

Academic Foundations and Core Curriculum, plus additional requirements - 44 hours
- ENGL 1143 - Academic Research and Writing 3
- SPCH 1133 - Fundamentals of Speech Communication 3
- GNSC 1104 - Life/Earth Science 4
- GNSC 1204 - Physical Science 4
- HIST 1133 - Survey of American History to 1865 3
- HIST 1233 - Survey of American History since 1865 3
- POLS 1333 - American Government 3
- POLS 1433 - American Government 3
- MATH 1233 - College Algebra 3
- ~~THEA 1503 - Appreciation of Theatre 3~~ **MUSC 1033 Appreciation of Music 3**
- COUN 2143 - Human Diversity 3
- ECON 1333 - General Economics 3
- EDUC 2013 - School and Society 3

Choose 3 hours from the following courses:
- ENGL 2413 - World Literature 3
- ENGL 2423 - World Literature 3
- ENGL 2613 - Survey of American Literature 3
- ENGL 2623 - Survey of American Literature 3
- ENGL 2813 - Survey of English Literature 3
- ENGL 2823 - Survey of English Literature 3

Teaching Field - 60 hours
- ECED 3103 - Introduction to Young Children 3
- ECED 3173 - ESL Methods and Materials 3
- ECED 4123 - Early Childhood Development: Language and Literacy 3
- ECED 4133 - Early Childhood Curriculum 3
- GNSC 1104 - Life/Earth Science 4 *
- GNSC 1204 - Physical Science 4 *
- GNSC 3104 - Concepts of Science 4
- HIST 1133 - Survey of American History to 1865 3 *
- HIST 1233 - Survey of American History since 1865 3 *
- **HIST 3003   Texas History 3**
- MATH 1233 - College Algebra 3 *
- MATH 2033 - Structure of the Number System I 3
- MATH 2043 - Structure of the Number System II 3
- **GNMT 3003 Concepts of Mathematics 3**
- POLS 1333 - American Government 3 *
- POLS 1433 - American Government 3 *
- ~~ART 4303 - Foundations of Art Education I 3~~
- ~~MUSC 3813 - Foundations of Music I 3~~
- SOST 3003 - Concepts of Social Studies 3
- KNES 1213 - Health, Fitness, and Physical Activity for Children 3
- ENGL 3023 - Elementary Composition Pedagogies and Practices 3

*23 hours are duplicated in Academic Foundations and Core Curriculum, plus additional requirements, but the total program hours do not change.

Other Requirements - 3 hours
- EPSY 3153 - Educational Psychology 3

Professional Education and Reading Blocks - 36 hours

Foundation Courses:

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

Student must be admitted to the Teacher Education Program before enrolling.
- EDUC 3163 - Classroom Management 3
- EDUC 3183 - Classroom Assessment 3
- SPED 3613 - Exceptional Individuals 3

Block A:
Student must be admitted to the Teacher Education Program before enrolling.
- EDUC 4033 - Teaching Social Studies in Elementary School 3
- EDUC 4043 - Teaching Math in Elementary School 3
- EDUC 4053 - Teaching Science in the Elementary School 3
- ETEC 4003 - Advanced Technology Integration 3

Block B:
Student must have finished Foundation Courses and Block A before taking the following courses.
- READ 4203 - Developmental Reading 3
- READ 4213 - Methods of Teaching Reading and the Language Arts 3

Concurrent or after Block B:
- READ 4223 - Diagnosis and Correction of Reading Difficulties 3

To be taken in last semester:
- EDUC 4166 - Clinical Teaching for Undergraduate Students 6 semester hours

Total semester hours - 120

4. Dr. Capps made a motion to adopt the following undergraduate catalog changes in BSIS, Special Education Early Childhood Through Grade 12, General Education Early Childhood through Grade 6. Dr. Brown Marsden seconded and the motion was adopted. (closed)

Special Education Early Childhood through Grade 12, General Education Early Childhood through Grade 6, B.S.I.S.

General
(See General Requirements for all Bachelor's Degrees)

Academic Foundations and Core Curriculum, plus additional requirements - 44 hours
- ENGL 1143 - Academic Research and Writing 3
- SPCH 1133 - Fundamentals of Speech Communication 3
- GNSC 1104 - Life/Earth Science 4
- GNSC 1204 - Physical Science 4
- EDUC 2013 - School and Society 3
- MATH 1233 - College Algebra 3
- HIST 1133 - Survey of American History to 1865 3
- HIST 1233 - Survey of American History since 1865 3
- POLS 1333 - American Government 3
- POLS 1433 - American Government 3
- ECON 1333 - General Economics 3
- COUN 2143 - Human Diversity 3

Choose 3 hours from the following courses:
- ENGL 2413 - World Literature 3
- ENGL 2423 - World Literature 3
- ENGL 2613 - Survey of American Literature 3
- ENGL 2623 - Survey of American Literature 3
- ENGL 2813 - Survey of English Literature 3

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

- ENGL 2823 - Survey of English Literature 3

~~Choose 3 hours from the following courses:~~
- ~~ART 1413 - Art Appreciation 3~~
- ~~MUSC 1033 - The Appreciation of Music 3~~
- ~~THEA 1503 - Appreciation of Theatre 3~~

Teaching Field (Major) – ~~61~~ **60** hours
- ~~ART 4303 - Foundations of Art Education I 3~~
- ~~OR~~
- ~~MUSC 3813 - Foundations of Music I 3~~
- GNSC 1104 - Life/Earth Science 4 *
- GNSC 1204 - Physical Science 4 *
- GNSC 3104 - Concepts of Science 4
- HIST 1133 - Survey of American History to 1865 3 *
- HIST 1233 - Survey of American History since 1865 3 *
- **HIST 3003 Texas History 3**
- KNES ~~1214~~ **1213** Health, Fitness, & Physical Activity for Children ~~4~~ **3**
- MATH 1233 - College Algebra 3 *
- MATH 2033 - Structure of the Number System I 3
- MATH 2043 - Structure of the Number System II 3
- POLS 1333 - American Government 3 *
- POLS 1433 - American Government 3 *
- SPED 3313 - Teaching Strategies for Cognitive Disorders 3
- SPED 4113 - Foundations of Special Education 3
- SPED 4123 - Assessment 3
- SPED 4313 - Tier III Reading Strategies 3
- SPED 4513 - Teaching Strategies for Affective Disorders 3
- SPED 4523 - Vocational/Transitional Education 3
- SPED 4533 - Early Childhood Special Education 3

Note: *23 hours are duplicated in Academic Foundations and Core Curriculum, plus additional requirements, but the total program hours do not change.

Other Requirements - 6 hours
- ECED 3173 - ESL Methods and Materials 3
- EPSY 3153 - Educational Psychology 3

Professional Education and Reading Blocks - 33 hours
Foundation Courses:
Student must be admitted to the Teacher Education Program before enrolling.
- EDUC 3163 - Classroom Management 3
- EDUC 3183 - Classroom Assessment 3
- SPED 3613 - Exceptional Individuals 3

Block A:
Student must be admitted to the Teacher Education Program before enrolling.
- EDUC 4033 - Teaching Social Studies in Elementary School 3
- EDUC 4043 - Teaching Math in Elementary School 3
- EDUC 4053 - Teaching Science in the Elementary School 3
- ETEC 4003 - Advanced Technology Integration 3

Block B:
Student must have finished Foundation Courses and Block A before taking the following courses.
- READ 4203 - Developmental Reading 3
- READ 4213 - Methods of Teaching Reading and the Language Arts 3

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

To be taken in last semester:
- EDUC 4166 - Clinical Teaching for Undergraduate Students 6 semester hours

Total semester hours – ~~121~~ **120**

5. Dr. Capps made a motion to adopt the following undergraduate catalog changes in BSIS, Science (4-8 Certificate). Dr. Zuckweiler seconded and the motion was adopted. (closed)

General
(See General Requirements for all Bachelor's Degrees)

Academic Foundations and Core Curriculum, plus additional requirements - 44 hours
- ENGL 1143 - Academic Research and Writing 3
- SPCH 1133 - Fundamentals of Speech Communication 3
- ~~GEOS 1134 - Physical Geology 4~~
- **GNSC 1104 Life/Earth Science 4**
- GNSC 1204 - Physical Science 4
- EDUC 2013 - School and Society 3
- MATH 1233 - College Algebra 3
- HIST 1133 - Survey of American History to 1865 3
- HIST 1233 - Survey of American History since 1865 3
- POLS 1333 - American Government 3
- POLS 1433 - American Government 3
- SOCL 1133 - Introductory Sociology 3
- COUN 2143 - Human Diversity 3

Choose 3 hours from the following courses:
- ENGL 2413 - World Literature 3
- ENGL 2423 - World Literature 3
- ENGL 2613 - Survey of American Literature 3
- ENGL 2623 - Survey of American Literature 3
- ENGL 2813 - Survey of English Literature 3
- ENGL 2823 - Survey of English Literature 3

Choose 3 hours from the following courses:
- ART 1413 - Art Appreciation 3
- MUSC 1033 - The Appreciation of Music 3
- THEA 1503 - Appreciation of Theatre 3

Teaching Field (Major) - 39 hours
- ~~BIOL 1114 - Life I: Molecular & Cellular Concepts 4~~
- **BIOL 1134 Anatomy and Physiology I 4**
- ~~BIOL 1214 - Life II: Evolution and Ecology 4~~
- **BIOL 1234 Introduction to Anatomy and Physiology 4**
- ~~BIOL 3434 - Entomology 4~~
- ~~OR~~
- ~~BIOL 3534 - Systematic Botany 4~~
- ~~ENSC 1114 - Foundations of Environmental Science 4~~
- **CHEM 1143 General Chemistry 4**
- **CHEM 1141 General Chemistry Lab 4**
- GEOS 1134 - Physical Geology 4 *
- GEOS 1234 - Historical Geology 4
- ~~GEOS 3034 - Oceanography 4~~
- **GEOS 3014 Meteorology, Climate, and Climate Change 4**
- **GNSC 1104 Life/Earth Science 4***

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

- GNSC 1204 - Physical Science 4 *
- GNSC 3104 - Concepts of Science 4
- PHYS 1533 - Descriptive Astronomy 3

Note:

*8 hours are duplicated in Academic Foundations and Core Curriculum, plus additional requirements, but the total program hours do not change.

Other Requirements - 12 hours
- EPSY 3153 - Educational Psychology 3
- MATH 2033 - Structure of the Number System I 3
- MATH 2043 - Structure of the Number System II 3
- READ 4273 - Content Reading 3 (concurrent or after Block B)

Professional Education and Reading Blocks - 33 hours
Foundation Courses
Students must be admitted to the Teacher Education Program before enrolling.
- SPED 3613 - Exceptional Individuals 3
- EDUC 3163 - Classroom Management 3
- EDUC 3183 - Classroom Assessment 3

Block A:
Student must be admitted to the Teacher Education Program before enrolling.
- EDUC 4063 - Teaching Methods in Social Studies (Middle & High School) 3
- EDUC 4073 - Teaching Methods in Mathematics (Middle & High School) 3
- EDUC 4083 - Teaching Methods in Science (Middle & High School) 3
- ETEC 4003 - Advanced Technology Integration 3

Block B:
Student must have finished Foundation Courses and Blocks A before taking the following courses.
- READ 4233 - Methods of Teaching Intermediate and Secondary Reading 3
- READ 4243 - Methods of Teaching Intermediate and Secondary Language Arts 3

To be taken in last semester:
- EDUC 4166 - Clinical Teaching for Undergraduate Students 6 semester hours

Total Semester Hours - 120

6. Dr. Capps made a motion to adopt the following undergraduate catalog changes in Kinesiology. Dr. Stambaugh seconded and the motion was adopted. (closed)

   A. Kinesiology (Grades EC-12, All-Level), B.S. with Teacher Certification
      Return to: Gordon T. and Ellen West College of Education

      General
      (See General Requirements for all Bachelor's Degrees)

      Academic Foundations and Core Curriculum - ~~42~~ **44** hours
      - ENGL 1143 - Academic Research and Writing 3
      - 3 additional hours in the second half of the Communication Core .
      - ~~BIOL 1133 - Anatomy & Physiology I for Health Sciences 3~~
        BIOL 1134 Anatomy and Physiology I 4
      - ~~BIOL 1233 - Anatomy & Physiology II for Health Sciences 3~~
        BIOL 1234 Anatomy and Physiology II 4
      -
      - EDUC 2013 - School and Society 3

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

- MATH 1233 - College Algebra 3
- HIST 1133 - Survey of American History to 1865 3
- HIST 1233 - Survey of American History since 1865 3
- POLS 1333 - American Government 3
- POLS 1433 - American Government 3
- COUN 2143 - Human Diversity 3

Creative Arts - 3 hours
(See Creative Arts courses)

Language, Philosophy, & Culture - 3 hours
 (See Language, Philosophy, & Culture courses)

Additional General Requirements - 11 hours
- MATH 1433 - Plane Trigonometry 3
Sciences - 8 hours
Two laboratory courses of same discipline (GEOS, CHEM, or PHYS).
(Must be CHEM 1143 /1141 and CHEM 1243 /1241 for Science emphasis.)

