

Academic Council Minutes

February 20, 2019

Midwestern State University

The Academic Council met Wednesday, February 20, 2019, in the Dillard College of Business Administration, the Priddy Conference Room.

Voting members in attendance were:

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. Sam Watson, Dean, Prothro-Yeager College of Humanities and Social Sciences
 Dr. Kathryn Zuckweiler, Dean, Dr. Billie Doris McAda Graduate School

Voting members unable to be in attendance were:

Dr. Marcy Brown Marsden, Dean, College of Science and Mathematics
 Note: Dr. Brown Marsden sent an electronic vote to Dr. Johnston to approve all agenda items on 4/17/19 with a vote to abstain on the Old Business, Doctoral program proposal.
 Dr. Laura Fidelie, Faculty Senate Vice-Chair
 Student Government Association Vice President

Other Attendees:

Dr. Kristen Garrison, Associate Vice President for Academic Affairs
 Dr. Michael Mills, Director, International Programs
 Ms. Ashley Baird, Assistant to the Registrar
 Ms. Dottie Westbrook, Staff Senate Representative

Dr. James Johnston, Provost and Vice President for Academic Affairs, presided and the meeting began at 2:05 p.m.

Approval of Minutes

Dr. Johnston called for a motion to approve the February and March 2019 Minutes of the Academic Council. Dr. Capps made a motion that the minutes be adopted; Dr. Zuckweiler seconded and the motion was adopted. (closed)

Old Business

1. Dr. Johnston asked for a motion to open discussion on the tabled item from the February agenda: Psychology Undergraduate Catalog and Course Changes. Dr. Watson made the motion to adopt the changes; Dr. Capps seconded, and the motion was adopted. (closed)

New Course Addition, effective Fall 2019

PSYC 4873. Special Topics in Psychology: Applied

Prerequisite(s): PSYC 1103, PSYC 2203

Description: Intensive study and coverage of selected topics in psychology. May be repeated when topics vary.

Lecture 3(3-0)

PSYC 4973. Special Topics in Psychology: Academic

Prerequisite(s): PSYC 1103, PSYC 2203

Description: Intensive study and coverage of selected topics in psychology. May be repeated when topics vary.

Lecture 3(3-0)

Change of Course Title, effective Fall 2019

PSYC 2203. ~~Human Behavior~~ **General Psychology II**

PSYC 3503. ~~Social Behavior and Cognition~~ **Social Psychology**

PSYC 4133. ~~Sensation and Perception~~ **Information Processing**

PSYC 4773. Special Topics in Psychology: **Clinical**

Catalog Changes, effective Fall 2019

Psychology, B.A.

Psychology, B.S.

Return to: Majors/Minors/Programs, A-Z list

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 and Bachelor of Arts in Psychology

A major in psychology has the option of obtaining a Bachelor of Arts or a Bachelor of Science degree. See the Requirements for the B.A. and B.S. degrees.

Program requirements remain the same for either degree and are as follows:

Major - 34 semester hours

Psychology Core (16 hours)

PSYC 1103 - General Psychology 3

PSYC 2203 - ~~Human Behavior~~ **General Psychology II** 3

PSYC 3303 - Writing in Psychology 3

PSYC 3314 - Statistics for the Social and Behavioral Sciences 4

PSYC 4123 - History and Systems **of Psychology** 3 **OR**

~~PSYC 3603 - Abnormal Psychology 3~~

OR

~~PSYC 4293 - Psychology of Personality 3~~

~~PSYC 3703 - Theories of Motivation 3~~

OR

~~PSYC 4003 - Learning 3~~

PSYC 4503 - Psychological Tests and Evaluation 3 **OR**

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.

~~OR~~

PSYC 4703 - Research Methods in Psychology 3

Applied Core (6 hours)

PSYC 3023 - Human Sexuality

PSYC 3233 - Developmental Psychology

PSYC 3513 - Substance Abuse

PSYC 3913 - Personal Relations and Interactions

PSYC 4113 - Industrial Organizational Psychology

PSYC 4143 - Psychology of Self

PSYC 4203 - Psychology of Personality

PSYC 4873 - Special Topics **in Psychology**: Applied

~~Advanced Courses—12 hours~~

~~Twelve advanced hours, selected with the approval of the student's advisor~~

Academic Core (6 hours)

PSYC 3703 – Theories of Motivation

PSYC 3503 – ~~Social Behavior and Cognition~~ **Social Psychology**

PSYC 4003 – Learning

PSYC 4133 – Information Processing

PSYC 4163 – Cognition

PSYC 4173 – Human Memory

PSYC ~~4243~~ **4223** – Evolutionary Psychology

PSYC 4303 – Critical Thinking **in Psychology**

PSYC 4973 – Special Topics **in Psychology**: Academic

Clinical Core (6 hours)

PSYC ~~3023~~ **3603** – Abnormal Psychology

PSYC 3853 – Health Psychology

PSYC 4103 – Clinical Psychology

PSYC 4153 – Child Clinical Psychology

PSYC 4773 – Special Topics: **Clinical**

PSYC 4903 – Internship

PSYC 4801 – Senior Thesis I **AND**

PSYC 4802 – Senior Thesis II

~~PSYC 3603 – Abnormal Psychology~~

~~OR~~

~~PSYC 4203 – Psychology of Personality~~

~~PSYC 3703 – Theories of Motivation~~

~~Or~~

~~PSYC 4003 – Learning~~

~~PSYC 4503 – Psychological Tests and Evaluation~~

~~Or~~

~~PSYC 4703 – Research Methods in Psychology~~

~~Advanced Courses—12 hours~~

~~Twelve advanced hours, selected with the approval of the student's advisor~~

Additional Program Requirements

~~s~~Satisfies part of Natural Science requirement in Academic Foundations and Core Curriculum (**minimum 6 hours**)

BIOL 1103 - Introduction to Biology 3

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OR
BIOL 1013 – Introduction to Human Biology

BIOL 1133 - Anatomy & Physiology I for Health Sciences 3

OR

BIOL 1134 - Anatomy and Physiology I 4

BIOL 1114 - Life I: Molecular & Cellular Concepts 4

OR

BIOL 1144 - General Zoology 4

Minor Requirement

All Psychology majors must complete a minor of at least 18 semester hours of which at least 6 must be advanced. The minor field selected must be acceptable to the chairs of major and minor programs.

Admission into the Undergraduate Psychology Major

Any student wishing to declare a major in psychology must:

- 1.** have completed the following courses (or equivalents) with a minimum GPA of 2.75:
 - a.** two courses which satisfy the Communication component of the academic foundations/core, **and**
 - b.** PSYC 1103, PSYC 2203, **and**
 - c.** one BIOL course in the Life & Physical Sciences component of the academic foundations/core, **and**
 - d.** one MATH course satisfying the Mathematics component of the academic foundations/core or PSYC 3314;
 - or**
 - e.** have completed at least 60 hours of college credits with a minimum cumulative GPA of 2.75;
- 2.** complete a “Change of Degree/Major/Minor” form available in the Psychology Department Office (O’Donohoe Hall 122).

The ~~Psychology Admissions Committee~~ **Department Chair and Pre-Psychology Academic Advisor** will review the application and notify the student as to his/her acceptance or non-acceptance into the major. If a student is accepted, an academic advisor will be assigned with whom the student should meet regularly. Students who have not been admitted to the psychology major should be advised by the Pre-Psychology advisor. Contact the Psychology Department for details.

All psychology majors must take a comprehensive examination during their senior year. Contact the Psychology Department office to make testing arrangements.

2. Dr. Johnston asked for a motion to open discussion on the tabled item from the February agenda: Doctoral Program Proposals. Dr. Zuckweiler made the motion to adopt the proposal; Dr. Capps seconded, and discussion ensued.

Note: Dr. Johnston met with Faculty Senate and the Graduate Council to review the proposals. Integration of the doctorates will only proceed with overall growth of the respective programs. Dr. Johnston and the Faculty Senate will also include these proposals as part of the Strategic Plan. A vote followed the discussion and with only one vote to abstain, the doctoral programs proposal was adopted by majority vote. (closed)

Old Business
Doctoral Program Proposals – Dr. Zuckweiler

Attachment 2

Doctoral Programs

Education

Ed.D. in Educational Leadership

Catalog Changes

Matthew Capps, Dean (Ferguson Hall 201A)

Leann Curry

Chair, Curriculum and Learning Department

Graduate Coordinator, Curriculum and Instruction and Instructional Design and Technology

Michaëlle Kitchen

Chair, Counseling, Kinesiology, and Special Education Department

Kym Acuna

Graduate Coordinator, Educational Leadership and Language and Literacy Studies

Julie Wood

Graduate Coordinator, Counseling, Kinesiology, and Special Education Department

Graduate Faculty: Acuna, Anderson, Blacklock, Capps, M., Cartwright, Curry, Gupta, Harvey,
 Huang, King, Kitchen, Lindt, Manuel, McIntyre, Medellin, Miller, Reeves, Ruthorford,
 Schultz, Shawver, Stewart, Wood

Emerti Faculty: Burger, Cappe, 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 **and the Ed. D in Educational Leadership.**

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.

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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](#)).

1. 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.
2. 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.
3. 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 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 "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.](#)
- [Clinical Mental Health, with a concentration in School Counseling, M.A.](#)
- [Human Resource Development, M.A.](#)
- [Human Resource Development, with a concentration in Training and Development, M.A.](#)
- [Special Education, M.Ed.](#)
- [Sport Administration, M.Ed.](#)

[Display courses for Counseling, Kinesiology, and Special Education.](#)

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Curriculum and Learning

[Go to information for Curriculum and Learning.](#)

Programs

Major

- [Curriculum and Instruction, M.Ed.](#)
- [Educational Leadership, M.Ed.](#)

Educational Leadership, Ed. D

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.](#)

Educational Leadership, Ed. D.

← Return to: [Gordon T and Ellen West College of Education](#)

Go to information for Educational Leadership Ed. D *

Required Core – 15 hours

EDLE 6143*	Theories of Leadership, Administration, and Organizational Management
EDLE 6153*	District Financial Leadership
EDLE 6063	Advanced Education Law
EDLE 6093*	Cultural Foundations in Educational Leadership
EDLE 6103*	Special Education Law and Leadership

Research Courses – 12 hours

EDLE 6073 – Statistics for Education Research
 EDLE 6083 – Research Methods in Research
 EDLE 6123 – Qualitative Research in Education
 EDLE 6133 – Writing and Research Design for Educational Leadership

District Leadership Core - 21 hours

EDLE 6003 – The Superintendency
 EDLE 6043 – Human Resources, Supervision, and Staff Development
 EDLE 6113 – Educational Facilities

EDLE 6013 – Politics and Community Relations
 EDLE 6023 – Curriculum, Instruction and Evaluation
 EDLE 6033 – School Organization and Management
 EDLE 6053 – Superintendent Internship

EDLE Electives - 3 hours

EDLE 6053 – Superintendent Internship

Dissertation: 9 hours

EDLE 6023 - Dissertation

Educational Leadership, Ed. D

Program Information: The West College of Education at Midwestern State University is accredited through the Council for Accreditation of Educator Preparation (CAEP). The Ed.D program is based upon NELP standards developed by a committee comprised of essential stakeholder communities from across the country. 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 Ed.D program are eligible to apply for Texas Superintendent Certification upon satisfactory completion of relevant coursework, internship and state examination.

