

Academic Council Minutes

October 16, 2019

Midwestern State University

The Academic Council met Wednesday, October 16, 2019, in the Dillard College of Business Administration, the Priddy Conference Room.

Voting members in attendance were:

Dr. Marcy Brown Marsden, Dean, McCoy College of Science, Mathematics, and Engineering
 Dr. Martin Camacho, Dean, Lamar D. Fain College of Fine Arts
 Dr. Leann Curry, Chair, Curriculum and Learning, substituting for Dr. Matthew Capps, Dean,
 Gordon T. and Ellen West College of Education
 Dr. Jeff Killion, Dean, Robert D. and Carol 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
 Dr. Sarah Cobb, Associate Professor Mathematics, substituting for Dr. Marcos Lopez, Faculty
 Senate Vice President
 Ms. Kerdell Cuffy, Student Government Association President

Other Attendees:

Dr. Kristen Garrison, Associate Vice President for Academic Affairs
 Ms. Leah Hickman, Associate Director, Admissions
 Ms. Darla English, Registrar
 Dr. Michael Mills, Director, Global Education
 Ms. Angie Reay, Staff Senate representative

James Johnston, Provost and Vice President for Academic Affairs, presided and the meeting began at 2:02 p.m.

Approval of Minutes

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

Old Business

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

New Business

1. Dr. Garrison presented a proposal for adoption of a EURECA Advisory Committee. Dr. Watson made a motion to adopt the proposal; Ms. Cuffy seconded, and the motion was open for discussion. Several questions were brought up regarding the purpose and makeup of personnel for the committee. Dr. Garrison asked to table the proposal until next month to allow her time to work with the EURECA Director regarding the questions asked. Dr. Watson made a motion to table the proposal until November; Dr. Zuckweiler seconded, and the motion to table the proposal was adopted. (open)

EURECA Advisory Committee		Term Expires	College or Department
Purpose:	To advise the Director of Undergraduate Research on all matters related to undergraduate research and creative activity student experiences.		
Personnel:	2 faculty members from each college, 1 staff member, 1-3 student representatives. 3-year term, staggered even and odd years.		
Reports to:	Director of Undergraduate Research		
Members:			
Faculty – DCBA	Pablo Garcia-Fuentes		ECON
Faculty – WCOE	SuHua Huang		ECED
Faculty – FA	Mitzi Lewis		MCOM
Faculty – GHSHS	Tammy Kurszewski		RESP
Faculty – PYHSS	Whitney Snow		HIST
Faculty-MCSME	James Masuoka		BIOL
Faculty - WCOE	Stacia Miller		KNES
Faculty - FA	Bradley Wilson		MCOM
Faculty – MCSME	Magaly Rincon-Zachary		BIOL
Career Management Center Director	Dirk Welch		
Student Representative	Phelecia Scotland		
Student Representative	Andrew Wolf		
Student Representative	Kaushik Shah		

Deans appoint faculty; XXX appoint staff; XXX appoint student.

Term limits to be determined by Director of Undergraduate Research.

Questions included:

1. *Could one of the faculty members from MCSME not be the Director of Undergraduate Research? Could be a conflict of interest. Perhaps another faculty member from Engineering?*
2. *Notes that 2 faculty members from each college serve, yet 3 colleges only have one representative. Should there be 2?*
3. *Could the purpose of the committee offer a bit more detail? What are the matters the committee is to advise on?*
4. *Who appoints the staff and student members?*

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.

2. Dr. Killion made a motion to adopt the following undergraduate course and catalog changes in Social Work. Dr. Brown Marsden seconded, and the motion was adopted. (closed)

New Course Addition, effective spring 2020

SOWK 4143. Family-Focused Social Work Practice (elective)

Prerequisite(s): SOWK 3544. Human Behavior and the Social Environment I

Description: Family Focused Social Work Practice builds on the history and traditions of family intervention in the basic social services. This course examines pertinent practice issues, family therapy concepts, approaches used in contemporary social work intervention, and current research. There is an emphasis on family resilience and applying family intervention concepts with families under economic stress, families within vulnerable populations, and with diverse family structures. A strengths perspective is highlighted as an approach to treatment.