Major in Kinesiology - 27 hours
- KNES 1503 - Concepts of Fitness and Wellness 3
- KNES 2423 - Techniques & Strategies of Fitness and Conditioning Activities 3
- KNES 3363 - Motor Skill Acquisition and Analysis 3
- KNES 3513 - Scientific Foundations of Human Movement 3
- KNES 4663 - Fundamentals of Elementary Physical Education 3
- KNES 4693 - Fundamentals of Secondary Physical Education 3

Choose 6 hours from the following courses:
- KNES 2403 - Techniques & Strategies of Team Sports 3
- KNES 2413 - Techniques & Strategies of Individual/Dual Sports 3
- KNES 2433 - Techniques & Strategies of Adventure & Outdoor Activities 3

Choose 3 hours from the following courses:
- KNES 3323 - Coaching Theory and Practice 3
- KNES 3353 - Officiating 3
- KNES 4033 - Sport and Exercise Psychology 3

Other Emphasis Area - 11-12 hours
B.S. students must select an emphasis area in Math or Science:
11 **9** hours for Math emphasis - MATH 1634 **2033**, 1734 **2043**, and **GNMT 3003** 3233
OR
12 **11** hours for Science emphasis - GEOS 1134 , 1234 , and GNSC 3104 **GNSC 1104, 1204, and PHYS 1533**

Professional Education for All-Level Certification - 24 hours
- KNES 3603 - Assessment in Physical Education 3
- KNES 4513 - Adapted Physical Activity 3
- EDUC 3163 - Classroom Management 3
- EDUC 4073 - Teaching Methods in Mathematics (Middle & High School) 3
- OR
- EDUC 4083 - Teaching Methods in Science (Middle & High School) 3
- ETEC 4003 - Advanced Technology Integration 3
- READ 4273 - Content Reading 3
- EDUC 4166 - Clinical Teaching for Undergraduate Students 6 semester hours

Other Requirements - 3 hours
- EPSY 3153 - Educational Psychology 3

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

Electives - 1-2 hours

Under Other Emphasis Area:
Two EXPH activity courses for Math emphasis
OR
One EXPH activity course for Science emphasis

Total Semester Hours – 120

B. Kinesiology (Grades EC-12, All-Level), B.A. with Teacher Certification
Return to: Gordon T. and Ellen West College of Education

General
 (See General Requirements for all Bachelor's Degrees)

Academic Foundations and Core Curriculum, plus additional requirements - 43 **45** hours
- ENGL 1143 - Academic Research and Writing 3
- 3 additional hours from the second half of the Communication Core.
- ~~BIOL 1133 - Anatomy & Physiology I for Health Sciences 3~~
  BIOL 1134 Anatomy and Physiology I 4
- ~~BIOL 1233 - Anatomy & Physiology II for Health Sciences 3~~
  BIOL 1234 Anatomy and Physiology II 4
- SPAN 1134 - Elementary Spanish I 4
- EDUC 2013 - School and Society 3
- MATH 1233 - College Algebra 3
- HIST 1133 - Survey of American History to 1865 3
- HIST 1233 - Survey of American History since 1865 3
- POLS 1333 - American Government 3
- POLS 1433 - American Government 3
- COUN 2143 - Human Diversity 3

Creative Arts - 3 hours
(See Creative Arts courses)

Social & Behavioral Sciences - 3 hours
(See Social & Behavioral Sciences courses)

Additional General Requirements - 16 hours
Foreign Language - 10 hours
Two years of Spanish
- SPAN 1234 - Elementary Spanish II 4
- SPAN 2133 - Intermediate Spanish I 3
- SPAN 2233 - Intermediate Spanish II 3

Sophomore Literature or Humanities - 6 hours

Major in Kinesiology - 27 hours
- KNES 1503 - Concepts of Fitness and Wellness 3
- KNES 2423 - Techniques & Strategies of Fitness and Conditioning Activities 3
- KNES 3363 - Motor Skill Acquisition and Analysis 3
- KNES 3513 - Scientific Foundations of Human Movement 3
- KNES 4663 - Fundamentals of Elementary Physical Education 3
- KNES 4693 - Fundamentals of Secondary Physical Education 3

Choose 6 hours from the following courses:

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

- KNES 2403 - Techniques & Strategies of Team Sports 3
- KNES 2413 - Techniques & Strategies of Individual/Dual Sports 3
- KNES 2433 - Techniques & Strategies of Adventure & Outdoor Activities 3

Choose 3 hours from the following courses:
- KNES 3323 - Coaching Theory and Practice 3
- KNES 3353 - Officiating 3
- KNES 4033 - Sport and Exercise Psychology 3

Other Emphasis Area - ~~6~~ **3** hours

B.A. students must select an emphasis area in History or English:
~~6~~ **3** hours for History emphasis - ~~HIST 3003 and HIST 4433~~ **SOST 3003**
OR
~~6~~ **3** hours for English emphasis - ~~ENGL 3503 and~~ ENGL 3513

Professional Education for All-Level Certification - 24 hours
- KNES 3603 - Assessment in Physical Education 3
- KNES 4513 - Adapted Physical Activity 3
- EDUC 3163 - Classroom Management 3
-
- EDUC 4063 - Teaching Methods in Social Studies (Middle & High School) 3
- OR
- READ 4243 - Methods of Teaching Intermediate and Secondary Language Arts 3
-
- ETEC 4003 - Advanced Technology Integration 3
- READ 4273 - Content Reading 3
- EDUC 4166 - Clinical Teaching for Undergraduate Students 6 semester hours

Other Requirements - 3 hours
- EPSY 3153 - Educational Psychology 3

Elective - 1 hour
Two ~~one~~ hour EXPH activity course

Total Semester Hours – 120

7. Dr. Capps made a motion to adopt the following undergraduate catalog changes in Sports and Leisure Studies, signature minors, and minors. Dr. Zuckweiler seconded and the motion was adopted. (closed)

The requirements for the Bachelor of Science degree with a major in Sport and Leisure Studies 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 Science
(see Requirements for the Bachelor of Science Degree)

Major - 42 semester hours
- KNES 1503 - Concepts of Fitness and Wellness 3
- KNES 2423 - Techniques & Strategies of Fitness and Conditioning Activities 3
- KNES 3203 - Program Planning in Recreation and Leisure Services 3

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

- KNES 3323 - Coaching Theory and Practice 3 KNES 3353 - Officiating 3

OR

- **KNES 4533 Organization & Administration of Worksite Wellness Programs 3**
- KNES 3363 - Motor Skill Acquisition and Analysis 3
- KNES 3513 - Scientific Foundations of Human Movement 3
- KNES 3603 - Assessment in Physical Education 3
- KNES 4033 - Sport and Exercise Psychology 3 KNES 4513 - Adapted Physical Activity 3
- KNES 4523 - Management & Administration in Recreation & Leisure Services 3
- KNES 4663 - Fundamentals of Elementary Physical Education 3

OR

- KNES 4693 - Fundamentals of Secondary Physical Education 3
- KNES 4973 - Leadership in Recreation and Leisure Services 3

Choose 3 semester hours from:
- KNES 2403 - Techniques & Strategies of Team Sports 3
- KNES 2413 - Techniques & Strategies of Individual/Dual Sports 3
- KNES 2433 - Techniques & Strategies of Adventure & Outdoor Activities 3

Option I

Minor - 18-21 semester hours

For Option I Sport & Leisure Studies majors are required to complete one of the following minors:
- Business Administration Minor
- Entrepreneurship Minor
- Criminal Justice Minor
- Mass Communication Minor
- Psychology Minor
- Medical Sociology Minor
- **Teaching & Learning Minor**

If circumstances warrant, an alternative minor may be allowed as approved by the Program Coordinator.

Electives

Electives as necessary to complete 120 total hours, 33 of which must be advanced hours.

Option II

Liberal Arts & Sciences Electives

For Option II Sport & Leisure Studies majors are required to complete approximately 24 semester hours of electives from any discipline. The number of semester hours required may vary slightly depending on the number of hours necessary to complete 120 total hours, 33 of which must be advanced hours.

Creation of Signature Minors

A. Early Childhood Studies

Requirements for Minor in Early Childhood Studies- 18 semester hours
ECED 3103 Introduction to Young Children 3
ECED 3173 ESL Methods and Materials 3
ECED 4123 Early Childhood Development: Language and Literacy 3
ECED 4133 Early Childhood Curriculum 3
EDUC 3203 Educational Assessment: Development, Analysis, and Implementation 3
EPSY 3803 Human Development, Behavior, and Learning Theory 3
Note: This minor does not lead to teacher certification.

B. Educational Design and Learning Management Minor

Requirements for Minor in Educational Design and Learning Management- 18 semester hours
EDUC 3203 Educational Assessment: Development, Analysis, and Implementation
EDUC 3213 Management Techniques for Elem, Middle School, and Secondary
ETEC 4113 Learning Technology Integration
EPSY 3803 Human Development, Behavior, and Learning Theory
ECED 3173 ESL Methods and Materials
ECED 4133 Early Childhood Curriculum
Note: This minor does not lead to teacher certification.

C.   Instructional Design, Technology, and Assessment Minor
Requirements for Minor in Instructional Design, Technology and Assessment- 18 semester hours
IDT 4123 Instructional Technology Design
IDT 4143 Multimedia Development I
IDT 4173 Multimedia Development II
EDUC 3213 Management Techniques for Elem, Middle School, and Secondary
EDUC 3203 Educational Assessment: Development, Analysis, and Implementation
ETEC 4113 Learning Technology Integration
Note:
This minor does not lead to teacher certification.

D.   Teaching and Learning Minor

Requirements for Minor in Teaching and Learning- 18 semester hours
EDUC 3213 Management Techniques for Elementary, Middle School, and Secondary
EDUC 4533 Instructional Strategies for Adult Learners
EPSY 3803 Human Development, Behavior, and Learning Theory
ETEC 4113 Learning Technology
Choose two electives from (6 hours):
ECED 3103 Introduction to the Young Child
ECED 3173 ESL Methods and Materials
EDUC 4723 Mentoring
IDT 4123 Instructional Technology Design
SPED 4113 Foundations for Special Education
Note: This minor does not lead to teacher certification.

Minors
Catalog Changes, effective fall 2019

Academic Foundations and Core Curriculum - 42 semester hours
• Accounting Minor
• Accounting, B.B.A.
• Applied Arts and Sciences, B.A.A.S.
• Art All-Level, B.F.A. with Teacher Certification
• Art History Minor
• Art Minor
• Art, B.A.
• Art, B.F.A.
• Athletic Training, B.S.A.T.
• Bilingual Generalist and General Education EC-6, B.S.I.S. (Spanish)
• Biology Minor
• Biology, B.S.
• Biology-Life Science, B.S. with Secondary Certification (Grades 7-12)
• Business Administration Minor
• Chemistry Minor
• Chemistry, B.S.

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- Coaching Minor
- Composite Science, B.S. with Secondary Certification (Grades 7-12)
- Computational Science Minor
- Computed Tomography Certificate
- Computer Science Minor
- Computer Science, B.A.
- Computer Science, B.S.
- Criminal Justice Minor
- Criminal Justice, B.S.C.J.
- Cybersecurity Minor
- Cycling Performance Minor
- Dental Early Admissions Program 3 + 4 Dual Degree
- Dental Hygiene, B.S.D.H.
- Digital Media Minor
- Early Childhood Through Grade 6 (EC-6), B.S.I.S.

<u>Early Childhood Studies Minor</u>

- Economics Minor
- Economics, B.B.A.

<u>Educational Design and Learning Management Minor</u>

- English Language Arts and Reading (4-8 Certificate), B.S.I.S.
- English Language Arts and Reading, B.A. with Secondary Certification (Grades 7-12)
- English Minor: Literature Emphasis
- English Minor: Writing Emphasis
- English, B.A.
- Entrepreneurship Minor
- Exercise Physiology, B.S.E.P.
- Finance, B.B.A.
- French Minor
- French, Field of Concentration
- General Business, B.B.A.
- General Requirements for all Bachelor's Degrees
- Generalist (4-8 Certificate), B.S.I.S.
- Geosciences Minor
- Geosciences, B.S.
- Global Studies Minor
- Global Studies, B.A.
- Great Books Minor
- High Performance Computing Minor
- History Minor
- History, B.A.
- History-Social Studies, B.A. with Secondary Certification (Grades 7-12)
- Humanities Minor
- Humanities, B.A.
- Instrumental Performance Minor

<u>Instructional Design, Technology, and Assessment Minor</u>

- Journalism Minor
- Keyboard Performance Minor
- Kinesiology (Grades EC-12, All-Level), B.A. with Teacher Certification
- Kinesiology (Grades EC-12, All-Level), B.S. with Teacher Certification
- Kinesiology Minor
- Management Information Systems Minor
- Management Information Systems, B.B.A.
- Management, B.B.A.
- Marketing, B.B.A.
- Mass Communication Minor

- Mass Communication, B.A.
- Mathematics (4-8 Certificate), B.S.I.S.
- Mathematics Minor
- Mathematics, B.A.
- Mathematics, B.S.
- Mathematics, B.S. with Secondary Certification (Grades 7-12)
- Mechanical Engineering, B.S.M.E.
- Medical Sociology Minor
- Music All-Level, Instrumental Emphasis, B.M. with Teacher Certification
- Music All-Level, Vocal Emphasis, B.M. with Teacher Certification
- Music Minor
- Music, B.A.
- Music, B.M.
- Nursing - Accelerated Second Bachelor's B.S.N. (Pre-licensure)
- Nursing - RN Transition Program, B.S.N. (Post-licensure)
- Nursing, B.S.N. (Pre-licensure)
- Organizational Psychology Minor
- Petroleum Engineering Certificate Program
- Philosophy Minor
- Physics Minor
- Physics, B.S.
- Political Science Minor
- Political Science, B.A.
- Psychology Minor
- Psychology, B.A.
- Psychology, B.S.
- Public Relations and Advertising Minor
- Radiologic Sciences, B.S.R.S.
- Radiologic Technology, B.S.R.T.
- Registered Respiratory Therapist-to-BSRC Program
- Respiratory Care, B.S.R.C.
- Science (4-8 Certificate), B.S.I.S.
- Social Studies (4-8 Certificate), B.S.I.S.
- Social Work, B.S.W.
- Sociology Minor
- Sociology, B.A.
- Sociology, B.S.
- Spanish (Grades EC-12, All-Level), B.A. with Teacher Certification
- Spanish for the Professions Minor
- Spanish Minor
- Spanish, B.A.
- Special Education Early Childhood through Grade 12, General Education Early Childhood through Grade 6, B.S.I.S.
- Sport and Leisure Studies Minor
- Sport and Leisure Studies, B.A.
- Sport and Leisure Studies, B.S.