All students must meet the admission standards for the University and the West College of Education. The Ed.D in Educational Leadership requires 57 semester hours. The curriculum focuses on knowledge and leadership skills for district leadership. Program objectives include: a knowledge of educational theory and practice, the ability to accurately use research methodology and interpretation to impact practice, and skills in district leadership and management.

The program contains five core courses that provide overarching theoretical, cultural, and legal perspectives of educational policy and practice. It contains six required courses in the area of district school leadership. Additionally, there are four courses on educational research culminating with a dissertation. The core courses and research courses are standard for the field. The district leadership courses provide a distinct focus for those interested school district impact.

Within the District Leadership Courses, students work on relevant real-world projects tied to course content to benefit their district of employment. This focus on project-based learning and hands on application of learning help the students to further develop their skills as problem solvers and critical thinkers that can use their knowledge to create, implement, and assess educational initiatives that impact school district effectiveness.

Admissions

This program will seek to become nationally competitive by providing an affordable, quality Ed.D. degree that is designed for students currently working full-time in education. For the graduate school, an applicant who meets each of the following admission criteria may be eligible for unconditional admission by the graduate faculty of the student's intended major:

1. A bachelor's degree from a regionally accredited institution. (The equivalence of foreign degrees is evaluated by the Office of International Services.) The McAda Graduate School must receive an official transcript, including one on which a bachelor's degree is posted, directly from each institution the applicant has attended.
2. A cumulative undergraduate GPA of at least 3.0 from the student's graduating institution.

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3. A competitive score on the standardized graduate test, if required by the graduate program. The requirement for standardized test scores is decided at the college level. The student should contact the graduate coordinator of the intended graduate program for information. The McAda Graduate School must receive official admissions test scores directly from the organization that administers the test.
4. An undergraduate background judged by the graduate faculty of the student's intended major to be adequate for success in the student's intended major.

The following are the application criteria and requirements for admission to the Educational Leadership (Ed.D) doctoral program:

- Candidates must hold at least a Master's degree in Education Administration/Leadership, Curriculum and Instruction, or other related field in education.
- All candidates are required to complete and submit the following items to the Office of Graduate Admissions
 - o Graduate application and processing fee (\$50 for domestic and international students)
 - o Official GRE scores (< 5 years old).
 - o Official transcripts from all higher education institutions attended by the applicant.
 - o Official TOEFL, IELTS, ITEP, or PTE scores (international students only).
 - o Complete program application form.
 - o Curriculum Vitae
 - o Three reference letters (One letter should be from a college or university professor.)
 - o A one-page essay describing candidate's career goals and how obtaining a doctoral degree will impact those goals.
 - o A one-page essay describing candidate's leadership philosophy.
- Candidates will be required to complete an admissions interview.

A committee including the department chair, program coordinator, and two faculty members will review all candidate submissions and interview scores in order to determine candidate admission to the program. The committee will use candidate information to assess the candidate's communication skills, professional knowledge, and level of motivation as indicators of student readiness. Candidates selected for admission as a cohort. All students will be considered part-time students, as they will take two courses per semester/session(6 SCH), as data from the needs assessment survey suggest most students will be working full time in P-12 schools.

Credit earned at another institution is not automatically accepted. but in general, a maximum of 6 semester hours of approved graduate work completed at another accredited graduate school may be accepted for credit. The graduate coordinator, dean of the college, and Dean of the McAda Graduate School may make exceptions. Only courses with a grade of B or better are acceptable for transfer. In such cases, however, credits accepted in transfer shall not exceed 12 hours. The graduate student must also secure the approval of the appropriate graduate coordinator at Midwestern State University prior to registration for any course(s) taken at another institution. Correspondence courses and military educational experience (ACE credit) do not receive graduate credit.

Dissertation

If the proposed program requires a dissertation, describe the process leading to candidacy and completion of the dissertation. Describe policies related to dissertation hours, such as a requirement to enroll in a certain number of dissertation hours each semester. Indicate if a master's degree or other certification is awarded to students who leave the program after completing the coursework, but before the dissertation defense.

When a student has completed all prescribed coursework prior to approval of the dissertation proposal in the doctoral program, the student must pass a written comprehensive examination.

Supervisory Committee

Committee Requirements

A Supervisory Committee is established **before a doctoral student has accumulated 26 credit hours**, including any transfer hours.

The Supervisory Committee is appointed by the Graduate Coordinator prior to the approval of the program of study.

The Supervisory Committee consists of at least four resident Graduate Faculty members.

- All committee members must be either Graduate Faculty or Graduate Faculty Associates approved to perform specified Graduate Faculty duties.
- The student's major advisor, appointed at time of admission to the program, will be on the supervisory committee
- The committee must include at least two Graduate Faculty members external to the academic department or program in which the degree is to be granted but within Midwestern State University. If the student is pursuing a minor, a Graduate Faculty member from the minor department may serve as the outside representative.

Member Roles

An **Appointment of Supervisory Committee form**, signed by the Graduate Committee Chair, should be filed with the Dr. Billie Doris McAda Graduate School.

- **Chair:** The Chair of a doctoral student's committee serves as the advisor and mentor of the student. The Chair may not serve as the Outside Representative or a designated reader.
- **Member:** All members of the committee vote to allow the student into candidacy, request an extension and determine the outcome of the student's dissertation defense. Members may serve as the reader or outside representative.
- **Reader:** Two members of the committee are designated as readers. They and the Chair read the draft(s) of the dissertation to determine whether the student is ready to defend. They sign the *Application for Final Oral Exam* if the student is approved to move forward with the defense. Courtesy members may serve as readers.
- **Outside Representative:** One member must be external to the student's major program but within Midwestern State University. If the student is seeking a minor, the faculty member representing the student's minor may serve as the Outside Representative. He or she may serve as a reader on the student's committee.
- **Courtesy Member:** Faculty external to Midwestern State University may serve as a fifth committee member on the student's committee. Courtesy members may serve as readers and have voting rights for the student's committee. Only one courtesy member may serve per committee. A courtesy member may not serve as outside representative.

Changes to the Committee

Changes may be made to a Supervisory Committee any time prior to the submission of the Application for Final Oral Exam using a change request form. If the Supervisory Committee **chair** leaves the employ of the University, retires,

or is otherwise unable to serve on the Committee, the Dr. Billie Doris McAda Graduate School must be notified immediately and a change in the Committee made as follows:

- If the student has achieved Candidacy, the former chair who has left may continue to serve as co-chair of the Supervisory Committee, with approval of the departmental Graduate Committee and the Dean of the Dr. Billie Doris McAda Graduate School Graduate Studies. A second co-chair must be appointed who is a resident Graduate Faculty member.
- If the student has not achieved Candidacy, a new chair of the Supervisory Committee who is a resident Graduate Faculty member must be appointed immediately, with the agreement of the departmental/school Graduate Program Committee and the Dr. Billie Doris McAda Graduate School
- If a **member other than the chair** leaves the employ of the University or retires, a replacement should be appointed who is a resident graduate faculty member. When continuing expertise is needed and the faculty member is willing to continue serving, he/she may continue as a member of the Supervisory Committee, with the approval of the Supervisory Committee Chair and the concurrence of the Dean of Dr. Billie Doris McAda Graduate School. Graduate faculty with **emeritus status** may co-chair the supervisory committees of doctoral students with a resident graduate faculty member and may continue to serve as members of committees, with approval of the graduate committee chair.

Requirement and Scheduling

The Supervisory Committee arranges for comprehensive examinations — written and oral — at least seven months prior to the final oral examination (defense).

- The **written** comprehensive examination is an investigation of the student's breadth of understanding of the field of knowledge of which his/her special subject is a part. It is not a repetition of course examinations.
- The oral exam is a defense of the written examination to give the student the opportunity to expand on or further explain.

Examination Results

Upon successful completion of comprehensive exams, an **Application for Candidacy** should be filed with the Dr. Billie Doris McAda Graduate School. Otherwise, if the Supervisory Committee determines that the student has failed the comprehensive examination:

1. A letter is submitted by the chair of the Supervisory Committee to the Dr. Billie Doris McAda Graduate School stating the conditions under which the student may attempt another examination.
2. Only one attempt may be made per academic term. Only two attempts overall are permitted, unless additional attempts are approved by the Supervisory Committee.

Students will enter the program with a Master's degree, so no degree or certification will be awarded to students who leave the program after completing coursework, but before the dissertation defense.

CANDIDACY

- The Supervisory Committee files the **Application for Admission to Candidacy** with the Dr. Billie Doris McAda Graduate School once the student has:
 - Satisfied language and research tool requirements
 - Passed the comprehensive examination(s)

This form must be filed with the Dr. Billie Doris McAda Graduate School at least three months prior to the final oral examination (defense).

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.

Continuous Registration

Once candidacy is achieved, the student must register for **at least one 1 credit hour each fall and spring** until they graduate, even after meeting the 9 total dissertation hours in the program.

- **Failure to register will result in termination of candidacy and program.**
- Academic Leave can, for eligible students, provide an exception to the continuous registration requirement.
- Candidates do not need to register for **summer** unless required by their department during an assistantship, for a student visa, to defer student loans, or for Health Center access.

Dissertation

- The dissertation is of no fixed length. Students work with their advisor and/or Supervisory Committee to determine the subject of the dissertation.
- The dissertation abstract may not exceed 350 words in length.
- Style guidelines are determined by the student's specific discipline.

Reading Committee

Following approval by the major advisor, the dissertation and abstract should be presented to the Reading Committee for review at least four weeks prior to the oral defense. The Reading Committee consists of two members from the Supervisory Committee, excluding the Chair or Co-chair.

An Application for Oral Defense is due in the Dr. Billie Doris McAda Graduate School at least two weeks prior to the scheduled defense, indicating that the committee chair(s) and the readers have read the dissertation, find it suitable for a defense, and grant permission for the defense to be held. All committee members should be given sufficient time to read the dissertation prior to the defense. The completed dissertation must accompany the application for the final oral exam.

If only one member of the Reading Committee dissents, the dissertation defense or oral exam may proceed upon written recommendation by the supervisory committee, accompanying the Application for Oral Defense.

Oral Defense

Preparation

Once the candidate's dissertation has been reviewed and approved by the Reading Committee and Supervisory Committee Chair(s), a final oral examination may be scheduled.

The final oral examination must be scheduled for a date when a majority of the Supervisory Committee, including the Chair(s), are available for the examination. Exceptions may be made only by permission of the Dr. Billie Doris McAda Graduate School. The final oral examination must be scheduled no later than two weeks prior to the expected commencement date.

Examination

The final examination for the doctoral degree is oral and open to the University community and the public.

- The Supervisory Committee determines the defense's character and length.

The examination may be devoted to the special field of the dissertation or to the Candidate's general knowledge, or it may be designed to test judgment and critical thinking.

Courses

Course Descriptions

EDLE 6043 – Human Resources, Supervision, and Staff Development

This course will teach strategies for the recruitment, selection, induction, development, and promotion of staff. Personnel policy and decision making will be emphasized, as well as organizational health.

EDLE 6073 Statistics for Educational Research

Application of statistical techniques to research in education; the development of skills in interpreting statistical concepts. Analysis of variance and covariance, multiple comparisons, non-parametric statistics, and multiple correlation.

EDLE 6083 Research Methods in Education

Introduction to quantitative (survey, experimental design, correlation, causal-comparative, evaluation) and qualitative (case study, observation, action, participant-observation, historical, ethnography, phenomenology) research methods used in conducting educational research.