<u>Teaching and Learning Minor</u>

- Theatre (Grades EC-12, All-Level), B.F.A. with Teacher Certification
- Theatre Minor
- Theatre, B.F.A.
- Vocal Performance Minor
- Women's and Gender Studies Minor

8. Dr. Camacho made a motion to adopt the following undergraduate course and catalog changes in Theatre. Dr. Capps seconded and the motion was adopted. (closed)

New Course Additions, effective fall 2019

THEA 3022. History of Musical Theatre
Description: A study of the history and development of musical theatre art form. Also includes discussion of leading theatrical figures and movements that defined the musical theatre art form.
Lecture 2 (2-0)
Course Objectives and/or additional information:
•   To comprehend important developments in the creation and history of the modern musical.
•   To experience a number of musicals that illustrate these developments and to analyze these musicals both orally and in writing.
•   To articulate the impact of important theatrical personages who have shaped the modern musical.
•   To experience live theatrical productions featuring musicals.

THEA 4011. Acting the Song
Description: An exploration of the art of acting the song, particularly as it relates to musical theatre.
Lecture 1(1-0)
Course Objectives and/or additional information:
•   To comprehend the importance of interpretation in the presentation of the musical.
•   To experience a number of musicals that illustrate this interpretation.
•   To demonstrate the art of storytelling through performance using music from a musical.

9. Dr. Camacho made a motion to adopt the following proposal for a new musical Theatre Minor (signature). Dr. Zuckweiler seconded and the motion was adopted. (closed)

Proposal for New Musical Theatre Minor (signature)

Musical Theatre Minor

Rationale
*To broaden the University's appeal to prospective students
*To expand the future employment prospects of the current students
*To continue to develop the collaboration between the Music and Theatre Departments
For these reasons, a Musical Theatre Minor has been proposed.

Description
The Musical Theatre Minor provides students with a general knowledge of musical theatre. Courses will include studies in acting, movement, and vocal work. The student will take courses both in the Music and Theatre Departments, enhancing his/her education in an important and vital facet of theatre. *This also satisfies NAST's requirements as mentioned in I.B. Section 5.*

Student Learning Outcomes for the Music Theatre Minor
1. To develop one's natural resources: listening and responding, concentration, focus, sight reading, teamwork, risk taking, sensory recall, and physical and vocal awareness as it relates to acting/performing. [Department learning outcome: Theoretical/conceptual knowledge and application]
2. To learn about the process by which an actor creates. [Department learning outcome: Knowledge of development of theatre]
3. To experience live performance by 1) creating and presenting characters through song and movement. [Department learning outcome: Theoretical/conceptual knowledge and application]
4. To act truthfully in imagined circumstances while expressing oneself in dance and song.

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[Department learning outcome: Employability]

5. To learn music theories and practices and employing that knowledge in his/her craft.
[Department learning outcome: Employability]

MUSIC COURSE	DESCRIPTION	CREDITS
MUSC 1503 or	Basic Music	3
MUSC 1603	Music Theory I	
AMUS 3201/4201	Voice Lessons	3 (1 per semester)
THEA 1233	Voice for Theatre	3
THEA 1403	Acting I: Fundamentals of Acting	3
THEA 2122	Dance for Theatre	2
3002	History of Musical Theatre	2
4011	Acting the Song	1
3021 or	Advanced Rehearsal & Production I	1
3931	Opera Workshop	
Total		18

10. Dr. Killion requested the following Criminal Justice agenda item be tabled for review.

Catalog Change

Progression Policy

1. ~~In order to graduate, Criminal Justice majors must pass the following required Criminal Justice core courses with the grade of "C" (2.0 GPA) or higher: CRJU 1113, 2213 or 2223, 2233 or 2243, 2933, 2943, 3213, 3713, 4213, 4253, 4413, and 4993.~~

1. **In order to graduate, Criminal Justice majors and minors must pass all required Criminal Justice courses (both core and electives) with the grade of "C" (2.0 GPA) or higher.**

2. Students not in compliance with this policy shall be ineligible for graduation until such time as the course(s) in question are retaken and passed with the grade of "C" (2.0 GPA) or higher.

RATIONALE FOR CATALOGUE CHANGE
There currently exists some discrepancies between catalogues as to which courses are required for this policy and which are not. Under some catalogues there may be up to three courses not covered under the current progression policy. This, obviously, has resulted in a degree of unintended confusion for faculty, advisors, and students. This new proposed progression policy is designed to alleviate said confusion.

11. Dr. Killion made a motion to adopt the following undergraduate course and catalog changes in Exercise Physiology. Dr. Stambaugh seconded and the motion was adopted. (closed)

Change of Course Prerequisites, effective fall 2019

EXPH 1904. Introduction to Exercise Physiology
Prerequisite(s): BIOL 1134 Anatomy and Physiology

EXPH 2503. Physiology of Sport and Fitness
Prerequisite(s): BIOL 1134; co-requisite EXPH 2501. **EXPH majors must also have EXPH 1904 Introduction to Exercise Physiology**

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12. Dr. Johnston made a motion on behalf of Dr. Watson to adopt the following undergraduate course and catalog changes in History and Sociology. Dr. Watson was unable to attend the meeting but sent a written request for his motion. Dr. Capps seconded and the motion was adopted. (closed)

New Course Addition, effective fall 2019

HIST 4203. Caribbean History
Prerequisite(s): Six hours of history or consent of chair
Description: This course explores the history of Caribbean and its place in the world from ancient times to the modern era. Paying close attention to the diverse peoples who inhabited the region – including indigenous peoples. European powers, and enslaved Africans – it will consider the Caribbean as a center of globalization, especially since the early modern era when sugar production dominated the region. Themes will include (bur are not limited to) early migration to the Caribbean by native peoples, European colonization and subsequent imperial rivalries, the rise and fall of African slavery, the age of Revolutions, emancipation, independence, natural disasters, tourism, and legacy of colonial rule.
Lecture 3(3-0)
Course Objectives and/or additional information:
Through readings, lectures, and discussions, students will develop the skills to think critically about the history of the Caribbean. Throughout the semester, students will evaluate the use of a variety of primary sources as evidence for arguments. They will complete book reviews that hone their abilities to critique the arguments of others. Lastly, they will write a 10-15 page pager that draws on primary sources to make a well-supported argument about some aspect of Caribbean history.

Change in Course Description, effective fall 2019

SOCL 4803. Applied Sociology
Description: This course incorporates previous course work within the discipline to facilitate a student's ability to apply sociology to problem-solving in the world of business and professional organizations. **There is a 5 hour per week field experience requirement** in selected agencies. Students who are considering a career of professional development can explore the problem-solving skills necessary to the understanding of how issues that confront staff development such as race, social class, gender, and family impact the work environment.

13. Dr. Brown Marsden made a motion to adopt the following undergraduate course and catalog changes in Computer Science. Dr. Capps seconded and the motion was adopted. (closed)
Note: this item is currently being reviewed by the Core Curriculum Committee and will be submitted for approval to the Board of Regents and the Texas Higher Education Coordinating Board to be accepted as part of the core curriculum.

Change of Course Title, Course Prerequisite, and Course Description, effective fall 2019

CMPS 1023. ~~Computing for Science Majors~~ **Computing for a Digital Culture**
~~Prerequisite(s): MATH 1233 or MATH 1534 or concurrent enrollment therein. Declared major in the McCoy College of Science, Mathematics and Engineering or permission of instructor.~~
Prerequisite(s): MATH 1233 or 1534 or concurrent enrollment
~~Description: Study of topics related to the use of computers in the natural sciences. Topics include, but are not limited to: advanced use of word processing, spreadsheets, presentation software; also statistical software, scientific visualization, natural science simulation, image processing and string processing in a command line environment. Satisfies the general degree requirement for computer literacy.~~
Description: Explore the history, current state, and cultural impact of the digital world. This course will prepare students to understand and relate to others in an increasingly online world and be productive members of a global digital society. Topics include history of computing from a global perspective, accessibility and the digital divide, computer security issues, evaluation of online materials, big data and

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the need for high performance computing, and an introduction to productivity software and programming constructs.

14. Dr. Brown Marsden made a motion to adopt the following undergraduate course and catalog changes in Geosciences. Dr. Capps seconded and the motion was adopted. (closed)

New Course Additions, effective fall 2019

GEOS 3044. Geographic Information Systems (GIS)
Description: This course will focus on developing spatial science skills using ESRI ArcGIS Desktop software. The course will introduce students to the concepts of spatial data analysis and spatial representations of environmental data. Students will learn the basic functions of a GIS and the specific operating procedure of ArcGIS. Students will learn to apply their functional knowledge of GIS to analyze spatial data that concerns distributions of anthropogenic, hydrologic, geomorphological, climatological, biological, geological environmental factors. Specific examples include, but are not limited to watershed boundaries, river drainage patterns, landcover and landcover change, species distributions, sediment distributions, geophysical data, elevation data, and precipitation gradients.
Lecture and Lab 4(2-4)
Course Objectives and/or additional information:
Students will:
- **Develop basic GIS skills using commercial software**
- **Discover and download data from diverse sources**
- **Integrate, analyze, and model data spatially**
- **Create new spatial data from existing datasets**
- **Construct maps and figures that effectively communicate spatial data**

GEOS 4844. Environmental Geophysics
Prerequisite(s): ENSC 1114 or GEOS 1134, PHY 1224 or 2644, MATH 1634; or the consent of the instructor.
Description: This course provides participants with a better understanding of the earth physical properties that can be exploited using an array of geophysical tools to solve environmental problems. Students will be introduced to geophysical applications for solving infrastructural, ground water, geo-hazard, geological and archeology problems. Other related environmental problems looked at will be forensics like illegal burials, landfill investigations, unexploded ordinance and dam safety. Laboratory sessions will be done to reinforce lectures, reading, hands-on interpretation and field component.
Lecture/Lab 4(3-2)
Course Objectives and/or additional information:
•   Be able to explain the principles of applying geophysical methods to societal relevant problems, including natural hazards,
resource exploration and management, and environmental issues.
•   Be able to quantitatively describe the behavior of natural systems and the principles of geophysical measurement with physics-based mathematical models.
•   Make their own observations with a variety of geophysical instruments, and interpret their data
•   Apply written, visual, and oral presentation skills to communicate scientific knowledge related to environmental problems.
•   Be able to interpret and evaluate the published literature, and be able to give oral and poster presentations.
•   The students will learn to work with each other to solve a real world environmental problem in the field, and then present their results to the "client".

Change of Course Title, Course Prerequisite, and Course Description, effective fall 2019

GEOS 3734. ~~Applied~~ Geomorphology
Prerequisite(s): GEOS 1134, GEOS 1234, ~~GEOS 3634,~~ or consent of instructor

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Description: ~~A systematic analysis of the morphology of the Earth's surface both the continents and the sea floor and of the processes which shape that surface. Laboratory work emphasizes the use of paper and digital topographic maps and remotely sensed imagery for geomorphic and geologic interpretation.~~ **This course will focus of the relationship between landforms and the earth surface processes that create and modify them. Students will learn how the discipline of geomorphology has grown into a modern scientific pursuit applicable to geology, geography, and environmental science. Topics will include weathering, soil development, mass movements, drainage basin development, and process-landform relationships (fluvial, aeolian, glacial, costal, and karst). Students will become familiar with the types of datasets used to describe and interpret landforms and processes. The course will incorporate lecture and laboratory components that will utilize literature readings, map interpretation, and statistical analysis.**

Catalog Changes – Geosciences

Bachelor of Science Degree with a major in Geosciences

Geosciences, B.S.

Return to: Catalog Search
The requirements for the degree of Bachelor of Science Degree with a major in Geosciences may be satisfied through either the Environmental Science track or the Geosciences track.

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 Science
(see Requirements for the Bachelor of Science Degree)
<u>Environmental Science Track</u>

Major:
Interdisciplinary -
- ENSC 1114 - Foundations of Environmental Science 4
- ENSC 3103 - Environmental Policies and Laws 3
- ENSC 4103 - Internship 3
- BIOL 1114 - Life I: Molecular & Cellular Concepts 4
- BIOL 1214 - Life II: Evolution and Ecology 4
- BIOL 3104 - Fundamental Genetics 4
- CHEM 1141 - General Chemistry Laboratory 1
- CHEM 1143 - General Chemistry 3
- CHEM 1241 - General Chemistry Laboratory 1
- CHEM 1243 - General Chemistry 3
- CHEM 3504 - Introductory Environmental Chemistry 4
- GEOS 1134 - Physical Geology 4
- ~~GEOS 3634 - Fundamentals of Remote Sensing~~
  GEOS 3044 Geographical Information Systems 4
- GEOS 4001 - Geosciences Seminar 1

Options (must choose one):

Option A - Biology:
- BIOL 2114 - Life III: The Diversity of Life 4
- BIOL 3033 - Field Zoology 3
- BIOL 3534 - Systematic Botany 4
- BIOL 4684 - Ecology 4

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Plus 3 additional hours

Option B - Chemistry:
• 	CHEM 3305 - Analytical Chemistry I 5
• 	CHEM 3405 - Analytical Chemistry II 5
Plus 8 additional hours

Option C - Geosciences:
• 	GEOS 1234 - Historical Geology 4
• 	GEOS 3034 - Oceanography 4
• 	~~GEOS 3134 - Mineralogy~~
	GEOS 4844 Environmental Geophysics 4
• 	~~GEOS 4233 - Groundwater Hydrology~~
	GEOS 3734 Geomorphology 4
Plus 3 additional hours

Program Requirements:
• 	PHYS 1144 - General Physics 4
• 	PHYS 1244 - General Physics 4
•
• 	MATH 1433 - Plane Trigonometry 3
• 	OR
• 	MATH 1534 - Precalculus 4
•
• 	MATH 1634 - Calculus I 4
• 	STAT 3573 - Probability and Statistics 3
One year of a single foreign language.

5 - 6 hours of electives are required

Geosciences Track

Major:
• 	GEOS 1134 - Physical Geology 4
• 	GEOS 1234 - Historical Geology 4
• 	GEOS 3134 - Mineralogy 4
• 	GEOS 3234 - Petrology 4
• 	GEOS 3434 - Structural Geology 4
• 	GEOS 3533 - Solid Earth and Exploration Geophysics 3
• 	GEOS 3534 - Invertebrate Paleobiology 4
• 	GEOS 3734 - ~~Applied~~ Geomorphology 4
• 	GEOS 3836 - Field Geology 6
• 	GEOS 4001 - Geosciences Seminar 1
• 	GEOS 4533 - Introduction to Ore Deposits and Energy Resources 3
• 	GEOS 4534 - Sedimentology and Stratigraphy 4

Program Requirements:
• 	CHEM 1141 - General Chemistry Laboratory 1
• 	CHEM 1143 - General Chemistry 3
• 	CHEM 1241 - General Chemistry Laboratory 1
• 	CHEM 1243 - General Chemistry 3
•
• 	PHYS 1144 - General Physics 4
• 	and
• 	PHYS 1244 - General Physics 4

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- (OR)
- PHYS 1624 - Mechanics, Wave Motion, and Heat 4
- and
- PHYS 2644 - Electricity and Magnetism and Optics 4
-
- MATH 1634 - Calculus I 4
- MATH 1734 - Calculus II 4
- STAT 3573 - Probability and Statistics 3

One year of a single foreign language.
Plus 7 additional hours

Selected from:
GEOS 3014 - Meteorology, Climate, and Climate Change
- GEOS 3034 - Oceanography 4
- GEOS 3424 - Geology of the Solar System 4
- ~~GEOS 3634 - Fundamentals of Remote Sensing~~
GEOS 3044 Geographical Information Systems 4
- GEOS 3824 - Field Methods 4
- GEOS 4034 - Petroleum Geology 4
- GEOS 4134 - Applied Petroleum Geology 4
- GEOS 4233 - Groundwater Hydrology 3

15. Dr. Brown Marsden made a motion to adopt the following undergraduate course and catalog changes in Mathematics. Dr. Zuckweiler seconded and the motion was adopted. (closed)

Change of Course Description, effective spring 2019

MATH 1233. College Algebra
~~Description: Equations, inequalities, rational expressions, exponents, logarithms, radicals, functions, graphs, and systems of equations. Each student must have a graphing calculator. (This course is designed for students planning to take additional mathematics.)~~
Description: **In-depth study of polynomials, rational, radical, exponential and logarithmic functions, including applications for these functions and methods for solving related equations and inequalities. Additional topics, such as systems of linear equations, may be included. (This course is designed for students planning to take additional mathematics.)**

16. Dr. Brown Marsden requested the following Technology Concentration agenda item be tabled for additional review.

New BAAS Program Technology Concentration

Justification: The Technology concentration in the BAAS program will require additional resources of two adjuncts for the fall and spring semesters, as we will teach two online courses a semester. These online courses were developed and taught as online courses at our previous institution, so all we will have to do is put them online in our D2L (Desire To Learn) learning management system (LMS).

Many students with associate degrees need four-year degrees to move into management positions. Online education allows them to keep their job and pursue higher education, so they can move up in their careers. A two year online course rotation cycle was developed for the Technology courses as shown below.

It will also help our students who want a technical degree, but do not have the math skills to pursue our engineering degree and would otherwise have dropped out of our engineering program.

This proposal has been discussed with Delores Jackson, the Director of the BAAS Program and she is delighted to support the Technology concentration.

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Bachelor of Applied Arts and Sciences

(BAAS Program)

The Bachelor of Applied Arts and Sciences (BAAS) degree is designed to offer students with workforce education, vocational-technical training and/or professional experience in occupational fields the opportunity to obtain a baccalaureate degree. Such experienced professional/vocational students may obtain credit toward this degree via regionally accredited college-level course work and/or certain types of professional and educational training. Students who pursue the degree are required to complete the academic core requirements, thirty-six hours of advanced credit that is complementary to the vocational-technical or professional area, and any additional hours necessary to meet the 120-hour university requirement as stated in the catalog.

Technology BAAS

EFFECTIVE 2016-2018 CATALOG

The BAAS Program with Technology (TECH) Concentration
ADMISSION TO PROGRAM

Before a student can be admitted, the student must arrange an interview with the Director or Assistant Director of the BAAS Program.

BAAS students are limited to not more than twenty-five percent of their total semester credit hours in courses transferable to a program in a school of business and not more than fifteen semester credit hours in business school courses completed at Midwestern State University. However, students may select a minor in Business Administration with the approval of the Dean of the Dillard College of Business Administration.

Students currently enrolled at Midwestern State University in a designated degree program who satisfy the intent of the mission statement and have at least a 2.5 g.p.a. will be allowed to transfer to the BAAS degree program. Exceptions to this policy will be considered on an individual basis by the BAAS Director. In such cases, the student must submit to the BAAS Director a petition letter accompanied by a letter of recommendation from an advisor in the student's current major.

DEGREE REQUIREMENTS

All transfers from another MSU program must complete at least 12 hours under the BAAS program to be eligible to graduate from the BAAS program.

The student must complete a baccalaureate degree plan from residence and transfer credit hours by meeting the requirements as follows:

The BAAS Program with Technology Concentration
The Technology Concentration is a program that provides students with the technology tools for a lifetime of learning and career achievement. The program is designed to fulfill the needs of students who wish to prepare for the challenges of today's world by acquiring the skills and tools provided by a broadly based technology education. The goal of the program is to equip these students with that broad base of knowledge in technology and to provide them with the communication and language skills necessary for success in the marketplace and in life.

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

Academic Foundations and Core Curriculum (http://registrar.mwsu.edu/catalog/2012-2014/Undergraduate-2012-2014-middle.pdf) (See degree plan)

Occupational Specialty (39 semester hours)

Credits toward an area of coherent specialization may be earned from community colleges, this university and other senior institutions (including elective hours), workforce education, vocational or technical schools, armed forces schools, work experiences, and non-traditional learning experiences that can be equated to college credit. To qualify for work experience credit, a student must have 3 consecutive years of full-time employment within the last 6 years. A student may be awarded 2 hours of credit for each qualifying year of job experience related to the student's occupational specialty up to a maximum of 6 hours. Credit for non-traditional experiences is granted on the basis of evaluation by the Director and the BAAS staff utilizing the National Guide of the American Council on Education ACE and other appropriate publications. Documentation will be placed in the student's permanent file in the Office of the Registrar. A minimum of 24 semester hours in the area of occupational specialty must be completed before the student can be accepted into the program. Cognate vocational-technical courses may be accepted within the area of occupational specialty or professional development.

Computer Science (3 hours)

Table 1 shows the 120 credit hours required to get a bachelor's degree. Forty-two hours of general education credit are required of all bachelor's degree programs in Texas. Thirty nine credit hours in the occupational specialty can be transferred from a two-year technical program. Three credit hours in computer science are also required. The thirty-three hours of professional development are upper level credit hours and are shown in Table 2. The Capstone Project is a course required of all BAAS (Bachelor of Applied Arts and Science) majors.

Table 1 - BAAS Program with Technology Concentration

Academic Foundations and Core Curriculum	42 credits
Occupational Specialty	39 credits
Computer Science	3 credits
Professional Development	33 credits
Capstone Project	3 credits
Total	120 credits

Professional Development (33 advanced semester hours from Industrial Technology and 3 hours of BAAS 4113 Capstone Project).

TECH 3103.   Safety, Health, & the Environment
TECH 3113.   Total Quality Management
TECH 3123.   Industrial Supervision
TECH 3133.   Manufacturing Technology
TECH 3143.   Production Planning & Control
TECH 3153.   Project Management
TECH 3163.   Supply Chain Management

TECH 4103.   Innovation & Entrepreneurship
TECH 4113.   Facilities Design
TECH 4123.   Energy Technology
TECH 4133.   Construction Technology
BAAS 4113. Capstone Project

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

Table 2 - Sequence for teaching the TECH online courses:

Course #	Course title	Yr. 1 Fall	Yr. 1 Spring	Yr. 1 Summer	Yr. 2 Fall	Yr. 2 Spring	Yr. 2 Summer
TECH 3103	Safety, Health, & the Environment	●					
TECH 3113	Total Quality Management	●					
TECH 3123	Industrial Supervision		●				
TECH 3133	Manufacturing Technology		●				
TECH 3143	Production Planning & Control			●			
TECH 3153	Project Management			●			
TECH 3163	Supply Chain Management				●		
TECH 4103	Innovation & Entrepreneurship				●		
TECH 4113	Facilities Design					●	
TECH 4123	Energy Technology					●	
TECH 4133	Construction Technology						●
BAAS 4113	Capstone Project	●	●	●	●	●	●

Catalog Additions

TECH 3103 - Safety, Health, & the Environment 3 (3-0)
Prerequisite(s): Sophomore standing or the consent of the instructor.
This course is a study of the problems involved in developing an integrative safety, health and environmental program for an industrial or commercial establishment. It involves safety, health, and environmental education, safe worker practices, recognition and elimination of health hazards, machinery guards, and emergency treatment for industrial accidents.

TECH 3113 - Total Quality Management 3 (3-0)
Prerequisite(s): Sophomore standing or the consent of the instructor.
This course is a study of the problems involved in developing a quality program for an industrial or commercial establishment. Students will understand the characteristics of world class organizations, develop a quality training curriculum, the rationale for continual improvement, and the requirements for implementing total quality management.

TECH 3123 - Industrial Supervision 3 (3-0)
Prerequisite(s): Sophomore standing or the consent of the instructor.
This course is a study of leadership, management, and technology in industry and society. Students will learn a supervisor's role in facilitating change, a supervisor's role when an organization undergoes restructuring, supervisor's role in promoting ethical behavior, how to motivate employees, steps in handling employee complaints, the need for training, and the coaching aspect of supervision.

TECH 3133 - Manufacturing Technology 3 (3-0)
Prerequisite(s): Sophomore standing or the consent of the instructor.
This course is a study of survey of manufacturing processes for metals and polymers. Students will learn about

selecting the appropriate manufacturing processes, major processing actions, design for manufacturability, types of automation, physical and mechanical properties of metals, advantage of plastics, classifications of wood, ceramics, and composites, and reasons for packaging.

TECH 3143 - Production Planning & Control 3 (3-0)
Prerequisite(s): Sophomore standing or the consent of the instructor.
This course is a study of planning and controlling production processes, making economic decisions regarding production operations, and making inventory control decisions. Students will study inventory control, capacity planning, production activity control, scheduling, lean production, theory of constraints, and purchasing issues.

TECH 3153 - Project Management 3 (3-0)
Prerequisite(s): Sophomore standing or the consent of the instructor.
This course is a study to meet project constraints of money, time, and resources along with problems that can and do occur. Students will understand the job of project managers, learn about effective delegation, project communication needs, set budget goals, use scheduling tools, calculate project duration, and optimize the project plan.

TECH 3163 - Supply Chain Management 3 (3-0)
Prerequisite(s): Sophomore standing or the consent of the instructor.
Students will study how to satisfy customer needs by reducing time required to design, process, and deliver products and use appropriate transportation, warehousing, and logistics to lower costs. Students will study role of third party logistics providers, compute order quantities, reorder points, and safety stock, and key considerations in managing supply chains.

TECH 4103 - Innovation & Entrepreneurship 3 (3-0)
Prerequisite(s): Junior standing or the consent of the instructor.
This course is aimed at preparing students for careers in industry. Students will develop creative problem solving abilities necessary for innovation, entrepreneurship, and leadership. Students will learn how to filter ideas and build into opportunities, write a business plan, register a business with government entities, trademarks, copyrights, patents, and preparing a presentation for investors.

TECH 4113 - Facilities Design 3 (3-0)
Prerequisite(s): Junior standing or the consent of the instructor.
This course is a study of the techniques and procedures for developing efficient facilities layout. The material helps students understand routing sheets, balancing an assembly line, utilize the block diagram to analyze flow, need for facilities such as parking lot and cafeteria in support of employee needs, and allocation appropriate space and location for each function within the enterprise.