EDLE 6123 Qualitative Research

This course explores qualitative methodologies and data analysis procedures and provides a refined explanation of designing, conducting, and evaluating qualitative research specific to imaging sciences and radiation therapy.

EDLE 6133 Writing and Research Design for Educational Leadership

Development of a proposal for research in the field of educational leadership. Students are guided in conceptualizing and designing a study and will draft a paper that includes a rationale, a literature review, and a description of proposed research design and methods.

EDLE 6143 Theories of Leadership, Administration, and Organizational Management

This course is a study of major theories of organizational development and change providing foundations for educational administration and leadership. Connections are made among theory, research and practice, and a contemporary inquiry in educational administration. It examines the impact of positivism, subjectivism, and functionalism and critics of each on recent research in school organization and administration.

EDLE 6003 – The Superintendency

This is the first course leading to eligibility to take the Texas State Superintendent Exam in order to obtain a Texas Superintendent's Certificate. All preliminary work for the program will be done in this class including choosing a mentor superintendent and designing an individual plan of practical projects for each candidate. Other topics of study will include visioning, culture, stakeholder involvement, and ethics.

EDLE 6043 – Human Resources, Supervision, and Staff Development This course will teach strategies for the recruitment, selection, induction, development, and promotion of staff. Personnel policy and decision making will be emphasized, as well as organizational health.

EDLE 6113 – Educational Facilities - Planning, design, construction, maintenance and evaluation of educational facilities. Develops awareness and skills related to population projections, needs assessment, educational specifications, site selection, rehabilitation of buildings, maintenance and operation of educational facilities, and building evaluation surveys.

EDLE 6013 – Politics and Community Relations - This course is an in-depth study of political and community relations issues faced by the public school superintendent. Communications, partnerships, consensus-building, media relations, working with diverse groups, and superintendent-board working relationships will be studied. Field work will include collaboration with the mentor superintendent on district politics and community relations; a portfolio project(s) will be completed

EDLE 6023 – Curriculum, Instruction and Evaluation

This course focuses on the supervision of curriculum, instruction, and evaluation from the superintendent's perspective.

EDLE 6033 – School Organization and Management

This course will prepare superintendent candidates to apply principles of effective leadership and management in relation to district budgeting, facilities, finances, and technology usage. Other topics will be organizational change, group processes, decision-making, and personal time management. Field work will include collaboration with the mentor superintendent in the areas of school organization and management; a portfolio project(s) will be completed.

EDLE 6053 – Superintendent Internship

Superintendent candidate will work closely with the mentor superintendent, concentrating on intensive study in one or more standard areas as determined by the ongoing assessment. The portfolio will be completed and the Texas State Superintendent's Exam will be reviewed.

EDLE 6143* Theories of Leadership, Administration, and Organizational Management

Study of major theories of organizational development and change that provide foundations for educational administration and leadership. Connections are made among theory, research and practice, and a contemporary inquiry in educational administration. Examines the impact of positivism, subjectivism and functionalism and their critics on recent research on school organization and administration.

EDLE 6153* District Financial Leadership

This course provides an in-depth examination of public-school finances. Some topics to be examined include: reading account ledgers, developing budgets, income paths, and leading bond proposals, among others.

EDLE 6063 Advanced Education Law

Builds on the content of the prerequisite course by focusing on legal and policy issues of particular concern to top-level educational policymakers and administrators. Topics include such complex issues as the role of the state in education, parental rights, school choice and vouchers, privatization, religion on campus, and legal liability for constitutional wrongs.

EDLE 6093* Cultural Foundations in Educational Leadership

Doctoral seminar on issues of policy, structures and practices in educational leadership specific to cultural diversity in a K-12 setting. Explores the cause and consequences of inequities in society and in K-12 specifically and the effect on educator/student and family relationships and academic success.

EDLE 6103* Special Education Law and Leadership

This course provides an in-depth examination of special education law and school district's role in supporting campuses in the field of special education, with an emphasis on organization and structure of special education programs, policy analysis, and the role of the special education administrator. Includes current legal issues and trends and independent study in an area of interest.

EDLE 6203 Dissertation

To be scheduled only with consent of department. 9 hours credit required. No credit assigned until dissertation has been completed and filed with the graduate school. Doctoral students must maintain continuous enrollment in this course subsequent to passing qualifying examination for admission to candidacy.

Course Sequence

Midwestern State University – Ed.D Educational Leadership				
Term	Year One 18 Units	Year Two 18 Units	Year Three 12 Units (+3 optional)	Year Four 6 Units
Fall	EDLE 6003 The Superintendency	<u>EDLE 6103</u> Special Education Law and Leadership	<u>EDLE 6063</u> Advanced Educational Law	<u>EDLE 6203</u> Dissertation

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 6083 Methods of Educational Research *Dissertation Chapter 2: Development of Literature Review	<i>EDLE 6143</i> Theories of Leadership, Administration, and Organizational Management *Overview of Dissertation Format and Chapter 1: Topic, purpose and problem statements, research questions, and theoretical/conceptual framework	<i>EDLE 6023</i> Curriculum, Instruction, and Evaluation	
Spring	EDLE 6013 Politics and Community Relations EDLE 6073 Statistics for Educational Research	<i>EDLE 6153</i> Social Justice and Education Policy <i>EDLE 6123</i> Qualitative Research in Education *Dissertation Chapter 3: Research Design	<i>EDLE 6133</i> Writing and Research Design for Educational Leadership <i>EDLE 6053</i> Superintendent Internship (Optional- for Superintendent Certification students only)	<i>EDLE 6203</i> Dissertation
Summer	<i>EDLE 6093</i> Cultural Foundations in Educational Leadership <i>EDLE 6113</i> Educational Facilities	<i>EDLE 6043</i> Human Resources, Supervision, and Staff Development <i>EDLE 6033</i> School Organization and Management	<i>EDLE 6203</i> Dissertation	

New Course Additions, effective Fall 2020

EDLE 6093. Cultural Foundations in Educational Leadership

Description: Doctoral seminar on issues of policy, structures and practices in educational leadership specific to cultural diversity in a K-12 setting. Explores the cause and consequences of inequities in society and in K-12 specifically and the effect on educator/student and family relationships and academic success. Seminar 3(3-0)

Course Objectives and/or Additional Information:

Student will:

- **Explore causes and consequences of inequities in society and how they relate to K-12 student success.**
- **Examine structures and practices in educational leadership specific to cultural diversity in a K-12 setting.**

EDLE 6103. Special Education Law and Leadership

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: This course provides an in-depth examination of special education law and school district's role in supporting campuses in the field of special education, with an emphasis on organization and structure of special education programs, policy analysis, and the role of the special education administrator. Includes current legal issues and trends and independent study in an area of interest.

Lecture 3(3-0)

Course Objectives:

Student will:

- **Examine special education law and school district's role in supporting campuses in the field of special education, with an emphasis on organization and structure of special education programs, policy analysis, and the role of the special education administrator.**
- **Explore current legal issues and trends and independent study in an area of interest.**

EDLE 6113. Educational Facilities

Description: Planning, design, construction, maintenance and evaluation of educational facilities. Develops awareness and skills related to population projections, needs assessment, educational specifications, site selection, rehabilitation of buildings, maintenance and operation of educational facilities, and building evaluation surveys.

Lecture 3(3-0)

Course Objectives and/or Additional Information:

Student will:

- **Examine planning, design, construction, maintenance and evaluation of educational facilities**
- **Develop awareness and skills related to population projections, needs assessment, educational specifications, site selection, rehabilitation of buildings, maintenance and operation of educational facilities, and building evaluation surveys.**

EDLE 6123. Qualitative Research in Education

Description: Focuses on the knowledge and skills necessary for naturalistic research; observation, interviewing and other qualitative data generation techniques, as well as data analysis and interpretation. Data collection, analysis and interpretation using qualitative methodology such as participant observation and interviewing for data gathering with special focus on constant comparative/grounded theory for data analysis. Use of computer software programs for qualitative data analysis.

Lecture 3(3-0)

Course Objectives and/or Additional Information:

Student will:

- **Develop the knowledge and skills necessary for naturalistic research; observation, interviewing and other qualitative data generation techniques, as well as, data analysis and interpretation.**
- **Practice data collection, analysis, and interpretation using qualitative methodology such as participant observation and interviewing for data gathering with special focus on constant comparative/grounded theory for data analysis. Use of computer software programs for qualitative data analysis.**

EDLE 6133. Writing and Research Design for Educational Leadership

Description: Development of a proposal for research in the field of educational leadership. Students are guided in conceptualizing and designing a study and will draft a paper that includes a rationale, a literature review, and a description of proposed research design and methods.

Lecture 3(3-0)

Course Objectives and/or Additional Information:

Student will:

- **Develop a proposal for research in the field of educational leadership which includes rationale, a literature review, and a description of proposed research design and methods.**

EDLE 6143. Theories of Leadership, Administration, and Organizational Management

Description: Study of major theories of organizational development and change that provide foundations for educational administration and leadership. Connections are made among theory, research and practice, and a contemporary inquiry in educational administration. Examines the impact of positivism, subjectivism and functionalism and their critics on recent research on school organization and administration.

Course Objectives and/or Additional Information:

Student will:

- **Examine major theories of organizational development and change that provide foundations for educational administration and leadership.**
- **Make connections are made among theory, research and practice, and a contemporary inquiry in educational administration.**

EDLE 6153. District Financial Leadershiop

Description: This course provides an in-depth examination of public-school finances. Some topics to be examined include: reading account ledgers, developing budgets, income paths, and leading bond proposals, among others.

Lecture 3(3-0)

Course Objectives and/or Additional Information:

Student will:

- **Examine public school finances and develop skills in reading account ledgers, developing budgets, income paths, and leading bond proposals, among others.**

EDLE 6203. Dissertation

Prerequisite(s): Consent of Department

Description: To be scheduled only with consent of department. 9 hours credit required. No credit assigned until dissertation has been completed and filed with the graduate school. Doctoral students must maintain continuous enrollment in this course subsequent to passing qualifying examination for admission to candidacy.

Dissertation Hours 3(3-0)

Course Objectives and/or Additional Information:

Student will:

- **Work toward completion of dissertation.**

Radiologic Sciences, Ph.D.

Robert D. & Carol Gunn College of Health Sciences and Human Services

Dr. Jeff Killion, Dean (Bridwell Hall 104)

Departments, Programs and Courses

Radiologic Sciences

[Go to information for Radiologic Sciences.](#)

Programs

Major

- [Radiologic Sciences, M.S.R.S.](#)
- Radiologic Sciences, Ph.D.
-

[Display courses for Radiologic Sciences.](#)

Radiologic Sciences, Ph.D.