TECH 4123 - Energy Technology 3 (3-0)
Prerequisite(s): Junior standing or the consent of the instructor.
This course is a study of energy sources and how the sources produce usable power, and future trends in the area of energy technology. It enables students to differentiate among renewable, nonrenewable, and inexhaustible energy sources; present energy consumption trends in the United States and worldwide; and factors that influence the exploration and development of different energy resources.

TECH 4133 - Construction Technology 3 (3-0)
Prerequisite(s): Junior standing or the consent of the instructor.
This course introduces students to construction technology; tools, and equipment; building, plumbing, mechanical, and electrical codes; Americans with Disabilities Act; appropriate clothing and protective devices for the job; management tasks that are done before site work begins; sequence of tasks in constructing a building; and commercial, industrial, and engineered construction.

17. Dr. Zuckweiler made a motion to adopt the following graduate course and catalog changes in Biology. Mr. Busby seconded and the motion was adopted. (closed)

New Course Addition, effective fall 2019

BIOL 6113. Scientific Literature and Research
Prerequisite(s): Permission of Graduate Coordinator in Biology
Description: Individualized scientific literature investigation under the direct supervision of a faculty member. Students will generate an in-depth current literature research report on a relevant subject in the biomedical sciences. This course is to be taken in the student's final semester.
Independent Study 3(3-0)
Course Objectives and/or additional information:
Students will complete an individual literature review on a subject relevant to the biomedical sciences. The product of this course will be a literature review manuscript that will be evaluated by the student's graduate advisory committee. The purpose of this manuscript will be evaluation of the student for successful completion of the MA degree.

18. Dr. Zuckweiler made a motion to adopt the following graduate catalog changes in Biology. Dr. Brown Marsden seconded and the motion was adopted. (closed)

Graduate Catalog Changes

McCoy College of Science, Mathematics and Engineering

Margaret Brown Marsden, Dean (Bolin Hall 111A)

Departments, Programs and Courses

Biology

Go to information for Biology.   [Go to A]

Programs

Major

• Biology, M.S.
• **Biology, M.A. (Biomedical Emphasis)**   [Go to B]

Graduate Minor

• Biology Minor

Display courses for Biology.

[A]

Biology

Return to: McCoy College of Science, Mathematics and Engineering

• Programs and Courses

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

~~William B. Cook~~ **Jon B. Scales**
Chair, Department of Biology

James Masuoka
Graduate Coordinator

Graduate Faculty:	Brown Marsden, Carlucci, Cook, Hansen, Liang, Machunis-Masuoka, Masuoka, Rincón-Zachary, Scales, Shao, Shipley, Vogtsberger, Watson, Willis
Emeritus Faculty:	Cate, Grimes, Horner, Stangl

The McCoy College of Science, Mathematics and Engineering offers ~~the~~ **a** Master of Science degree with a major in biology **and a Master of Arts degree with a major in biology (Biomedical Sciences emphasis)**. A minor in biology at the graduate level is also offered.

Mission Statement

The mission of the Master of Science ~~Dd~~egree **program** in Biology is to build on the students' undergraduate experience and knowledge; to expose students to the most recent scientific advances in the biological sciences; and to guide the students' growth as independent thinkers, writers, researchers, and scientists.

The mission of the Master of Arts degree program in Biology is to help students enhance their understanding of the biological disciplines required for medical school or other professional health science programs. The program builds formal skills in analysis of biomedical literature and of ethical questions that impact the medical profession.

Admission Requirements

~~Admission to the degree program will be determined by the Biology Admissions Committee upon receipt of a complete Application for Admission to the Graduate Program in Biology at Midwestern State University, available at~~ ~~http://www.mwsu.edu/academics/scienceandmath/biology/grad-forms~~. ~~The application must include official scores for the Graduate Record Examination (GRE) General Test. The student must also complete an application for admission to the University which is available on the web site at~~ ~~http://www.mwsu.edu~~.

Admission to the degree program will be determined by the Biology Admissions Committee upon receipt of a complete Application Review Packet from the Dr. Billie Doris McAda Graduate School. A complete application packet will include:

• An application to the Dr. Billie Doris McAda Graduate School at Midwestern State University: https://msutexas.edu/academics/graduate-school/how-to-apply.php.
• An application to the Biology Department Graduate Program: https://msutexas.edu/academics/scienceandmath/biology/grad-forms.php.
• Official transcripts from each institution the applicant has attended.
• Three letters of recommendation.
• Official scores for the Graduate Record Examination (GRE) General Test. Students applying for the Master of Arts degree may substitute official scores from the Medical College Admission Test (MCAT), the Pharmacy College Admission Test (PCAT), or Dental Admission Test (DAT) for the GRE.
• Foreign students must submit TOEFL or IETLS scores.

1. Unconditional Admission. An applicant to the graduate degree program**s** in Biology must satisfy the requirements of the University's graduate admissions policy for unconditional admission found under Admission to the Graduate School. In addition, the applicant must have the following: an undergraduate degree from a regionally accredited college or university; a GPA of at least 3.0 on the last 60 hours of undergraduate work,

exclusive of hours awarded by a two-year college; 24 semester hours in biology from an approved institution, including 12 advanced semester hours (junior or senior level); one year of physics; one and one-half years of chemistry, including one semester of organic chemistry; and GRE scores of at least 156 in verbal reasoning, 155 in quantitative analysis and 3.5 in analytical writing. **Applicants for the Master of Arts degree may substitute scores from the DAT, MCAT or PCAT with equivalent percentiles.**

Degree Completion Requirements

Master of Science Degree

Each candidate for the M.S. degree in Biology must:

1. Complete a minimum of 30 semester credit hours of graduate course work including six hours of thesis (BIOL 6983, BIOL 6993).

2. Maintain a minimum grade point average of 3.0 on all course work.

3. Complete a research-based thesis and demonstrate satisfactory performance on a final oral comprehensive exam/thesis defense.

~~Thesis (BIOL 6983, BIOL 6993)~~

Master of Arts Degree

Each candidate for the M.A. degree in Biology (Biomedical Emphasis) must:

1. Complete a minimum of 30 semester credit hours of graduate course work including Scientific Literature and Research (BIOL 6113) in their final semester.

2. Maintain a minimum grade point average of 3.0 on all course work.

3. Complete an in-depth current literature research report on a relevant subject in the biomedical sciences. This report will be conducted under the direct supervision of a faculty member and read by at least three graduate faculty members.

Programs and Courses

Programs

Major

- Biology, M.S.
- **Biology, M.A.**   [Go to B]

Graduate Minor

- Biology Minor

[B]

 Biology, M.A.

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

Return to: <u>McCoy College of Science, Mathematics and Engineering</u>

Approved Courses - 30 semester hours

Thirty semester credit hours of approved courses including:

Core (12 credits)

- **BIOL 5002 - Discussions in Biology**
- **BIOL 5011 - History of the Biological Sciences**
- **BIOL 5012 - Writing in the Biological Sciences**
- **BIOL 5801 - Research Ethics**
- **BIOL 5813 - Biomedical Ethics**
- **BIOL 6113 - Scientific Literature and Research (in final semester)**

Electives (18 credits)
Group 1: (minimum of 8 credits)

- **BIOL 5242 - Biochemistry Laboratory**
- **BIOL 5243 - Biochemistry**
- **BIOL 5253 - Biochemistry**
- **BIOL 5331 - Molecular Biology Laboratory**
- **BIOL 5333 - Molecular Biology**
- **BIOL 5644 - Advanced Genetics**

   Group 2:
- **BIOL 5803 - Virology**
- **BIOL 5823 - Mycology**
- **BIOL 5743 - Araneology**
- **BIOL 5833 - Biostatistics**
- **BIOL 6003 - Graduate Seminar in Biology**

Students may petition to take certain undergraduate courses for graduate credit. These courses count toward Group 2 only. No more than 6 semester credit hours (or 8 for lab courses) can be used to satisfy the degree requirements. Petitions must be made in consultation with the graduate coordinator and advisor. May not be petitioned for graduate credit if previously taken as an undergraduate.

   BIOL 3344 - Developmental Biology
   BIOL 4021 - Immunology Laboratory
   BIOL 4023 - Immunology
   BIOL 4444 - Histology
   BIOL 4524 - Parasitology
   BIOL 4714 - Cell Biology

19. Dr. Zuckweiler made a motion to adopt the following graduate course and catalog changes in Computer Science. Dr. Brown Marsden seconded and the motion was adopted. (closed)

New Course Addition, effective fall 2019

<u>CMPS 5013. Fundamentals of Computer Architecture</u>
<u>Prerequisite(s): Consent of graduate coordinator</u>

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

Description: An introduction to the technical aspects and functionality present in current computers, including the processing unit, memory hierarchy, number systems, and instruction sets and assembly language programming. Class credits do not count towards MS degree requirements.
Lecture 3(3-0)
Course Objectives and/or additional information:
Student will code and execute assembly code programs, describe hardware components of modern systems and their functionality. Students will be partially prepared to pursue a master's degree in Computer Science.

CMPS 5016. Fundamentals of Computer Programming
Prerequisite(s): Consent of graduate coordinator
Description: Methods of problem solving and algorithm development, focusing on the use of a high-level programming language as a tool to design, code, debug, test, and document solutions to problems. Introduction to data structures, abstract data types (ADT), algorithm analysis, Boolean logic, combinatorics, functions, graphs, algebraic structures, recursion, recurrence relations, finite state machines, and computability. Additional topics may include trees, heaps, priority queues, graphs, hashing, sorting, and pattern matching. Class credits do not count towards MS degree requirements.
Lecture 6(6-0)
Course Objectives and/or additional information: Students will write application programs in a high-level language. Students will describe algorithms and data structures available for problem solutions, discuss the advantages and disadvantages of adopting a specific method, including complexity. Students will be partially prepared to pursue a master's degree in Computer Science.
Course Objectives and/or additional information:
Students will write application programs in a high-level language. Students will describe algorithms and data structures available for problem solutions, discuss the advantages and disadvantages of adopting a specific method, including complexity. Students will be partially prepared to pursue a master's degree in Computer Science.

20. Dr. Zuckweiler made a motion to adopt the following graduate catalog changes in Computer Science. Dr. Stambaugh seconded and the motion was adopted. (closed)

Graduate Catalog Changes, effective fall 2019

Graduate Admissions and Requirements

An application for admission to the Midwestern State University graduate program is available on the web site at http://www.msutexas.edu. All applicants for admission to the computer science graduate program must submit scores of the Graduate Record Examination (GRE) General Test. **An applicant who is a graduate from Midwestern State University or who has earned a master's or higher degree from a regionally accredited institution of higher education may request a waiver of the GRE** requirement.

1. **Unconditional Admission.** An applicant to the Master of Science degree program in Computer Science must satisfy the requirements of the University's graduate admissions policy for unconditional admission found under Admission to the Graduate School .

   Additionally, the applicant must possess an undergraduate background judged by the faculty of the Computer Science graduate program to be adequate for success in the discipline, to include at least 18 credit hours in computer science and mathematics preparation through Calculus I. The computer science preparation must include C++ programming, data structures, algorithms, computer architecture, operating systems, and discrete structures and analysis.

   The applicant scores on the Graduate Record Examination, **when required**, must place him/her at or above the 30th percentile on the verbal examination, at or above the 10th percentile on the analytical writing examination, and at or above the 50th percentile on the quantitative examination.

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2. **Conditional Admission.** An applicant who is not accepted unconditionally will be evaluated for conditional admission in accordance with the University's graduate admissions policy for conditional admission found under Admission to the Graduate School .

An applicant accepted conditionally whose background is deemed deficient in computer science and/or mathematics will be required to complete additional undergraduate courses as specified by the graduate faculty to remove the deficiency.

An applicant who is denied conditional admission may appeal the admission decision in accordance with the University's graduate admissions policy found under Admission to the Graduate School .

Program Requirements

The degree program for the Master of Science with a major in Computer Science is a non-thesis course of study. Students must complete a 15 hour core consisting of:

- CMPS 5113 - Advanced Programming Language Concepts
- CMPS 5133 - Advanced Computer Architecture
- CMPS 5143 - Advanced Operating Systems
- CMPS 5153 - Advanced Software Engineering
- CMPS 5243 - Algorithm Analysis

Note:

Any course in the core may be replaced with a graduate elective course if the student has completed an equivalent upper level undergraduate course with a grade of B or better. Equivalency of course content will be determined by the graduate program coordinator.

Select 36 or 39 credit hour option

Each candidate must choose one of the following options:

1. 36 credit hour - Complete 21 additional hours of graduate computer science course work, excluding CMPS 5773 - Graduate Internship in Computer Science, **CMPS 5013 – Fundamentals of Computer Architecture, CMPS 5016 – Fundamentals of Computer Programming,** and write a substantial file paper meeting guidelines established by the college. Three credit hours of CMPS 6901 - Independent Graduate Study in Computer Science (one hour in each of three semesters) may be taken in support of a file paper. The student's first enrollment in CMPS 6901 will be established by the student's research advisor in consultation with the Graduate Coordinator.
2. 39 credit hour - Complete 24 additional hours of graduate computer science course work, exclusive of CMPS 6901 - Independent Graduate Study in Computer Science, **CMPS 5013 – Fundamentals of Computer Architecture, CMPS 5016 – Fundamentals of Computer Programming,** and CMPS 5773 - Graduate Internship in Computer Science .

A maximum of 6 credit hours of undergraduate courses may be taken for graduate credit with approval of the Graduate Coordinator.

21. Dr. Zuckweiler made a motion to adopt the following graduate course and catalog changes in Geosciences. Dr. Capps seconded and the motion was adopted. (closed)

New Course Addition, effective fall 2019

GEOS 5733. Fluvial Geomorphology

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Prerequisite(s): CHEM 1243 or CHEM 1253, PHYS 1624, GEOS 3734 and STATS 3573 or the approval of the instructor
Description: This unit will focus on Earth surface dynamics associated with river systems and will provide an in-depth investigation of the relationship between fluvial landforms and the processes that control landform development and evolution. Topics will include river flow hydraulics, river discharge statistics, geomorphological concepts, sediment dynamics, river adjustment/change over varying spatiotemporal scales, landscape interpretation, and applications of geomorphology to river management issues. The course will incorporate lecture, literature reading, practical laboratory, computing, and field components.
Lecture and Lab 3(3-1)
Course Objectives and/or additional information:
- **Gain a robust understanding of river channel and floodplain processes**
- **Understand the link between geomorphological concepts and the landform-process relationships they describe**
- **Gain practical experience using statistical datasets and hydraulic models to describe surface processes**
- **Recognize and understand the role of spatiotemporal scale in landscape interpretation**
- **Understand the role of geomorphic knowledge in guiding river management approaches**

GEOS 5863. Seismic Interpretation
Prerequisite(s): GEOS 3434, GEOS 3533, GEOS 5433, PHY 1244 or 2644, MATH 1734; or the consent of the instructor.
Description: This course focuses on the examination of reflection seismic interpretation method while emphasizing petroleum exploration. Seismic interpretation is aimed at extracting subsurface geologic information from seismic data, resolving subsurface structure. The students will use basic theoretical background knowledge to achieve practical skills in performing amplitude versus offset/angle analysis. The course addresses both the geological record and drill-hole record, numerical models, seismic data acquisition, and wavelet extraction. The course focuses on sequence stratigraphy, seismic attribute interpretation, fracture analysis, seismic inversion, and noise identification. Laboratory sessions reinforce lecture topics through descriptive, hands-on interpretation.
Lecture/Lab 3(3-1)
Course Objectives and/or additional information:

- **Apply the concepts of various types of time and depth seismic migration**
- **Master introductory seismic fundamental concepts and seismic acquisition.**
- **Undertake basic seismic processing to understand different styles of wavelet extraction.**
- **Interpret and analyze relevant data by using industry standard software**
- **Evaluate regional seismic mapping in addition to detailed seismic prospect evaluation.**
- **Complete a rigorous interpretation project which demonstrates the characteristics of both data types.**

22. Dr. Zuckweiler made a motion to adopt the following graduate course and catalog changes in History. Dr. Capps seconded and the motion was adopted. (closed)

New Course Addition, effective fall 2019

HIST 5203. Caribbean History
Description: This course explores the history of Caribbean and its place in the world from ancient times to the modern era. Paying close attention to the diverse peoples who inhabited the region—including indigenous peoples, European powers, and enslaved Africans— it will consider the Caribbean as a center of globalization, especially since the early modern era when sugar production dominated the region. Themes will include (but are not limited to) early migration to the Caribbean by native peoples, European colonization and subsequent imperial rivalries, the rise and fall of African slavery, the age of Revolutions, emancipation, independence, natural disasters, tourism, and legacy of colonial rule.
Lecture 3(3-0)
Course Objectives and/or additional information:
Through readings, lectures, and discussions, students will develop the skills to think critically

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Matthew Capps, Dean (Ferguson Hall 201A)

Leann Curry

Chair, Curriculum and Learning Department

~~Graduate Coordinator, Curriculum and Instruction and Instructional Design and Technology~~

Michaelle Kitchen

Chair, Counseling, Kinesiology, and Special Education Department

Graduate Coordinator, Counseling and Special Education

Kym Acuna

Graduate Coordinator, Educational Leadership and ~~Language and Literacy Studies~~ **Curriculum and Instruction**

Julie Wood

Graduate Coordinator, ~~Counseling, Kinesiology, and Special Education Department~~ **Sports Administration**

Graduate Faculty:	Acuna, Andersen, Blacklock, Capps, M., Cartwright, Cavitt, Curry, Gupta, ~~Harvey~~, Huang, King, Kitchen, Lindt, Manuel, McIntyre, Medellin, Miller, Reeves, Rutherford, Schultz, Shawver, Stewart, Taylor, Wood
Emeriti Faculty:	Burger, Capps, O., Coe, Darter, Dowd, Estrada, Furr, Gore, Land, Menard, Newton, Owen, Redmon, Simpson, Smith

Any course or program modifications or additions from the previous catalog are contingent upon approval of the Texas Higher Education Coordinating Board and/or the State Board for Educator Certification.

Degrees

The Gordon T. and Ellen West College of Education offers the Master of Education and the Master of Arts.

Majors

Graduate students seeking the Master of Education degree can major in curriculum and instruction (Initial Teacher Certificate), educational leadership (Principal), special education (may lead to certification as an Educational Diagnostician or Certified Academic Language Therapist), or sport administration. Graduate students seeking the Master of Arts degree can major in clinical mental health (with an option to select a concentration in school counseling) or human resource development (with an option to select a concentration in training and development).

Minors

Graduate minors are offered in bilingual education, early childhood education, instructional design and technology, language and literacy studies (Reading Specialist, Master Reading Teacher), master mathematics teacher, mathematics, special education, sport administration, superintendency, teacher leadership, school counseling, and training and development.

Graduate Initial Teacher Certification

Students wishing to obtain initial Texas Teacher Certification should contact the Certification Officer in the West College of

Education to obtain a certification plan. Transcripts of all previous college work are necessary to develop this plan.

Professional Development

Students may enroll in graduate courses for professional development and career ladder credit as non-degree seeking graduate students. A maximum of 9 semester post-baccalaureate hours student may be applied to a master's degree.

Admission Requirements

All students seeking admission to graduate programs in the West College of Education must meet 1) University requirements, 2) West College of Education requirements, 3) and specific program requirements. University requirements for admission to graduate study are in the University and Academic Information section (see Admissions & Academic Information).

Students who have earned a 3.0 GPA on an undergraduate degree from an accredited university may be automatically admitted to a West College of Education graduate program. Students who have earned less than a 3.0 GPA on an undergraduate degree from an accredited university should submit scores from the GRE ScoreItNow! Students who do not make a satisfactory score on the writing sample, may be required to take an approved writing intensive course and/or seek tutoring from the MSU Writing Center.

Admission to a specific program also requires a satisfactory background of undergraduate course work and experience. Admission to all programs requires 18 to 24 hours of acceptable undergraduate course work. Leveling work may be required if a student needs additional undergraduate background. State certification in Educational Leadership, Educational Diagnostician, and School Counseling requires appropriate teacher certification. Students must submit copies of service record and certificate. Specific program requirements are listed with each program major and option.

Students who enter as non-degree seeking or with professional development status and who are later admitted to the graduate program may request credit for a maximum of 9 semester credit hours of successfully completed coursework to be applied toward the graduate degree with the approval of the Graduate Coordinator and the Dean of the College.

Admission to Candidacy

Admission to candidacy for graduate programs in the West College of Education will be determined by the Graduate Advisory Committee and will require

- a qualifying examination, taken in the first 6 hours of course work, to determine proficiency in writing. If the student does not pass the writing sample, remediation will be prescribed.
- that students not passing the GRE Writing Analysis or the GRE ScoreItNow! test (though they may continue with their course work) must take ENGL 2113, Composition Skills **Intermediate Composition and Grammar** and make a B or better, the following semester.
- successful completion of 15 hours of course work.

Grades for Graduate Study.

Only grades of A, B, and C are acceptable in graduate courses. No more than two grades of C may be applied to the Master's degree. For a student with a third grade of C or lower, the Faculty Review Committee will recommend to the Dean whether or not the student should be dismissed from the graduate program.

Student Fitness and Performance

Program Standards.

Students enrolled in all programs in the West College of Education must maintain high scholastic standards (stipulated under

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"Grades for Graduate Study") and develop skills necessary to work effectively with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their interactions with others, use skills and techniques that are generally accepted by other professionals, and conform to the ethics of relevant professional associations and the state of Texas. A student's acceptance in any program does not guarantee student's fitness to remain in that program. The faculty are responsible for assuring that only those students who continue to meet program standards are allowed to continue in any program.

Evaluating Student Fitness and Performance.

Members of the faculty, using their professional judgments, evaluate student fitness and performance continually. Students usually receive information and counseling related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by faculty to make such judgments include instructors' observations of course performance, evaluations of students' performances in practice situations, and the disciplines' codes of ethics. Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program.

Required Withdrawal from a Program.

A faculty member who believes that a student is not making satisfactory progress or meeting program or university standards, should discuss the situation with the student. If the faculty member believes the student's performance cannot improve to acceptable standards, the faculty member should refer the student to the Faculty Review Committee. The Faculty Review Committee consists of three faculty members in the West College of Education appointed by the Dean.

The Committee will notify the student of the reasons contributing to unsatisfactory progress or failure to meet program standards. The student will have an opportunity to meet with the Committee to respond to and to present information and witnesses to the committee. The Committee will also meet with the faculty member who referred the student. After considering the matter, and within 10 working days of meeting with the student, the Committee will report to the student and the Dean, recommending continuance or removal from the program. The Committee may require conditions or restrictions on the student's continuing in the program. Within 10 working days of receipt of the Committee's recommendations, the student will notify the Dean of the acceptance or appeal of the recommendations.

If the student appeals, the Dean will consider the Committee's recommendations, meet with the student, and determine whether the student will be allowed to remain in the program. The Dean need not meet with the student before making a decision, if the student has had reasonable opportunity to meet and has either failed or refused to meet. The student will be notified of the Dean's decision in writing within ten working days of the Dean's meeting with the student or within twenty working days from the date of the appeal.

Program Completion Requirements

All candidates for a master's degree in the West College of Education must show evidence of mastery in their field of study, research in their area of interest, the ability to express their findings orally and in writing, and the ability to integrate theory with practice. Specific requirements for completion vary from program to program. It is the student's responsibility to meet with the appropriate program coordinator and graduate advisor to ensure all requirements are met. For example, programs may require a research file paper or a comprehensive exam for program completion. Research file papers in the West College of Education should follow the Publication Manual of the American Psychological Association, latest edition, and be printed with letter quality print.

Departments, Programs and Courses

Counseling, Kinesiology, and Special Education

Go to information for Counseling, Kinesiology, and Special Education.

Programs

Major

- Clinical Mental Health, M.A.
- Human Resource Development, M.A.
- Special Education, M.Ed.
- Sport Administration, M.Ed.

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.

Graduate Minor

- Bilingual Education Minor
- Instructional Design and Technology Minor
- Language and Literacy Studies Minor
- Master Mathematics Teacher Program Minor
- Sport Administration Minor
- Superintendency Minor
- Teacher Leadership Minor
- Training and Development Minor

Display courses for Curriculum and Learning.

B. Clinical Mental Health, M.A.

<u>**Clinical Mental Health, M.A.**</u>

Mission Statement: ~~The mission of the Clinical~~ Mental Health ~~faculty is to provide counseling students with the most recent research, technology, training, and supervision~~ required ~~to become a Licensed Professional Counselor (LPC). Program faculty are committed to training students who are knowledgeable, ethical, competent, self-aware, and professionally mature, who hold a strong counselor identity and display a respect for diverse populations and multiculturalism. The Clinical Mental Health Program will qualify students as counselors and provide them with the necessary skills to become fully functioning counselors in a variety of related settings and fields to work in an evolving diverse society. The program is teaching-centered with professors. The Master of Arts with a major in clinical mental health is for students who wish to work in various public or private settings, requires 60 semester hours.~~

<u>**Mission Statement**</u>
The mission of the Clinical Mental Health Counseling Program faculty is to provide counseling students with the most recent research, technology, necessary training, and supervision required to become a Licensed Professional Counselor (LPC). Program faculty are committed to training students who are knowledgeable, ethical, competent, self-aware, and professionally mature who hold a strong counselor identity, dedicated to advocacy efforts, and

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display a respect for diverse populations and multiculturalism in the role of counselors. The Clinical Mental Health Counseling Program will qualify students as counselors and provide them with the necessary skills to become fully functioning counselors who work in a variety of related settings and fields in an evolving diverse society. The program is teaching-centered with professors who are readily available to meet the needs of students.

Mission Statement: The mission of the Clinical Mental Health with a concentration in School Counseling faculty is to equip the counselor with the knowledge and skill necessary to supply guidance and counseling services in a school setting. The school counselor will be able to provide direct counseling to students; consult with parents, teachers and administrators; act as a liaison between the school and outside agencies; and facilitate classroom guidance activities.

The graduate program concentration in school counseling prepares students to be public school counselors and requires 60 semester hours. Students are required to pass a comprehensive exam as a program completion requirement. Texas Counselor certification requires completion of an approved master's degree, two years of teaching experience, and a passing score on the state mandated examination, the TExES test and an internship in a school setting.

Enrollment in courses with the COUN prefix (with the exception of COUN 6013) requires admission to the Master of Arts in clinical mental health program or permission of the Counseling Program Coordinator.

3. Curriculum and Instruction, M.Ed.

Curriculum and Instruction, M.Ed.

Mission Statement: The Curriculum and Instruction program at West College of Education is committed to faculty and student participation in scholarly discourse on all issues related to teaching and learning and to exploring the relationship between theory and practice in a variety of educational contexts. The faculty value life-long learning, community, collaboration, diversity, inquiry, and reflection.