← Return to: [Robert D. & Carol Gunn College of Health Sciences and Human Services](#)

Go to information for Radiologic Sciences Ph.D. *

Radiologic Sciences Core – 18 hours

EDLE 6043 – Human Resources, Supervision, and Staff Development

EDLE 6073 – Statistics for Educational Research

EDLE 6083 – Research Methods in Education

EDLE 6123 – Qualitative Research in Education

EDLE 6133 – Writing and Research Design for Educational Leadership

EDLE 6143 – Theories of Leadership, Administration, and Organizational Management

Radiologic Sciences Core - 27 hours

RADS 7003 – Professional Practice in Radiologic Sciences

- RADS 7013 – Theories of Adult Learning
- RADS 7023 – Multivariate Statistical Methods
- RADS 7103 – Health Informatics
- RADS 7113 – Cultural Diversity
- RADS 7123 – Mixed Methods Approach
- RADS 7203 – Administration of Imaging Sciences Programs
- RADS 7213 – Program Marketing and Grant Writing
- RADS 7223 – Independent Study
-

RADS Electives - 3 hours

RADS 7303 - Budgets and Finance of Radiologic Science Administration
(May be taken in lieu of RADS 7013 Theories of Adult Learning)

Dissertation: 9 hours

RADS 8233 – Dissertation I

RADS 8243 – Dissertation II

RADS 8253 – Dissertation III

RADS 8261 – Dissertation Continuation

← Return to: [Robert D. & Carol Gunn College of Health Sciences and Human Services](#)

Debra Wynne
Interim Chair, Radiologic Sciences Department
Lynette Watts
Interim Graduate Coordinator

Graduate Faculty: Killion, Sanders, Veale, Watts, Whaley

The Doctor of Philosophy in Radiologic Sciences

The Doctor of Philosophy in Radiologic Sciences is an advanced professional program of study with a major in Radiologic Sciences and focus on education and administration.

Program Mission Statement

Mission:

The mission of the Radiologic Sciences PhD program is to provide a relevant, high quality terminal degree for imaging science professionals in areas where a gap exists in a global health care market.

Goals:

The goals of the Radiologic Sciences PhD program are:

1. To provide imaging science professionals the skills to become effective leaders in higher education and in departmental administration;
2. To give imaging science professionals research skills to enhance the profession by promoting scholarly productivity
3. To elevate the imaging science profession by preparing educators and administrators to face future health care needs

Student Learning Outcomes (Objectives)

1. Exhibit understanding and knowledge of quality of leadership in healthcare or educational environments.
2. Demonstrate a wide breadth of knowledge in the area of specialization.
3. Conduct research, design and implement research plans, analyze results, draw conclusions, and present research findings.
4. Examine trends and issues facing educators and administrators in radiologic sciences and general health care.
5. Analyze current and future issues facing healthcare from an interdisciplinary perspective.
6. Recognize the importance of cultural diversity in practice and policy.
7. Contribute to the knowledge base of radiologic sciences through scholarly writing and 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.

Program Description and Educational Objectives

The PhD in Radiologic Sciences will be a 4 year program (12 semesters including summer) designed to prepare master's degreed radiologic technologists for administrative positions either in academia or healthcare. This degree will prepare students for these positions by teaching professional development, networking, and communication skills, all provided in a discipline-specific context. As the highest academic degree in Radiologic Sciences offered by a university, the proposed program will increase the credibility of the radiologic sciences profession as a whole, providing a discipline-specific education to those seeking higher level positions.

Students will come to campus multiple times during the program for focused instruction by dedicated faculty and will complete assignments and discussions through a learning management system online. Students will prepare a dissertation proposal, defend the proposal, take an oral and written exam over the program of study, write a dissertation, and defend the dissertation.

A dissertation committee will be assigned to each student to assist through the process.

Admission Standards and Requirements

An application for admission to the Midwestern State University Graduate Program is available on the web site at <http://www.mwsu.edu/academics/graduateschool>. In addition to completing MSU admission application materials, applicants must complete a separate application for admission to the Radiologic Sciences program, which can be made to:

Radiologic Sciences Graduate Coordinator
Midwestern State University
3410 Taft Boulevard
Wichita Falls, TX 76308-2099
Phone: 1-866-575-4305

The Graduate Coordinator will provide the applicant with all necessary application materials upon request. Note: Applicants must be ARRT registered in Radiography, Radiation Therapy, Nuclear Medicine, or Ultrasound

Radiologic Sciences PhD Program

Admission Standards

To be considered for program admission, applicants must meet the following criteria:

- Satisfy the admission criteria for Midwestern State University.
- Hold credentials in one of the medical imaging modalities or radiation therapy.
- Hold a master's degree in Radiologic Sciences. Candidates who have appropriate credentials with other master's degrees will be considered on an individual basis.
- Minimum GPA of 3.0 in undergraduate and master's degrees.
- Certification in radiography, RT(R), by the American Registry of Radiologic Technologists (ARRT).
- Must have at least two years of working experience in radiography within the last 10 years.

Radiologist Assistant MSRS program graduates wishing to enter the PhD program have the following additional admission requirements:

- Levelling courses:
 - RADS 6443 Survey Design in Radiologic Sciences
 - Graduate level statistics such as RADS 6533

Admission applicants to the PhD in Radiologic Sciences program must:

Complete an application online before the deadlines listed at the bottom of this page. There is a \$50 application fee for domestic students and \$50 for international students.

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1. If applying for a distance education graduate program, and reside outside of Texas, please request verification that MSU is approved to deliver distance education for the desired major in the home state.
2. Graduate standardized test scores (e.g. GRE, GMAT) no more than ten years old must be received from an official source prior to admission. Students for whom official test scores cannot be obtained from an approved official source will be required to retake the test.
3. Request official transcripts from each institution attended other than MSU. Transcripts should be sent directly to the MSU Graduate Admissions Office at 3410 Taft Blvd; Wichita Falls, TX 76308. Transcripts also may be sent electronically by the institution for expedited receipt. Please send e-transcripts to graduateschool@msutexas.edu
4. Meet with the graduate coordinator of the intended major for program specific requirements and application information. Some departments may require a separate departmental application.
5. If applying for financial aid, a FAFSA must be completed. For assistance filling out the form, visit the MSU Financial Aid Office [webpage](#).
6. Upon receipt of your application, we will contact you with your Mustang ID and PIN to be used to check the status of your application online.
7. Once your application file is complete with all required test scores and transcripts, a review will be sent to the graduate coordinator for consideration. The Graduate Dean reviews all admission decisions and sends formal notification to each student.

Dissertation

When a student has completed all prescribed coursework prior to approval of the dissertation proposal in the doctoral program, the student must pass a written comprehensive examination.

Supervisory Committee

Committee Requirements

A Supervisory Committee is established **before a doctoral student has accumulated 26 credit hours**, including any transfer hours.

The Supervisory Committee is appointed by the Radiologic Sciences Graduate Coordinator prior to the approval of the program of study.

The Supervisory Committee consists of at least four resident Graduate Faculty members.

- All committee members must be either Graduate Faculty or Graduate Faculty Associates approved to perform specified Graduate Faculty duties.
- The student's major advisor, appointed at time of admission to the program, will be on the supervisory committee.
- The committee must include at least two Graduate Faculty members external to the academic department or program in which the degree is to be granted but within Midwestern State University. If the student is pursuing a minor, a Graduate Faculty member from the minor department may serve as the outside representative.

Member Roles

An **Appointment of Supervisory Committee form**, signed by the Graduate Committee Chair, should be filed with the Dr. Billie Doris McAda Graduate School.

- **Chair:** The Chair of a doctoral student's committee serves as the advisor and mentor of the student. The Chair may not serve as the Outside Representative or a designated reader.
- **Member:** All members of the committee vote to allow the student into candidacy, request an extension and determine the outcome of the student's dissertation defense. Members may serve as the reader or outside representative.
- **Reader:** Two members of the committee are designated as readers. They and the Chair read the draft(s) of the dissertation to determine whether the student is ready to defend. They sign the *Application for Final Oral Exam* if the student is approved to move forward with the defense. Courtesy members may serve as readers.
- **Outside Representative:** One member must be external to the student's major program but within Midwestern State University. If the student is seeking a minor, the faculty member representing the student's minor may serve as the Outside Representative. He or she may serve as a reader on the student's committee.
- **Courtesy Member:** Faculty external to Midwestern State University may serve as a fifth committee member on the student's committee. Courtesy members may serve as readers and have voting rights for the student's committee. Only one courtesy member may serve per committee. A courtesy member may not serve as outside representative.

Changes to the Committee

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.

Changes may be made to a Supervisory Committee any time prior to the submission of the Application for Final Oral Exam using a change request form. If the Supervisory Committee **chair** leaves the employ of the University, retires, or is otherwise unable to serve on the Committee, the Dr. Billie Doris McAda Graduate School must be notified immediately and a change in the Committee made as follows:

- If the student has achieved Candidacy, the former chair who has left may continue to serve as co-chair of the Supervisory Committee, with approval of the departmental Graduate Committee and the Dean of the Dr. Billie Doris McAda Graduate School Graduate Studies. A second co-chair must be appointed who is a resident Graduate Faculty member.
- If the student has not achieved Candidacy, a new chair of the Supervisory Committee who is a resident Graduate Faculty member must be appointed immediately, with the agreement of the departmental/school Graduate Program Committee and the Dr. Billie Doris McAda Graduate School
- If a **member other than the chair** leaves the employ of the University or retires, a replacement should be appointed who is a resident graduate faculty member. When continuing expertise is needed and the faculty member is willing to continue serving, he/she may continue as a member of the Supervisory Committee, with the approval of the Supervisory Committee Chair and the concurrence of the Dean of Dr. Billie Doris McAda Graduate School.

Graduate faculty with **emeritus status** may co-chair the supervisory committees of doctoral students with a resident graduate faculty member and may continue to serve as members of committees, with approval of the graduate committee chair.

Requirement and Scheduling

The Supervisory Committee arranges for comprehensive examinations — written and oral — at least seven months prior to the final oral examination (defense).

- The **written** comprehensive examination is an investigation of the student's breadth of understanding of the field of knowledge of which his/her special subject is a part. It is not a repetition of course examinations.
- The oral exam is a defense of the written examination to give the student the opportunity to expand on or further explain.

Examination Results

Upon successful completion of comprehensive exams, an **Application for Candidacy** should be filed with the Dr. Billie Doris McAda Graduate School. Otherwise, if the Supervisory Committee determines that the student has failed the comprehensive examination:

3. A letter is submitted by the chair of the Supervisory Committee to the Dr. Billie Doris McAda Graduate School stating the conditions under which the student may attempt another examination.
4. Only one attempt may be made per academic term. Only two attempts overall are permitted, unless additional attempts are approved by the Supervisory Committee.

Students will enter the program with a Master's degree, so no degree or certification will be awarded to students who leave the program after completing coursework, but before the dissertation defense.

CANDIDACY

- The Supervisory Committee files the **Application for Admission to Candidacy** with the Dr. Billie Doris McAda Graduate School once the student has:
 - Satisfied language and research tool requirements
 - Passed the comprehensive examination(s)

This form must be filed with the Dr. Billie Doris McAda Graduate School at least three months prior to the final oral examination (defense).

Continuous Registration

Once candidacy is achieved, the student must register for **at least one 1 credit hour each fall and spring** until they graduate, even after meeting the 9 total dissertation hours in the program.

- **Failure to register will result in termination of candidacy and program.**
- Academic Leave can, for eligible students, provide an exception to the continuous registration requirement.
- Candidates do not need to register for **summer** unless required by their department during an assistantship, for a student visa, to defer student loans, or for Health Center access.

Dissertation

- The dissertation is of no fixed length. Students work with their advisor and/or Supervisory Committee to determine the subject of the dissertation.

All p
is justification or clarification from the proposing department/college.

- The dissertation abstract may not exceed 350 words in length.
- Style guidelines are determined by the student's specific discipline.

Reading Committee

Following approval by the major advisor, the dissertation and abstract should be presented to the Reading Committee for review at least four weeks prior to the oral defense. The Reading Committee consists of two members from the Supervisory Committee, excluding the Chair or Co-chair.