Toward this end, we are committed to enhancing the ability of professional educators to meet the needs of a changing society by providing an innovative, logically organized program of educational experiences that are framed by a coherent core of research and foundational knowledge and that model exemplary teaching strategies grounded in inquiry and reflective practice. The faculty are also committed to active engagement in scholarship, service, and outreach while seeking opportunities to examine and integrate diverse educational perspectives through university, community, and statewide collaboration.

The Master of Education degree with a major in curriculum and instruction is designed to develop professional skills and knowledge. The graduate program requires 36 semester hours and is a non-thesis program. Candidates are required to conduct an action research project and to write a formal report of that research to be approved by their graduate committee.

Comprehensive Written Examination: All candidates must successfully complete a comprehensive written examination. Candidates become eligible to take the comprehensive written examination when they have completed all required course work successfully or during the semester in which they will complete their course work (with the approval of the student's graduate committee). Candidates must complete the examination in the manner, on the date, and at the place specified by the college. Comprehensive written examinations will be offered each April, August, and November. Candidates have two attempts to successfully complete the comprehensive written exam.

The comprehensive written examination consists of 4 (essay) questions supplied by the candidate's graduate committee. These questions are drawn from the essential content of the candidate's degree program. Candidates are allowed 4 hours to complete the examination. Exams will be reviewed by the candidate's graduate committee and marked as either pass or fail. In the event of a failed exam, the candidate will receive detailed feedback and suggestions for improvement from the graduate committee.

Major: Curriculum and Instruction - 18 hours

EDUC 5053 - Introduction to Educational Research

~~EDUC 5423 - Innovative Curriculum Design and Differentiation~~
EDUC 5633 - Curriculum Theory and Practice
EDUC 6013 - Trends and Issues in Learning and Teaching
EDLE 5583 Curricular Supervision for School Leaders
EDUC 6753 - Applied Research
~~IDT 5133 - Technology Integration~~ *
IDT 5123 Instructional Technology & Design

~~Note:~~

~~*Basic computer application skills and permission of instructor required.~~

Option I

Resource Area:

6 hours of electives that provide support for teaching as approved by the program coordinator.

Minor*:

12 graduate hours from: Biology, Early Childhood Education, Instructional Design & Technology, History, Language and Literacy Studies, Mathematics, Political Science, or Teacher Leadership.

Option II

Minor*:

18 graduate hours as prescribed by the Bilingual Education program, or in a field related to the public schools: Biology, English, History, Mathematics, and Political Science.

Option III

Minor: Intervention Assistance

18 graduate hours:

EDBE 5023 - Communication & Pedagogy in Bilingual Classrooms
~~READ 6303 - Literacy Coaching~~
SPED 6953 Special Graduate Topics in Special Education
READ 6313 - Reading and Writing Strategies
SPED 5813 - Tier III Reading Strategies
SPED 6013 - Teaching Strategies for Affective Disorders
SPED 6943 - Practicum in Special Education

Note:

*See Graduate Minors section for prescribed courses.
Graduate Initial Teacher Certification

The Master of Education degree with a major in curriculum and instruction and an emphasis in secondary education is designed to build professional skills and knowledge for the secondary classroom teacher. The Graduate Initial Teacher Certification is designed for persons who have earned a bachelor's degree from an accredited institution. All candidates must meet University

and West College of Education admission standards.

Admission to the Teacher Certification Program:

The Teacher Education Committee expects all teacher education students to be above average scholars; therefore, to be considered for admission to the Teacher Certification Program, the applicant must have:

an application on file (forms available in Education Office);

three letters of recommendation (forms available in Education Office);

satisfactory scores on the Texas Higher Education Assessment (THEA), or equivalent, in reading, writing, and mathematics;

a cumulative undergraduate grade point average of 2.75, or at least a 2.75 gpa on last 60 hours taken; and

a grade point of 2.5 in freshman English (excluding any developmental courses) with a minimum of 6 hours completed at the time of admission.

A person who plans to pursue a master's degree must be admitted as a graduate degree seeking student by the completion of their 9 graduate hours.

Course Requirements for Initial Teacher Certification:

COUN 6013 - Human Relations
EDUC 5223 - Planning for Teaching
EDUC 6023 - Learning and Assessment
EDUC 6033 - Classroom Management
EDUC 6063 - Induction to Teaching
EDUC 6073 - Practicum in Teaching
READ 6293 - Content Reading
SPED 5013 - Exceptional Individuals

Additional courses required for M.Ed.:

EDUC 5053 - Introduction to Educational Research
EDUC 6753 - Applied Research

3 hours technology from:

IDT 5123 - Instructional Technology Design
IDT 5133 - Technology Integration
IDT 5143 - Multimedia Development I

3 hours resource elective as approved by advisor

24. Dr. Zuckweiler made a motion to adopt the following graduate catalog changes in Curriculum and Learning. Dr. Stambaugh seconded and the motion was adopted. (closed)

Curriculum and Learning

Curriculum and Learning

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

Curriculum and Instruction

Educational Leadership

Programs and Courses

Leann Curry

Chair, Curriculum and Learning Department

~~Graduate Coordinator, Curriculum and Instruction and Instructional Design and Technology~~

Kym Acuna

Graduate Coordinator, Educational Leadership and ~~Language and Literacy Studies~~ **Curriculum and Instruction**

Curriculum and Instruction

Program Coordinator, Janise McIntyre
Educational Leadership

Program Coordinator, Kym Acuna
~~Instructional Design and Technology~~

~~Program Coordinator, Leann Curry~~
~~Language and Literacy Studies~~

~~Program Coordinator, Emily Reeves~~
Programs and Courses

Programs

Major

Curriculum and Instruction, M.Ed.

Educational Leadership, M.Ed.

Graduate Minor

Bilingual Education Minor

Instructional Design and Technology Minor

Language and Literacy Studies Minor

Master Mathematics Teacher Program Minor

Sport Administration Minor

Superintendency Minor

Teacher Leadership Minor

Training and Development Minor

Courses

Bilingual Education

EDBE 5013 - History, Politics, and Law in Bilingual/ELL Education

EDBE 5023 - Communication & Pedagogy in Bilingual Classrooms

EDBE 5033 - Linguistic Foundations of First and Second Language Acquisition

EDBE 5043 - Assessment in Bilingual/ELL Classrooms and Schools

EDBE 5063 - Biliteracy in Bilingual Classrooms

EDBE 6223 - Current Issues in Bilingual/ELL Education

EDBE 6903 - Independent Graduate Study in Bilingual Education

Early Childhood Education

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

ECED 5103 - Introduction to Young Children

ECED 5123 - Early Childhood Development: Language and Literacy

ECED 5133 - Early Childhood Curriculum

Education

EDUC 5053 - Introduction to Educational Research

EDUC 5186 - Clinical Teaching

EDUC 5223 - Planning for Teaching

EDUC 5423 - Innovative Curriculum Design and Differentiation

EDUC 5513 - Introduction to Training and Development

EDUC 5523 - Trends and Issues in Training and Human Resource Development

EDUC 5533 - Instructional Strategies for Adult Learners

EDUC 5543 - Instructional Systems Design

EDUC 5583 - Graduate Internship in Training and Development

EDUC 5623 - Mentoring

EDUC 5633 - Curriculum Theory and Practice

EDUC 5801 - Kodály Conducting and Ensemble, Level I

EDUC 5802 - Kodály Musicianship, Level I

EDUC 5803 - Kodály Music Pedagogy and Literature, Level I

EDUC 5873 - Methods and Materials for English as a Second Language

EDUC 5893 - Language Development for First and Second Language Learners

EDUC 5901 - Kodály Conducting and Ensemble, Level II

EDUC 5902 - Kodály Musicianship, Level II

EDUC 5903 - Kodály Music Pedagogy and Literature, Level II

EDUC 5911 - Kodály Conducting and Ensemble, Level III

EDUC 5912 - Kodály Musicianship, Level III

EDUC 5913 - Kodály Music Pedagogy and Literature, Level III

EDUC 6013 - Trends and Issues in Learning and Teaching

EDUC 6023 - Learning and Assessment

EDUC 6033 - Classroom Management

EDUC 6043 - Instructional Strategies

EDUC 6063 - Induction to Teaching

EDUC 6073 - Practicum in Teaching

EDUC 6753 - Applied Research

EDUC 6903 - Independent Graduate Study in Education

EDUC 6951 - Special Graduate Topics in Education

EDUC 6953 - Special Graduate Topics in Education

Educational Leadership

EDLE 5583 - Curricular Supervision for School Leaders

EDLE 5593 - Leadership and Communication Processes

EDLE 5603 - Introduction to Leadership

EDLE 5623 - School Law and Personnel

EDLE 5643 - School Business Management

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

EDLE 5653 - Building School Communities for Diverse Learners

EDLE 5663 - Community Politics and Public Relations

EDLE 5673 - Leadership in School Change

EDLE 5683 - Instructional Improvement and Staff Development

EDLE 5693 - Graduate Internship in Educational Leadership

EDLE 5791 - Probationary Internship II

EDLE 5793 - Probationary Internship

EDLE 6003 - The Superintendency

EDLE 6013 - Politics and Community Relations

EDLE 6023 - Curriculum, Instruction, and Evaluation

EDLE 6033 - School Organization and Management

EDLE 6043 - Human Resources, Supervision, and Staff Development

EDLE 6053 - Superintendent Internship

EDLE 6063 - Advanced Education Law

EDLE 6073 - Statistics for Educational Research

EDLE 6083 - Research Methods in Education

EDLE 6903 - Independent Graduate Study in Educational Leadership

EDLE 6951 - Special Graduate Topics in Educational Leadership

EDLE 6953 - Special Graduate Topics in Educational Leadership

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 Instructional Design & Technology

IDT 6951 - Special Graduate Topics in Instructional Design & Technology

IDT 6953 - Special Graduate Topics in Instructional Design & Technology

Reading Education

READ 6213 - Foundations of Reading

READ 6223 - Discipline Literacy

READ 6243 - Current Trends

READ 6283 - Practicum in Reading

READ 6293 - Content Reading

READ 6303 - Literacy Coaching

READ 6313 - Reading and Writing Strategies

READ 6403 - Assessment and Instruction Practicum

READ 6903 - Independent Graduate Study in Reading Education

READ 6913 - Independent Graduate Study in Mentoring

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

READ 6953 - Special Graduate Topics in Reading Education

25. Dr. Zuckweiler made a motion to adopt the following graduate catalog changes in Educational Leadership. Dr. Stambaugh seconded and the motion was adopted. (closed)

Educational Leadership, M.Ed.

Educational Leadership, M.Ed.

Mission Statement: The Master of Education degree with a major in Educational Leadership prepares students for school leadership roles. The program provides opportunities for students to learn and apply knowledge, skills, and dispositions set forth in Educational Leadership Constituent Council (ELCC) and Texas Education Agency (TEA) standards.
Program Information: Students will work in informal cohorts to apply educational leadership knowledge and skills to current school issues, often in actual school settings. Students who complete the educational leadership program are eligible to apply for Texas Principal Certification upon satisfactory completion of the state mandated TExES examination and two years of teaching experience.

All students must meet the admission standards for the University and the West College of Education. The graduate program in Educational Leadership requires 36 semester hours. Master's degree candidates must complete the 36 hour course of study as listed as well as the Capstone Research Project approved and scored by an Educational Leadership faculty member. The Capstone Research Project must reflect an ability to support K-12 student learning and development.

Students who already possess a master's degree may enroll in a non-degree program leading to principal or superintendent certification. Students pursuing principal certification will be directed by a program advisor to enroll in required educational leadership courses not already taken in their master's degree work. Research courses (6 hours) are not required; **practicum** ~~internship~~ is required. Non-degree seeking candidates must complete the Capstone Research Project approved and scored by an Educational Leadership faculty member. The Capstone Research Project must reflect an ability to support K-12 student learning and development. The superintendent certification program is an 18-hour, ~~year long~~ course of study to prepare students to take the state superintendent certification exam. Candidates must have two years of principalship experience and a superintendent willing to mentor them.

Students who are not certified K-12 teachers may choose to study a Master of Education degree with a major in Educational Leadership without Principal Certification.

~~A probationary principalship certificate is available upon admission to the educational leadership program and a documented job offer. Candidates for this certificate must meet legal requirements. The certificate is valid one year at a time for up to 3 years. Students must enroll in~~ EDLE 5793 ~~to participate in a probationary internship the first semester and~~ EDLE 5791 ~~for each additional semester.~~

In order to be recommended to take the state principal certification exam, candidates must first pass the principal certification practice exam.

Master of Education with a major in Educational Leadership with Principal Certification

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

The core courses are:

EDLE 5593 - Leadership and Communication Processes

EDLE 5603 - Introduction to Leadership

EDLE 5623 - School Law and Personnel

EDLE 5643 - School Business Management

~~EDLE 5673 - Leadership in School Change~~

EDLE 5683 - Instructional Improvement and Staff Development

Additional courses are:

EDLE 5583 - Curricular Supervision for School Leaders

EDLE 5653 - Building School Communities for Diverse Learners

EDLE 5663 - Community Politics and Public Relations

EDLE 5673 - Leadership in School Change

~~EDLE 5683 - Instructional Improvement and Staff Development~~

~~EDLE 5693 - Graduate Internship in Educational Leadership~~ (Offered fall and spring only)   **EDLE 5693 - Graduate Practicum in Educational Leadership**

EDUC 5053 - Introduction to Educational Research

EDUC 6753 - Applied Research

Master of Education with a major in Educational Leadership without Principal Certification

The core courses are:

EDLE 5593 - Leadership and Communication Processes

EDLE 5603 - Introduction to Leadership

EDLE 5623 - School Law and Personnel

EDLE 5643 - School Business Management

EDLE 5683 - Instructional Improvement and Staff Development

Additional courses are:

EDLE 5583 - Curricular Supervision for School Leaders

EDLE 5653 - Building School Communities for Diverse Learners

EDLE 5663 - Community Politics and Public Relations

EDLE 5673 - Leadership in School Change

EDUC 5053 - Introduction to Educational Research

EDUC 6753 - Applied Research

3 hours of electives to be chosen from West College of Education Graduate Courses

~~EDLE 5793 - Probationary Internship~~ *

~~EDLE 5791 - Probationary Internship II~~ **

~~Note:~~

~~*Required for students holding a first year probationary certificate.~~

~~**Required continuation of Probationary Internship for students not yet enrolled in~~ EDLE 5693~~.~~

Master of Education with a major in Educational Leadership and a Concentration in Bilingual/English Language Learners (ELL) Education.

This program will require 42 semester hours.

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

    EDBE 5013 - History, Politics, and Law in Bilingual/ELL Education

    EDBE 5023 - Communication & Pedagogy in Bilingual Classrooms

    EDBE 5033 - Linguistic Foundations of First and Second Language Acquisition

    EDBE 5043 - Assessment in Bilingual/ELL Classrooms and Schools

    EDBE 5063 - Biliteracy in Bilingual Classrooms

    EDBE 6223 - Current Issues in Bilingual/ELL Education

    EDLE 5593 - Leadership and Communication Processes

    EDLE 5603 - Introduction to Leadership

    EDLE 5623 - School Law and Personnel

    EDLE 5643 - School Business Management

    EDLE 5673 - Leadership in School Change

    EDLE 5683 - Instructional Improvement and Staff Development

    EDLE 5693 - Graduate Internship in Educational Leadership

    EDUC 5053 - Introduction to Educational Research

Master of Education with a major in Educational Leadership and a Concentration in Special Education.

This program will require 42 semester hours.

    EDLE 5593 - Leadership and Communication Processes

    EDLE 5603 - Introduction to Leadership

    EDLE 5623 - School Law and Personnel

    EDLE 5643 - School Business Management

    EDLE 5673 - Leadership in School Change

    EDLE 5683 - Instructional Improvement and Staff Development

    EDLE 5693 - Graduate Internship in Educational Leadership

    EDUC 5053 - Introduction to Educational Research

    SPED 5613 - Foundations of Special Education

    SPED 6013 - Teaching Strategies for Affective Disorders

    SPED 6913 - Special Education Law

    SPED 6943 - Practicum in Special Education

    SPED 6953 - Special Graduate Topics in Special Education

    SPED 6963 - Foundations of Special Education Leadership

Master of Education with a major in Educational Leadership and a Concentration in Sport Administration

This program will require 42 semester hours.

    EDLE 5593 - Leadership and Communication Processes

    EDLE 5603 - Introduction to Leadership

    EDLE 5623 - School Law and Personnel

    EDLE 5643 - School Business Management

    EDLE 5673 - Leadership in School Change

    EDLE 5683 - Instructional Improvement and Staff Development

    EDLE 5693 - Graduate Internship in Educational Leadership

    EDUC 5053 - Introduction to Educational Research

    EDUC 6753 - Applied Research

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

SPAD 5033 - Ethics & Legal Issues in Sport Management

SPAD 5513 - Managing Diversity in Sport Environments

SPAD 5523 - Event & Facilities Management

SPAD 5623 - Media & Community Relations in Sport

SPAD 5723 - Sport Marketing & Finance

26. Dr. Zuckweiler made a motion to adopt the following graduate catalog changes in the Instructional Design and Technology Minor. Dr. Stambaugh seconded and the motion was adopted. (closed)

Instructional Design and Technology Minor

Requirements:

IDT 5103 - Digital Literacies: Navigate, Evaluate, and Create

~~IDT 5123 - Instructional Technology Design~~

IDT 5133 - Technology Integration

IDT 5143 - Multimedia Development I ~~or~~

IDT 5173 - Multimedia Development II

27. Dr. Zuckweiler made a motion to adopt the following graduate catalog changes in the Language and Literacy Studies Minor. Dr. Capps seconded and the motion was adopted. (closed)

Effective fall 2019

Language and Literacy Studies Minor -**12 hours**

Requirements:

READ 6213 - Foundations of Reading

~~READ 6283 - Practicum in Reading~~

~~READ 6403 - Assessment and Instruction Practicum~~

SPED 5813 - Tier III Reading Strategies

READ 6293: Content Reading
READ 6313: Reading and Writing Strategies

28. Dr. Zuckweiler made a motion to adopt the following graduate catalog changes in Special Education. Dr. Killion seconded and the motion was adopted. (closed)

Summary of Changes to Sped Grad Program

Clarify language and be more explicit with degree paths

http://catalog.msutexas.edu/preview_program.php?catoid=19&poid=2212&returnto=944

Mission Statement**:** The mission of the Master of Education degree with a major in Special Education is to prepare

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candidates to lead their schools and communities in providing services to students with disabilities.

The Master of Education in Special Education **is** for teachers who have Texas certification in special education is designed to prepare them as Educational Diagnosticians who can use their leadership in providing services to students with disabilities in their schools and communities. Completion of the degree requirements allows students to apply for professional certification upon satisfactory completion of the state mandated TExES requirement as an Educational Diagnostician.

The Master of Education in Special Education for graduates ~~who wish~~ ~~are not already certified to teach special education~~ will prepare them with the knowledge and skills required to provide leadership on their campuses and in their communities in providing services for students who have disabilities. The degree will then help them develop knowledge and **skills in variety of advanced areas of special education** ~~a specialized area; this specialization may lead to the Educational Diagnostician certification. Other specializations may be selected through consultation with the Graduate Coordinator.~~

The Master of Education in Special Education with an emphasis in dyslexia is designed for teachers interested in working with children or adults who have dyslexia or related disorders. Completion of this degree qualifies the student to apply for professional certification upon completion of a comprehensive examination by the Academic Language Therapists Association (ALTA). Upon passing the exam, graduates will also receive the title of Licensed Dyslexia Therapist (LDT).

An application for professional certification as an Educational Diagnostician requires three years of classroom teaching in an accredited school. An applicant for the Master of Education degree in special education and Texas Educational Diagnostician's Certificate must present the following minimum criteria for acceptance into the graduate program:

> bachelor's degree and standard Texas Teacher Certificate or equivalent;
> a grade point average of 3.0 in previous education courses; and
> additionally, successful committee screening on selected criteria

~~Student~~s ~~with an Undergraduate Major in Special Education~~ Educational Diagnostician Only

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~~For students with an undergraduate major in special education,~~ the **Educational Diagnostician** program consists of 36 semester hours.

> COUN 6013 - Human Relations
> EDUC 5053 - Introduction to Educational Research
> EDUC 6753 - Applied Research
> SPED 6613 - Individualized Diagnostic Assessment I
> SPED 6623 - Individualized Diagnostic Assessment II
> SPED 6633 - Vocational, Motor Skills, and Assistive Technology Assessment
> SPED 6913 - Special Education Law
> SPED 6943 - Practicum in Special Education
> SPED 6953 - Special Graduate Topics in Special Education
> SPED 6963 - Foundations of Special Education Leadership
> <div align="center">Plus:</div>

Six (6) hours of approved electives.

Dyslexia Emphasis Only

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:

A bachelor's degree from an accredited institution

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.

Acceptable performance on a comprehensive examination administered by ALTA.

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~~ SPED 5013 - Exceptional Individuals

Additional Information:

~~Educational Diagnostician Certification is available with this degree option for students holding an undergraduate degree in Special Education. Leveling classes will be required for students who do not have an undergraduate special education degree to include diagnostician certification. Requires SPED 6613 - Individualized Diagnostic Assessment I, SPED 6623 - Individualized Diagnostic Assessment II, and SPED 6633 - Vocational, Motor Skills, and Assistive Technology Assessment.~~

Course content and techniques are based on *Take Flight:: A Comprehensive Intervention for Students with Dyslexia*, a curriculum written by the staff of the Luke Waites Center for Dyslexia and Learning Disorders of Texas Scottish Rite Hospital for Children (TSRHC). *Take Flight* builds on the success of the three previous dyslexia intervention programs developed by the staff of TSRHC: Alphabetic Phonics, the Dyslexia Training Program, and TSRH Literacy Program.

Electives - 6 hours

Six (6) hours approved electives.

Additional Information:

Dyslexia with Diagnostician Cert (already certified to teach special Education)

Educational Diagnostician Certification is available with this Dyslexia degree option for students holding an undergraduate degree/certification in Special Education. This option consists of 39 hours.

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 6613 - Individualized Diagnostic Assessment I
SPED 6623 - Individualized Diagnostic Assessment II
SPED 6633 - Vocational, Motor Skills, and Assistive Technology Assessment
SPED 6943 - Practicum in Special Education

Dyslexia with Diagnostician Cert (Do not possess a special Education Certificate)

Nine additional graduate hours will be required as leveling classes for students who do not have an undergraduate special education degree/certification. . This option consists of 48 hours.

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 6613 - Individualized Diagnostic Assessment I
SPED 6623 - Individualized Diagnostic Assessment II
SPED 6633 - Vocational, Motor Skills, and Assistive Technology Assessment
SPED 6943 - Practicum in Special Education

Plus

SPED 6963 - Foundations of Special Education Leadership
SPED 6013 - Teaching Strategies for Affective Disorders
SPED 5013 - Exceptional Individuals

All proposed changes are marked as such: deleted items are marked with a strikethrough line and new items are in bold and underlined. Italicized wording is justification or clarification from the proposing department/college.

Master's in Education in Special Education (Masters Only non-Diag Certificate)

> COUN 6013 - Human Relations
> EDUC 5053 - Introduction to Educational Research
> EDUC 6753 - Applied Research
> SPED 6913 - Special Education Law
> SPED 6953 - Special Graduate Topics in Special Education
> SPED 6963 - Foundations of Special Education Leadership

SPED 6013 - Teaching Strategies for Affective Disorders
SPED 5013 - Exceptional Individuals
 SPED 6633 - Vocational, Motor Skills, and Assistive Technology Assessment
SPED 6033 - Early Childhood Special Education

Six (6) hours of approved electives.

29. Dr. Zuckweiler made a motion to adopt the following graduate catalog changes in Sport Administration. Dr. Capps seconded and the motion was adopted. (closed)

Sport Administration, M.Ed.

> Mission Statement: The mission of the Master of Education degree with a major in Sport Administration is to prepare candidates for management and administrative positions in interscholastic sport, intercollegiate sport, professional sport, intramural recreation, and community-based programs in sport, recreation, and leisure services. The curriculum offers students a broad background in theoretical and practical applications associated with best practices and current research.

> The graduate program requires 36 semester hours.

Required Core - 15 hours
> - EDUC 5053 - Introduction to Educational Research
>
> - SPAD 5013 - Research Methods in Sport Management
>
> - SPAD 5033 - Ethics & Legal Issues in Sport Management
>
> - SPAD 5623 - Media & Community Relations in Sport
>
> - SPAD 6053 - Graduate Practicum in Sport Administration

Leadership, Culture & Diversity

~~Organizational Leadership~~ - 6 hours selected from the following:
> - ~~COUN 5113 – Mediation and Conflict Resolution~~
>
> - ~~COUN 6013 – Human Relations~~
>
> - ~~EDLE 5603 – Introduction to Leadership~~
>
> - SPAD 5023 - Leadership in Sport Management
>
> - **SPAD 5063 – Sport in American Culture**
>
> - **SPAD 5073 – Globalization & Sports**

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- SPAD 5513 - Managing Diversity in Sport Environments

~~Cultural Influences - 3 hours selected from the following:~~
- ~~SPAD 5063 -~~
- ~~Sport in~~
  ~~American~~
  ~~Culture~~
  ~~SPAD 5073 -~~
  ~~Globalization~~
  ~~& Sports~~

Management Functions - ~~3~~ **6** hours selected from the following:
- SPAD 5523 - Event &
  Facilities Management
- SPAD 5723 - Sport
  Marketing & Finance

  SPAD 5823 –
  Designing Effective
  Worksite Wellness
  Programs

Focused Study - 6 hours selected from the following:
- SPAD 5533 - Focused Study: Event & Facilities Management
- SPAD 5633 - Focused Study: Media &
  Community Relations in Sport
- SPAD 5733 - Focused Study: Sport Marketing &
  Finance
- SPAD 6953 - Special Graduate Topics in Sport Administration

Capstone Project - 3 hours selected from the following:
- EDUC 6753 - Applied Research
- SPAD 6023 - Graduate Project in Sport Administration
- SPAD 6903 - Independent Graduate Study in Sport Administration

Additional Information

- Dr. Camacho invited everyone to check out the Fine Arts website to see their calendar of events.
- Ms. Inglish noted that they will be sending out the Honors letters regarding finals and grades on Monday following Thanksgiving.
- Dr. Latham reported that there are now signs all over campus announcing alternate study spaces while the Library is off-line for repairs.
- Dr. Capps announced that he was notified last week that Education received their re-accreditation with CAATE. He

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thanked the deans and their faculty for their assistance with the process.
- Mr. Busby introduced himself as the Student Government Association Vice President. He is a Criminal Justice major and a Music minor.
- Dr. Johnston wished everyone a Happy Thanksgiving.

Adjournment

Respectfully submitted,

Deb Schulte, Assistant to the Provost and Vice President for Academic Affairs.

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