An Application for Oral Defense is due in the Dr. Billie Doris McAda Graduate School at least two weeks prior to the scheduled defense, indicating that the committee chair(s) and the readers have read the dissertation, find it suitable for a defense, and grant permission for the defense to be held. All committee members should be given sufficient time to read the dissertation prior to the defense.

The completed dissertation must accompany the application for the final oral exam.

If only one member of the Reading Committee dissents, the dissertation defense or oral exam may proceed upon written recommendation by the supervisory committee, accompanying the Application for Oral Defense.

Oral Defense

Preparation

Once the candidate's dissertation has been reviewed and approved by the Reading Committee and Supervisory Committee Chair(s), a final oral examination may be scheduled.

The final oral examination must be scheduled for a date when a majority of the Supervisory Committee, including the Chair(s), are available for the examination. Exceptions may be made only by permission of the Dr. Billie Doris McAda Graduate School. The final oral examination must be scheduled no later than two weeks prior to the expected commencement date.

Examination

The final examination for the doctoral degree is oral and open to the University community and the public.

- The Supervisory Committee determines the defense's character and length.
- The examination may be devoted to the special field of the dissertation or to the Candidate's general knowledge, or it may be designed to test judgment and critical thinking.

Courses

Course Descriptions

EDLE 6043 – Human Resources, Supervision, and Staff Development

This course will teach strategies for the recruitment, selection, induction, development, and promotion of staff. Personnel policy and decision making will be emphasized, as well as organizational health.

EDLE 6073 Statistics for Educational Research

Application of statistical techniques to research in education; the development of skills in interpreting statistical concepts. Analysis of variance and covariance, multiple comparisons, non-parametric statistics, and multiple correlation.

EDLE 6083 Research Methods in 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.

Introduction to quantitative (survey, experimental design, correlation, causal-comparative, evaluation) and qualitative (case study, observation, action, participant-observation, historical, ethnography, phenomenology) research methods used in conducting educational research.

EDLE 6123 Qualitative Research in Education

Focuses on the knowledge and skills necessary for naturalistic research; observation, interviewing and other qualitative data generation techniques, as well as data analysis and interpretation. Data collection, analysis and interpretation using qualitative methodology such as participant observation and interviewing for data gathering with special focus on constant comparative/grounded theory for data analysis. Use of computer software programs for qualitative data analysis.

EDLE 6133 Writing and Research Design for Educational Leadership

Development of a proposal for research in the field of educational leadership. Students are guided in conceptualizing and designing a study and will draft a paper that includes a rationale, a literature review, and a description of proposed research design and methods.

EDLE 6143 Theories of Leadership, Administration, and Organizational Management

Study of major theories of organizational development and change that provide foundations for educational administration and leadership. Connections are made among theory, research and practice, and a contemporary inquiry in educational administration. Examines the impact of positivism, subjectivism and functionalism and their critics on recent research on school organization and administration.

RADS 7003 Professional Practice in Radiologic Sciences

This course provides an overview of imaging research, discusses being a responsible researcher, and emphasizes scholarly productivity among imaging sciences and radiation therapy professionals.

RADS 7013 Theories of Adult Learning

This course focuses on the principles of adult learning and andragogic theory and discusses the history of adult learning, characteristics of adult learners, and learning preferences.

RADS 7023 Multivariate Statistical Methods

This course presents statistical approaches using multiple variables in research specific to imaging sciences and radiation therapy.

RADS 7103 Health Informatics

This course addresses current policies, laws, ethics, and processes of data related to health informatics.

RADS 7113 Cultural Diversity

This course examines multidimensional issues related to diversity in the higher education classroom and workplace.

RADS 7123 Mixed Methods Approach

This course provides a refined explanation of designing, conducting, and evaluating mixed methods research specific to imaging sciences and radiation therapy.

RADS 7203 Administration of Radiologic Science Programs

This course focuses on the roles and responsibilities of program directors and department managers in radiologic sciences and radiation therapy.

RADS 7213 Program Marketing and Grant Writing

This course emphasizes techniques to think strategically and make informed decisions about program marketing and develops grant writing skills.

RADS 7223 Independent Study

This course allows independent investigations pertaining to individual student research interests.

RADS 7303 Budgets and Finance of Radiologic Science Administration

This course provides a foundation for management components for day-to-day management of healthcare departments and education programs.

RADS 8233 Dissertation I

This course requires development of introduction, literature review, and methodology chapters of the dissertation.

RADS 8243 Dissertation II

This course requires development of results and discussion/conclusion chapters of the dissertation.

RADS 8253 Dissertation III

This course is a continuation of the results and discussion/conclusion chapters of the dissertation. May be repeated until successful defense and final approval of the dissertation.

RADS 8261 Dissertation Continuation

This course is a continuation of the final phase of the dissertation for those students who do not finish all requirements. Students must enroll in this course every semester until the dissertation is approved and all program requirements are met.

Sequence of Courses

Midwestern State University – Ph.D. Radiologic Sciences				
Term	Year One	Year Two	Year Three	Year Four
Fall	RADS 7003 Professional Practice in Radiologic Sciences EDLE 6083 Research Methods in Education	RADS 7103 Health Informatics EDLE 6143 Theories of Leadership, Administration, and Organizational Management	RADS 7203 Administration of Radiologic Sciences Programs RADS 7213 Program Marketing and Grant Writing	RADS 8243 Dissertation II
Spring	RADS 7013 Theories of Adult Learning EDLE 6073 Statistics for Educational Research	RADS 7113 Cultural Diversity EDLE 6123 Qualitative Research in Education	EDLE 6133 Writing and Research Design for Educational Leadership RADS 7223 Independent Study	RADS 8253 Dissertation III
Summer	RADS 7023 Multivariate Statistical Methods	EDLE 6043 Human Resources, Supervision, and Staff	RADS 8233 Dissertation I	RADS 8261 Dissertation Continuation

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.

		Development RADS 7123 Mixed Methods Approach		
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New Course Additions, effective Fall 2020

RADS 7003. Professional Practice in Radiologic Sciences

Prerequisite(s): RADS PhD program admission

Description: This course provides an overview of imaging research, discusses being a responsible researcher, and emphasizes scholarly productivity among imaging sciences and radiation therapy professionals.

Lecture 3

Course Objectives and/or Additional Information:

Following this course, students will be able to:

- 1. Analyze literature reviews and original research for relevancy to their own research in the Radiologic Sciences**
- 2. Discuss the characteristics of a responsible researcher including ethics in Radiologic Sciences**
- 3. Begin the scholarly production process**

RADS 7013. Theories of Adult Learning

Prerequisite(s): RADS PhD program admission

Description: This course focuses on the principles of adult learning and andragogic theory and discusses the history of adult learning, characteristics of adult learners, and learning preferences.

Lecture 3

Course Objectives and/or additional information:

Following this course, students will be able to:

- 1. Discuss the principles of adult learning for application to Radiologic Science students and employees**
- 2. Explain the effects of historical significance of adult learning**
- 3. Describe the characteristics of adult learners in Radiologic Sciences and healthcare in general.**
- 4. Apply knowledge of learning preferences to class or workplace scenarios**

RADS 7023. Multivariate Statistical Methods

Prerequisite(s): RADS PhD program admission

Description: This course presents statistical approaches using multiple variables in research specific to imaging sciences and radiation therapy.

Lecture 3

Course Objectives and/or Additional Information:

Following this course, students will be able to:

- 1. Evaluate correlational studies**
- 2. Identify key characteristics of correlational designs**
- 3. Analyze data by applying partial correlations, multiple regression, meta-analysis, and advanced correlational statistical procedures.**

RADS 7103. Health Informatics

Prerequisite(s): RADS PhD program admission

Description: This course addresses current policies, laws, ethics, and processes of data related to health informatics.

Lecture 3

Course Objectives and/or Additional Information:

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.

Following this course, students will be able to:

1. Locate current policies and laws related to health informatics, especially as related to radiology education and management
2. Relate ethical principles to current radiologic sciences practice
3. Analyze issues related to image data processing and patient information management

RADS 7113. Cultural Diversity

Prerequisite(s): RADS PhD program admission

Description: This course examines multidimensional issues related to diversity in the higher education classroom and workplace.

Lecture 3

Course Objectives and/or Additional Information:

Following this course, students will be able to:

1. Define social diversity and its relationship to radiologic sciences practice
2. Examine situational diversity issues occurring in the classroom and workplace
3. Foster development of educational and workplace policies related to diversity

RADS 7123. Mixed Methods Approach

Prerequisite(s): RADS PhD program admission

Description: This course provides a refined explanation of designing, conducting, and evaluating mixed methods research specific to imaging sciences and radiation therapy.

Lecture 3

Course Objectives and/or Additional Information:

Following this course, students will be able to:

1. Describe the various combinations of quantitative and qualitative research in a single study
2. Evaluate mixed methods research studies
3. Analyze mixed methods results for accuracy, validity, and reliability

RADS 7203. Administration of Radiologic Science Programs

Prerequisite(s): RADS PhD program admission

Description: This course focuses on the roles and responsibilities of program directors and department managers in radiologic sciences and radiation therapy.

Lecture 3

Course Objectives and/or Additional Information:

Following this course, students will be able to:

1. Investigate the current roles of radiologic science administrators in education and in the health care industry.
2. Determine best practices of radiologic sciences administration in both education and industry
3. Discuss opportunities for administration process improvement.

RADS 7213. Program Marketing and Grant Writing

Prerequisite(s): RADS PhD program admission

Description: This course emphasizes techniques to think strategically and make informed decisions about program marketing and develops grant writing skills.

Lecture 3

Course Objectives and/or Additional Information:

Following this course, students will be able to:

1. Develop strategies for short-term and long-term program marketing
2. Identify marketing opportunities within the educational and business arenas
3. Investigate availability of grant opportunities for the radiologic sciences
4. Describe skills necessary for successful grant writing.

RADS 7223. Independent Study

Prerequisite(s): RADS Ph.D. program admission

Description: This course allows independent investigations pertaining to individual student research interests.

Lecture 3Course Objectives and/or Additional Information:Following this course, students will be able to:

1. Identify the independent study topic
2. Develop goals and objectives and timeline
3. Produce an independent study project

RADS 7303. Budgets and Finance of Radiologic Science AdministrationPrerequisite(s): RADS PhD program admissionDescription: This course provides a foundation for management components for day-to-day management of healthcare departments and education programs.Lecture 3Course Objectives and/or Additional Information:Following this course, students will be able to:

1. Discuss basic financial management concepts and terminology
2. Determine departmental costs and resource allocations
3. Explain the role of a budget and budget development
4. Determine workloads, equipment and personnel needs

RADS 8233. Dissertation IPrerequisite(s): RADS PhD program admissionDescription: This course requires development of introduction, literature review, and methodology chapters of the dissertation.Dissertation 3Course Objectives and/or Additional Information:Following this course, students will be able to:

1. Identify the dissertation topic
2. Describe dissertation processes and develop timeline
3. Write 1 to 3 chapters for the dissertation

RADS 8243. Dissertation IIPrerequisite(s): RADS PhD program admissionDescription: This course requires development of results and discussion/conclusion chapters of the dissertation.Dissertation 3Course Objectives and/or Additional Information:Following this course, students will be able to:

1. Develop results, discussion/conclusion chapters of the dissertation.

RADS 8253. Dissertation IIIPrerequisite(s): RADS PhD program admissionDescription: This course is a continuation of the results and discussion/conclusion chapters of the dissertation. May be repeated until successful defense and final approval of the dissertation.Dissertation 3Course Objectives and/or Additional Information:Following this course, students will be able to:

1. Conclude the dissertation process
2. Defend and submit the dissertation

RADS 8261. Dissertation ContinuationPrerequisite(s): RADS PhD program admissionDescription: This course is a continuation of the final phase of the dissertation for those students who do not finish all requirements. Students must enroll in this course every semester until the dissertation is approved and all program requirements are met.Independent Study 1Course Objectives and/or Additional Information:

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Following this course, students will be able to:

1. Continue the dissertation process
2. Repeat as needed

New Business

1. Dr. Killion made a motion to adopt the following undergraduate course and catalog changes in Health Sciences; Dr. Capps seconded and the motion was adopted. (closed)

New Course Addition, effective fall 2019

HSHS 1011. Medical Terminology

Description: This course provides a basic overview of medical terms, including prefixes, suffixes, and word roots related to anatomy, physiology, and pathological conditions.

Lecture 1(1-0)

Course Objectives and/or Additional Information:

- Define the origins of medical language and the four word parts used to build medical terms.
- Define, build, and interpret medical terms related to body structure, anatomic planes, abdominopelvic regions, the integumentary system, denotations of color, the respiratory system, the urinary system, the reproductive systems, the cardiovascular system, the lymphatic system, the digestive system, the ear and eye, the musculoskeletal system, the nervous system, and the endocrine system.
- Interpret the meaning of abbreviations related to body structure, directional terms, abdominopelvic quadrants, the integumentary system, denotations of color, anatomic planes, abdominopelvic regions, the integumentary system, denotations of color, the respiratory system, the urinary system, the reproductive systems, the cardiovascular system, the lymphatic system, the digestive system, the ear and eye, the musculoskeletal system, the nervous system, and the endocrine system.
- Use medical language in clinical statements and documents.

2. Dr. Capps made a motion to adopt the following undergraduate course and catalog changes in Education; Dr. Killion seconded and the motion was adopted. (closed)

Change of Course Prerequisite, effective fall 2019

EDUC 4033. Teaching Social Studies in Elementary School

Prerequisites: EDUC 3163, EDUC 3183, SPED 3613, EPSY 3153, **MATH 2033, MATH 2043, GNSC 3104, SOST 3003**

EDUC 4043. Teaching Math in Elementary School

Prerequisites: EDUC 3163, EDUC 3183, SPED 3613, EPSY 3153, **MATH 2033, MATH 2043, GNSC 3104, SOST 3003**

EDUC 4053. Teaching Science in Elementary School

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.

Prerequisites: EDUC 3163, EDUC 3183, SPED 3613, EPSY 3153, **MATH 2033, MATH 2043, GNSC 3104, SOST 3003**

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

Catalog changes, effective fall 2019

Music Ensemble requirement for the Bachelor of Music, Instrumental Emphasis with Teaching Certification

~~MUSC: Major Ensemble – 7 hours~~

~~(2 semesters at 1000 level; 2 semesters at 2000 level; 2 semesters at 3000 level; 1 semester at 4000 level)~~

- ~~• MUSC 1021 University Symphonic Band 1~~
- ~~• MUSC 2021 University Symphonic Band 1~~
- ~~• MUSC 3021 University Symphonic Band 1~~
- ~~• MUSC 4021 University Symphonic Band 1~~

~~OR~~

- ~~• MUSC 1041 University Marching Band 1~~
- ~~• MUSC 2041 University Marching Band 1~~
- ~~• MUSC 3041 University Marching Band 1~~
- ~~• MUSC 4041 University Marching Band 1~~

~~OR~~

- ~~• MUSC 1071 University Wind Ensemble 1~~
- ~~• MUSC 2071 University Wind Ensemble 1~~
- ~~• MUSC 3071 University Wind Ensemble 1~~
- ~~• MUSC 4017 University Wind Ensemble 1~~

MUSC: Major Ensemble – 7 hours

(2 semesters at 1000 level; 2 semesters at 2000 level; 2 semesters at 3000 level; 1 semester at 4000 level) (See course listing in the Music Department)

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

Deletion of Courses, effective fall 2019

Course Prefix	Course #	Course Title	Deletion of Course	Change of Prerequisite
AMUS	1391	Strings	X	
AMUS	1392	Strings	X	
AMUS	2391	Strings	X	
AMUS	3391	Strings	X	

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AMUS	3392	Strings	X	
AMUS	4391	Strings	X	

5. Dr. Camacho made a motion to adopt the following undergraduate course and catalog changes in AMUS; Dr. Zuckweiler seconded and the motion was adopted. (closed)

Change of Course Prerequisite(s), effective fall 2019

Course Prefix	Course #	Course Title	Deletion of Course	Change of Prerequisite
AMUS	2201	Voice		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1201, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	2202	Voice		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1202, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	2221	Piano		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1221, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	2222	Piano		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1222, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	2241	Organ		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1241, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	2242	Organ		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1242, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	2261	Percussion		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1261, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	2262	Percussion		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1262, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	2281	Harpsichord		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1281, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	2341	Violin		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1341, Minimum Grade of D , Minimum Grade of C. May not be taken concurrently.

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AMUS	2342	Violin		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1342, Minimum Grade of D , Minimum Grade of C. May not be taken concurrently.
AMUS	2351	Viola		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1351, Minimum Grade of D , Minimum Grade of C. May not be taken concurrently.
AMUS	2352	Viola		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1352, Minimum Grade of D , Minimum Grade of C. May not be taken concurrently.
AMUS	2361	Cello		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1361, Minimum Grade of D , Minimum Grade of C. May not be taken concurrently.
AMUS	2362	Cello		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1362, Minimum Grade of D , Minimum Grade of C. May not be taken concurrently.
AMUS	2371	Double Bass		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1371, Minimum Grade of D , Minimum Grade of C. May not be taken concurrently.
AMUS	2372	Double Bass		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1372, Minimum Grade of D , Minimum Grade of C. May not be taken concurrently.
AMUS	2381	Guitar		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1381, Minimum Grade of D , Minimum Grade of C. May not be taken concurrently.
AMUS	2382	Guitar		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1382, Minimum Grade of D , Minimum Grade of C. May not be taken concurrently.
AMUS	2401	Flute		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1401, Minimum Grade of D , Minimum Grade of C. May not be taken concurrently.
AMUS	2402	Flute		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1402, Minimum Grade of D , Minimum Grade of C. May not be taken concurrently.
AMUS	2421	Oboe		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1421, Minimum Grade of D , Minimum Grade of C. May not be taken concurrently.
AMUS	2422	Oboe		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1422, Minimum Grade of D , Minimum Grade of C. May not be taken concurrently.

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AMUS	2441	Clarinet	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1441, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	2442	Clarinet	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1442, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	2461	Saxophone	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1461, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	2462	Saxophone	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1462, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	2481	Bassoon	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1481, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	2482	Bassoon	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1482, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	2501	French Horn	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1501, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	2502	French Horn	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1502, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	2521	Trumpet	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1521, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	2522	Trumpet	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1522, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	2541	Trombone	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1541, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	2542	Trombone	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1542, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	2561	Euphonium	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1561, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.

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AMUS	2562	Euphonium	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1562, Minimum Grade of D , Minimum Grade of C. May not be taken concurrently.
AMUS	2581	Tuba	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1581, Minimum Grade of D , Minimum Grade of C. May not be taken concurrently.
AMUS	2582	Tuba	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1582, Minimum Grade of D , Minimum Grade of C. May not be taken concurrently.
AMUS	2601	Conducting	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1601, Minimum Grade of C. May not be taken concurrently.
AMUS	2691	Composition	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1691, Minimum Grade of C. May not be taken concurrently.
AMUS	3201	Voice	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2201, Minimum Grade of C. May not be taken concurrently.
AMUS	3202	Voice	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2202, Minimum Grade of C. May not be taken concurrently.
AMUS	3221	Piano	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2221, Minimum Grade of C. May not be taken concurrently.
AMUS	3222	Piano	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2222, Minimum Grade of C. May not be taken concurrently.
AMUS	3241	Organ	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2241, Minimum Grade of C. May not be taken concurrently.
AMUS	3242	Organ	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2242, Minimum Grade of C. May not be taken concurrently.
AMUS	3261	Percussion	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2261, Minimum Grade of D , Minimum Grade of C. May not be taken concurrently.
AMUS	3262	Percussion	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2262, Minimum Grade of D , Minimum Grade of C. May not be taken concurrently.
AMUS	3281	Harpsichord	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2281, Minimum Grade of C. May not be taken concurrently.

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AMUS	3282	Harpsichord	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2282, Minimum Grade of C. May not be taken concurrently.
AMUS	3341	Violin	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2341, Minimum Grade of C. May not be taken concurrently.
AMUS	3342	Violin	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2342, Minimum Grade of C. May not be taken concurrently.
AMUS	3351	Viola	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2351, Minimum Grade of C. May not be taken concurrently.
AMUS	3352	Viola	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2352, Minimum Grade of C. May not be taken concurrently.
AMUS	3361	Cello	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2361, Minimum Grade of C. May not be taken concurrently.
AMUS	3362	Cello	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2362, Minimum Grade of C. May not be taken concurrently.
AMUS	3371	Double Bass	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2371, Minimum Grade of C. May not be taken concurrently.
AMUS	3372	Double Bass	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2372, Minimum Grade of C. May not be taken concurrently.
AMUS	3381	Guitar	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2381, Minimum Grade of C. May not be taken concurrently.
AMUS	3382	Guitar	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2382, Minimum Grade of C. May not be taken concurrently.
AMUS	3401	Flute	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2401, Minimum Grade of C. May not be taken concurrently.
AMUS	3402	Flute	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2402, Minimum Grade of C. May not be taken concurrently.
AMUS	3421	Oboe	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2421, Minimum Grade of C. May not be taken concurrently.

AMUS	3422	Oboe	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2422, Minimum Grade of C. May not be taken concurrently.
AMUS	3441	Clarinet	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2441, Minimum Grade of C. May not be taken concurrently.
AMUS	3442	Clarinet	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2442, Minimum Grade of C. May not be taken concurrently.
AMUS	3461	Saxophone	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2461, Minimum Grade of C. May not be taken concurrently.
AMUS	3462	Saxophone	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2462, Minimum Grade of C. May not be taken concurrently.
AMUS	3481	Bassoon	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2481, Minimum Grade of C. May not be taken concurrently.
AMUS	3482	Bassoon	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2482, Minimum Grade of C. May not be taken concurrently.
AMUS	3501	French Horn	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2501, Minimum Grade of C. May not be taken concurrently.
AMUS	3502	French Horn	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2502, Minimum Grade of C. May not be taken concurrently.
AMUS	3521	Trumpet	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2521, Minimum Grade of C. May not be taken concurrently.
AMUS	3522	Trumpet	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2522, Minimum Grade of C. May not be taken concurrently.
AMUS	3541	Trombone	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2541, Minimum Grade of C. May not be taken concurrently.
AMUS	3542	Trombone	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2542, Minimum Grade of C. May not be taken concurrently.
AMUS	3561	Euphonium	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2561, Minimum Grade of C. May not be taken concurrently.

AMUS	3562	Euphonium	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2562, Minimum Grade of C. May not be taken concurrently.
AMUS	3581	Tuba	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2581, Minimum Grade of C. May not be taken concurrently.
AMUS	3582	Tuba	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2582, Minimum Grade of C. May not be taken concurrently.
AMUS	3601	Conducting	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2601, Minimum Grade of C. May not be taken concurrently.
AMUS	3691	Composition	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 2691, Minimum Grade of C. May not be taken concurrently.
AMUS	4201	Voice	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3201, Minimum Grade of D, Minimum Grade of C. May not be taken concurrently.
AMUS	4202	Voice	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 13202, Minimum Grade of D, Minimum Grade of C. May not be taken concurrently.
AMUS	4221	Piano	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3221, Minimum Grade of D, Minimum Grade of C. May not be taken concurrently.
AMUS	4222	Piano	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3222, Minimum Grade of D, Minimum Grade of C. May not be taken concurrently.
AMUS	4241	Organ	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3241, Minimum Grade of D, Minimum Grade of C. May not be taken concurrently.
AMUS	4242	Organ	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3242, Minimum Grade of D, Minimum Grade of C. May not be taken concurrently.
AMUS	4261	Percussion	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3261, Minimum Grade of D, Minimum Grade of C. May not be taken concurrently.
AMUS	4262	Percussion	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3262, Minimum Grade of D, Minimum Grade of C. May not be taken concurrently.
AMUS	4281	Harpsichord	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 1382, Minimum Grade of D, Minimum Grade of C. May not be taken concurrently.

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AMUS	4341	Violin		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3341, Minimum Grade of C. May not be taken concurrently.
AMUS	4342	Violin		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3342, Minimum Grade of C. May not be taken concurrently.
AMUS	4351	Viola		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3351, Minimum Grade of C. May not be taken concurrently.
AMUS	4352	Viola		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3352, Minimum Grade of C. May not be taken concurrently.
AMUS	4361	Cello		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3361, Minimum Grade of C. May not be taken concurrently.
AMUS	4362	Cello		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3362, Minimum Grade of C. May not be taken concurrently.
AMUS	4371	Double Bass		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3371, Minimum Grade of C. May not be taken concurrently.
AMUS	4372	Double Bass		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3372, Minimum Grade of C. May not be taken concurrently.
AMUS	4381	Guitar		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3381, Minimum Grade of D, Minimum Grade of C. May not be taken concurrently.
AMUS	4382	Guitar		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3382, Minimum Grade of D, Minimum Grade of C. May not be taken concurrently.
AMUS	4401	Flute		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3401, Minimum Grade of D, Minimum Grade of C. May not be taken concurrently.
AMUS	4402	Flute		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3402, Minimum Grade of D, Minimum Grade of C. May not be taken concurrently.
AMUS	4421	Oboe		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3421, Minimum Grade of D, Minimum Grade of C. May not be taken concurrently.
AMUS	4422	Oboe		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3422, Minimum Grade of D, Minimum Grade of C. May not be taken concurrently.

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AMUS	4441	Clarinet	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3441, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	4442	Clarinet	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3442, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	4461	Saxophone	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3461, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	4462	Saxophone	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3462, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	4481	Bassoon	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3481, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	4482	Bassoon	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3482, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	4501	French Horn	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3501, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	4502	French Horn	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3502, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	4521	Trumpet	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3521, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	4522	Trumpet	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3522, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	4541	Trombone	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3541, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	4542	Trombone	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3542, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	4561	Euphonium	Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3561, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.

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.

AMUS	4562	Euphonium		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3562, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	4581	Tuba		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3581, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	4582	Tuba		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3582, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.
AMUS	4601	Conducting		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3601, Minimum Grade of C. May not be taken concurrently.
AMUS	4691	Composition		Must be enrolled as a Major or Minor in Music. Prerequisite: AMUS 3691, Minimum Grade of C. May not be taken concurrently.

6. Dr. Camacho made a motion to adopt the following undergraduate course and catalog changes in MUSC; Dr. Watson seconded and the motion was adopted. (closed)

New Course Addition and Change of Course Prerequisite(s), effective fall 2019

Course Prefix	Course #	Course Title	New Course	Course # Change	Change of Title	Change Prerequisite	Change Course Description
				(former)	(former)		
<u>MUSC</u>	<u>4883</u>	<u>Advanced Conducting</u>	<u>X</u>	<u>4843/4853</u>	<u>Instrumental Conducting/Choral Conducting</u>	<u>Prerequisite: MUSC 4843, Minimum Grade of C. May not be taken concurrently.</u>	<u>The continuation, development, and expansion of score study, analysis and rehearsal design with practical application of conducting skills for choral and instrumental music.</u>
MUSC	1121	Piano Class				Prerequisite: MUSC 1111, Minimum Grade of C, or placement by instructor.	
MUSC	1601	Sight-Singing and Ear Training I			Elementary Sight-Singing and Ear Training I		

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MUSC	2621	Sight-Singing and Ear Training II			Elementary Sight-Singing and Ear Training II	Prerequisite: MUSC 1601, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.	
MUSC	2623	Theory II				Prerequisite: MUSC 1603, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.	
MUSC	3603	Theory III				Prerequisite: MUSC 2623, Minimum Grade of D , Minimum Grade of C , or MUSC 1613, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.	
MUSC	3613	Theory IV				Prerequisite: MUSC 3603, Minimum Grade of D , Minimum Grade of C , or MUSC 2603, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.	
MUSC	3211	Diction III				Prerequisite: MUSC 1211, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.	
MUSC	3221	Diction IV				Prerequisite: MUSC 1221, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.	

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.

MUSC	3662	Orchestration and Arranging			Orchestration	Prerequisite: MUSC 3603, Minimum Grade of D , Minimum Grade of , or MUSC 2603, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.	Techniques of scoring and part extraction for orchestra and other ensembles . Special consideration to aspects of school and church ensembles, with some attention given to vocal ensembles . Problems involving combinations of instrumental groups with other media. As part of the final project, students will orchestrate an original composition 16-24 measures in length. The original will be in a keyboard style of the student's choosing with the approval of the instructor.
MUSC	3632	Analysis of Musical Form				Prerequisite: MUSC 3603, Minimum Grade of D , Minimum Grade of , or MUSC 2603, Minimum Grade of D , Minimum Grade of C . May not be taken concurrently.	

MUSC	2733	Introduction to Western and World Music					<p>This course is designed to familiarize students encourages familiarity with music in its numerous purposes and guides explores in a variety of soundscapes, settings, most specifically cultural, historical, and functional. The cultural, historical, and functional roles of music as it relates to memory, migration, dance, politics, identity, the global marketplace, and ritual will be explored. Students will both create music and develop an understanding of the music-making (creation and performance) of others in diverse cultures. Understanding the creative and performance aspects of music making in diverse cultures will also be investigated.</p>
MUSC	3743	Western and World Music II				<p>Prerequisite: MUSC 2621 and MUSC 2623, Minimum Grade of D, Minimum Grade of C; and MUSC 2733, Minimum Grade of C. May not be taken concurrently.</p>	
MUSC	3753	Western and World Music III				<p>Prerequisite: MUSC 1611 and MUSC 1613, Minimum Grade of D, MUSC 2621 and MUSC 2623, Minimum Grade of C. May not be taken concurrently.</p>	

MUSC	3141	Woodwind Instruments Class				<p>Must be enrolled in one of the following classifications: Junior, Second Baccalaureate, Senior.</p>	<p>Instruments comprising the woodwind section of the orchestra and band, including practical experience in playing these instruments. The principles concerning history, correct embouchures, tonguing, and phrasing are presented in class. Reed-making and reed-repairing methods are included. A course designed to familiarize students with the woodwind instruments: flute, clarinet, saxophone, oboe, and bassoon. Study will include the fundamentals necessary for teaching these instruments.</p>
MUSC	3161	Brass Instruments Class				<p>Must be enrolled in one of the following classifications: Junior, Second Baccalaureate, Senior.</p>	<p>Instruments which make up the brass section of the orchestra and band, including practical experience in playing these instruments. The principles concerning history, correct embouchures, tonguing, and phrasing are included. Mastery of the fundamentals of playing these instruments is included to prepare for the direction of school orchestras and bands. A course designed to familiarize students with brass instruments: trumpet, horn, trombone, baritone/euphonium, and tuba. Study will include fundamentals necessary for correctly teaching these instruments.</p>

MUSC	3181	String Instruments Class				Must be enrolled in one of the following classifications: Junior, Second Baccalaureate, Senior.	A course designed to familiarize students with the instruments of the string orchestra; namely, violin, viola, violoncello, and bass viol double bass . A Study will include the of bowing techniques, positions, and fundamentals which are necessary for the correct teaching of these instruments. in the public schools.
MUSC	3281	Voice Class				Must be enrolled in one of the following classifications: Junior, Second Baccalaureate, Senior.	Instruction and practice in the fundamentals of singing; vocal anatomy, breath control, practice habits, vowel and consonant production, and performing performance of a song. —all a student needs to know about singing correctly.
MUSC	3291	Percussion Instruments Class				Must be enrolled in one of the following classifications: Junior, Second Baccalaureate, Senior.	A study of the instruments comprising the percussion section of the orchestra or band. Mastery of the fundamentals in playing these instruments. Is included to prepare students for the direction of school orchestras or bands. A course designed to familiarize students with percussion instruments: snare drum, keyboard percussion instruments, timpani, bass drum, cymbals, tambourine, triangle, complimentary percussion instruments, drum set, world percussion instruments, and marching percussion instruments. Study includes the fundamentals necessary for correctly teaching these instruments.

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.

MUSC	3833	Piano Pedagogy				Prerequisite: MUSC 3823, Minimum Grade of D, no prerequisite required	-
MUSC	4823	Secondary Music Foundations			Foundations of Music II	Must be enrolled in one of the following classifications: Junior, Second Baccalaureate, Senior. Prerequisite: MUSC 2621 and MUSC 2623, Minimum Grade of C. May not be taken concurrently.	-
MUSC	4873	Elementary Music Foundations			Foundations of Music III	Must be enrolled in one of the following classifications: Junior, Second Baccalaureate, Senior. Prerequisite: MUSC 2621 and MUSC 2623, Minimum Grade of C. May not be taken concurrently.	-
MUSC	4843	Basic Conducting				Must be enrolled in one of the following classifications: Junior, Second Baccalaureate, Senior. Must be a Major or Minor in Music. Prerequisite: MUSC 2621 and MUSC 2623, Minimum Grade of C. May not be taken concurrently.	For music majors and minors. Others may register with the consent of the instructor. Emphasis on basic conducting techniques, style, and interpretation. Basic Conducting focuses on developing verbal and non-verbal techniques on the conductor's podium. This course introduces basic patterns, styles, exercises, and score study of both choral and instrumental ensemble repertoire. This course is for music majors and minors only.

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.

MUSC	1041	University Marching Band					<p>University Marching Band is the premier athletic band on campus. A group which represents all colleges on campus. During the fall semester, the band performs at all MSU home football games, selected away games, and UIL exhibition performances. Membership is open to all registered students regardless of major. One hour of credit is given each semester. Two hours credit may be substituted for the exercise physiology activity requirement. May be repeated for credit (fall semester only).</p>
MUSC	2041	University Marching Band					<p>University Marching Band is the premier athletic band on campus. A group which represents all colleges on campus. During the fall semester, the band performs at all MSU home football games, selected away games, and UIL exhibition performances. Membership is open to all registered students regardless of major. One hour of credit is given each semester. Two hours credit may be substituted for the exercise physiology activity requirement. May be repeated for credit (fall semester only).</p>

MUSC	3041	University Marching Band					<p>University Marching Band is the premier athletic band on campus. A group which represents all colleges on campus. During the fall semester, the band performs at all MSU home football games, selected away games, and UIL exhibition performances. Membership is open to all registered students regardless of major. One hour of credit is given each semester. Two hours credit may be substituted for the exercise physiology activity requirement. May be repeated for credit (fall semester only).</p>
MUSC	4041	University Marching Band					<p>University Marching Band is the premier athletic band on campus. A group which represents all colleges on campus. During the fall semester, the band performs at all MSU home football games, selected away games, and UIL exhibition performances. Membership is open to all registered students regardless of major. One hour of credit is given each semester. Two hours credit may be substituted for the exercise physiology activity requirement. May be repeated for credit (fall semester only).</p>

7. Dr. Zuckweiler made a motion to adopt the following graduate course and catalog changes in Requirements for a M.A. in Clinical Mental Health; Dr. Watson seconded and the motion was adopted. (closed)

Graduate Catalog Change, effective fall 2019

Clinical Mental Health, M.A.

Clinical Mental Health, M.A.

← Return to: **Gordon T. and Ellen West College of Education**

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.

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.

Clinical Mental Health Requirements:

- COUN 5103 - Professional Orientation
- COUN 5203 - Introduction to Counseling
- COUN 5213 - Human Development and Learning
- COUN 5223 - Career Development Counseling
- COUN 5243 - Group Counseling
- COUN 5253 - Assessment
- COUN 5263 - Diagnosis and Treatment Planning
- COUN 5273 - Theories and Techniques of Counseling

- COUN 5283 - Advanced Counseling Skills
- COUN 5293 - Practicum in Counseling
- COUN 5303 - Ethics and Issues in Counseling
- COUN 5323 - Marriage and Family Counseling
- COUN 5363 - Multicultural Counseling
- COUN 6013 - Human Relations
- COUN 6043 - Graduate Internship (6 hours)
- ~~COUN 6953 - Special Graduate Topics in Counseling~~ **Substance Abuse Counseling**
- EDUC 5053 - Introduction to Educational Research

Graduate Level Courses - 6 semester hours

Plus 6 semester hours of graduate level courses from the following list approved by the Chair of the Counseling Department. Licensure as a professional counselor in Texas requires a 3000-hour internship and a state examination.

- COUN 5113 - Mediation and Conflict Resolution
- COUN 5343 - Introduction to Reality Therapy
- ~~COUN 6953 - Special Graduate Topics in Counseling~~ **COUN 5803 Substance Abuse Counseling**
- SPED 5013 - Exceptional Individuals

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8. Dr. Zuckweiler made a motion to adopt the following graduate course and catalog changes in Educational Leadership; Dr. Camacho seconded and the motion was adopted. (closed)

Graduate Catalog Change, effective fall 2019

Educational Leadership, M.Ed.

 Return to: Gordon T. and Ellen West College of Education

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; 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.

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.

The core courses are:

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- **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**

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 5683 - Instructional Improvement and Staff Development**
 - **EDLE 5693 - Graduate Internship in Educational Leadership (Offered fall and spring only)**
 - **EDUC 5053 - Introduction to Educational Research**
 - **EDUC 6753 - Applied Research**
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- **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.

- 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

An additional 3 hours of electives in Special Education.

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
- 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

9. Dr. Zuckweiler made a motion to adopt the following graduate course and catalog changes in Clinical Mental Health; Dr. Camacho seconded and the motion was adopted. (closed)

Graduate Catalog Change, effective fall 2019

Clinical Mental Health

 Return to: Gordon T. and Ellen West College of Education

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.

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.

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.

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.

Clinical Mental Health Requirements:

-
- COUN 5103 - Professional Orientation
 - COUN 5203 - Introduction to Counseling
 - COUN 5213 - Human Development and Learning
 - COUN 5223 - Career Development Counseling
 - COUN 5243 - Group Counseling
 - COUN 5253 - Assessment
 - COUN 5263 - Diagnosis and Treatment Planning
 - COUN 5273 - Theories and Techniques of Counseling
 - COUN 5283 - Advanced Counseling Skills
 - COUN 5293 - Practicum in Counseling
 - COUN 5303 - Ethics and Issues in Counseling
 - COUN 5323 - Marriage and Family Counseling
 - COUN 5363 - Multicultural Counseling
 - COUN 6013 - Human Relations
 - COUN 6043 - Graduate Internship (6 hours)
 - ~~COUN 6953 - Special Graduate Topics in Counseling~~ **Substance Abuse Counseling**
 - EDUC 5053 - Introduction to Educational Research

Graduate Level Courses - 6 semester hours

Plus 6 semester hours of graduate level courses from the following list approved by the Chair of the Counseling Department. Licensure as a professional counselor in Texas requires a 3000-hour internship and a state examination.

- COUN 5113 - Mediation and Conflict Resolution
- COUN 5343 - Introduction to Reality Therapy
- ~~COUN 6953 - Special Graduate Topics in Counseling~~ **COUN 5803 Substance Abuse Counseling**
- SPED 5013 - Exceptional Individuals

10. Dr. Zuckweiler made a motion to adopt the following graduate course and catalog changes in Counseling; Dr. Killion seconded and the motion was adopted. (closed)

New Course Additions, effective fall 2019

COUN 5803. Substance Abuse Counseling

Description: Provides an overview of substance abuse counseling. Covers topics such as addiction issues, diagnosis, treatment planning, and individual and group counseling strategies with diverse populations.

Lecture 3(3-0)

Course Objectives and/or additional information:

Upon successful completion of this course, students will be able to:

- Analyze dynamics, attitudes, and opposing viewpoints related to substance abuse and its treatment.**
- Learn about assessment and diagnosis of substance abuse dynamics.**
- Construct the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care.**
- Analyze common reasons why people use mood altering chemicals.**
- Learn about ambivalence, resistance, relapse, and commitment to change within the context of substance abuse treatment.**
- Critically reflect on issues and attitudes concerning substance abuse treatment.**
- Become familiar with community-based treatment supports.**

COUN 5813. Practicum for School Counseling

Prerequisite(s): Must have completed 39 semester hours, including COUN 5253, COUN 5273, and COUN 5283

Description: Designed as the culminating experience in the counseling program; provides 160 clock hours of school counseling experience under the supervision of experienced personnel. Required for the student seeking certification as a school counselor. School Counseling students will be required to enroll in 3 hours of Practicum. Course must be repeated if a grade of B or better is not attained. This course will require hybrid delivery.

Lecture 3(1-4)

Course Objectives and/or additional information:

- 1. Demonstrate mastery of counseling skills and techniques**
- 2. Apply ethical standards throughout all school counseling practicum experiences**
- 3. Document 160 hours of counseling experience with a minimum of 50 hours of Direct Service.**
- 4. Provide an overall summary of practicum experience and comply with school counseling requirements for student notes.**
- 5. Provide shared insights with peer counselors and supervisors regarding case conceptualizations, client reactions, effectiveness of interventions, and counseling style.**
- 6. Document meetings for a minimum of one hour a week with a qualified on site supervisor and observations by a faculty supervisor at least twice a semester.**
- 7. Show the ability to consult with families and other professionals taking care to respect student confidentiality.**

- 8. Describe appropriate crisis interventions needed for specific situations;**
9. Demonstrate procedures for determining suicidal intent and necessary prevention measures for potential harm to the client and others.
10. Demonstrate diagnostic assessment skills to determine client pathology, strengths, stressors and wellness needs.

COUN 5823. Internship in School Counseling

Prerequisite(s): Completed COUN 5813

Description: A post-practicum, supervised, 600 clock-hours (2 - 300 clock-hours), "capstone" clinical experience in which the student refines and enhances basic counseling, knowledge and skills and experiences the role of the school counselor in school settings. This course may be repeated for credit. This course is designed to incorporate the theoretical and technical aspects of the counseling process. Students will work with real clients in schools to gain the necessary skills to successfully counsel others. Students engage in the role of the school counselor and support the development of a developmental, comprehensive school counseling program at their internship sites. This course will require hybrid delivery.

Lecture 3(1-4)

Course Objectives and/or additional information:

Discussion and case conceptualization that provides an understanding of the counseling process in a multicultural society, including all of the following:

- **an orientation to wellness and prevention as desired counseling goals (CACREP II.G.5.a)**
- **counselor characteristics and behaviors that influence helping processes (CACREP II.G.5.b)**
- **essential interviewing and counseling skills (CACREP II.G.5.c)**
- **counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling (CACREP II.G.5.d)**
- **a general framework for understanding and practicing consultation (CACREP II.G.5.f)**
- **crisis intervention and suicide prevention models, including the use of psychological first aid and strategies (CACREP II.G.5.g)**

Students will be evaluated on the following criteria through participation in class, site visits, reflection paper, and mid-term and final evaluations:

- **Understands the history, philosophy, and trends in clinical mental health counseling. (CACREP 5C. a.1.)**
- **Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (CACREP 5C. a.2)**
- **Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. (CACREP 5C. a.3.)**
- **Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. (CACREP 5C a.4.)**
- **Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. (CACREP 5C a.5.)**
- **Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. (CACREP 5C d.1.)**
- **Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders. (CACREP 5C. a.6)**
- **Understands the management of mental health services and programs, including areas such as administration, finance, and accountability. (CACREP 5C a.8.)**

- Understands the operation of an emergency management system within clinical mental health agencies and in the community. (CACREP 5C a.10.)
- Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. (CACREP 5C, b.1.)
- Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society. (CACREP 5C. b.1.)
- Understands professional issues relevant to the practice of clinical mental health counseling. (CACREP 5C c.9.)
- Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. (CACREP 5C d.2.)
- Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities. (CACREP 5C d.3.)
- Applies effective strategies to promote client understanding of and access to a variety of community resources. (CACREP 5C d.4.)
- Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (CACREP 5C d.5.)
- Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. (CACREP 5C d.9.)
- Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services. (CACREP 5C e.1.)
- Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client. (CACREP 5C e.2.)
- Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (CACREP 5C f.3.)
- Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. (CACREP 5C h.2.)
- Knows the impact of co-occurring substance use disorders on medical and psychological disorders. (CACREP 5C k.3.)
- Understands technology's impact on the counseling profession (CACREP, D. 1. J)

11. Dr. Watson made a motion to adopt the following undergraduate course and catalog changes in Computer Science; Dr. Zuckweiler seconded and the motion was adopted. (closed)

Other

- Dr. Camacho invited everyone to attend the evening ceremony of Celebration of Scholarship as he will be performing a piece from Rachmaninov's Piano concerto No. 2. The University Orchestra and University Wind Ensemble will also perform during the Celebration gala.
- Dr. Watson reported that the MSU Model United Nations Team was in New York this week competing at the collegiate Model United Nations Conference.
- Ms. English announced that her office was preparing the Honors grades and they would be out later this week.
- Ms. Westbrook reported that the Staff Senate did a survey regarding the summer work schedule and it will remain the same as last year, 4 day, 10 hour work week, Monday through Thursday.
- Dr. Zuckweiler announced that the Celebration of Scholarship faculty and graduate student presentations will be on Wednesday and the undergraduates will present on Thursday. There will be 94-96 presentations in all.

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.

- Dr. Johnston reported on a strategic planning team meeting with Ad Astra today. They are working on current/real time data and should have the results available on May 13 at their next meeting. The deans asked if a link could be provided to review the PowerPoint and Dr. Johnston will make inquiries.
- Ms. Schulte reminded everyone of the Honors Recognition Banquet ticket deadline of Monday, April 22. The banquet is Friday, April 26.

Adjournment

Respectfully submitted.

Deb Schulte, Assistant to the Provost