Family Focused Social Work Practice will address the stages of the family life cycle and the implementation of family therapy theories to support practice. Family Focused Social Work Practice will address varying family forms and challenges, ethnic and cultural dimensions, and developmental perspectives on family functioning. In this course there is attention to family intervention with families under economic stress, ethnic and racial minority families, women and alternative lifestyle families.

Lecture 3

Undergraduate Catalog Changes, effective fall 2020

Social Work, B.S.W

No changes until...

SOWK electives - 4 courses

Chosen from:

- SOWK 3233 - Parenting: Family and Community 3
- SOWK 3453 - Child Welfare Policy and Practice 3
- SOWK 3603 - International Social Work 3
- SOWK 4113 - Aging 3
- **SOWK 4143 Family-Focused Social Work Practice 3**
- SOWK 4203 - Independent Study 3 semester hours
- SOWK 4223 - Family Systems 3
- SOWK 4233 - Parenting 3
- SOWK 4313 - Community Mental Health 3
- SOWK 4323 - Introduction to Substance Abuse 3
- SOWK 4343 - Treatment Modalities in Substance Abuse 3
- SOWK 4363 - Family Systems and Substance Abuse 3
- SOWK 4413 - Human Resources Policy and Practice 3
- SOWK 4423 - Selected Topics in Social Work 3

3. Dr. Brown Marsden made a motion to adopt the following undergraduate course and catalog changes in the McCoy College of Science, Mathematics and Engineering. Dr. Killion seconded, and the motion was adopted. (closed)

New Course Additions, effective fall 2020

STEM 4900. Internship in STEM

Prerequisite(s): Advisor approval

Description: Field experience in science, technology, engineering or mathematics. May be repeated once.

Internship 0(0)

STEM 4910. Shadowing in STEM

Prerequisite(s): Advisory approval

Description: Workplace observation in science, technology, engineering or mathematics, specifically in pre-professional settings, to learn the aspects related to the job and its associated competencies. May be repeated once.

Field Experience 0(0)

4. Dr. Watson made a motion to adopt the following undergraduate course and catalog change in History. Ms. Cuffy seconded, and the motion was adopted. (closed)

Change of Course Title and Course Description, effective fall 2020

HIST 4083. ~~The Age of Washington and Jefferson~~ **Revolutionary America**

~~Description: Federalists and Jeffersonians struggled over the destiny of the young Republic—would it be a unitary, entrepreneurial nation, or an agrarian confederation? Complicating the battle were economic change, and the acquisition of the Louisiana territory, even as Europe began to threaten American commerce and ultimately the independence of the republic.~~

Description: How did American colonists go from being proud British subjects to revolutionaries in a mere decade? This course considers the causes, course, character, and consequences of the American Revolution – an event that ushered in vast political, social, and economic transformations for some members of American society while entrenching inequality for others.

5. Dr. Watson made a motion to adopt the following undergraduate course and catalog changes in Sociology. Dr. Killion seconded, and the motion was adopted. (closed)

Undergraduate Catalog Change, effective fall 2020

Minor in Medical Sociology – 18 semester hours

Required courses:

SOCL 1133 Introductory Sociology 3

Or

SOCL 2233 Global Social Problems 3

SOCL 3803 Medical Sociology 3

Elective Options – choose 12 hours from:

- SOCL 3023 Human Sexuality 3
- SOCL 4353 Aging, Death and Dying 3
- **SOCL 4503 Health Inequalities 3**
- SOCL 4633 The Sociology of Family Violence 3
- **SOCL 4703 (Disability and Society)**
- ~~SOCL 4733 Special Topics: Disability and Society 3~~
- SOCL 3813 Animals and Health 3
- PSYC 3853 Health Psychology 3
- PHIL 2103 Health Care Ethics 3

Advanced hours: 12 or 15 (depending on if PHIL 2103 is selected).

6. Dr. Curry made a motion to adopt the following undergraduate course and catalog change in BAAS. Dr. Brown Marsden seconded, and the motion was adopted. (closed)

Undergraduate Catalog Changes

The BAAS Degree with General Studies Concentration

The General Studies Concentration is a multi-interdisciplinary approach that will allow students to design their own course of study by selecting subject areas of choice. Students are able to form a coherent specialization that is unavailable elsewhere in the university as an organized plan of study. Students are able to pursue a particular intellectual or personal interest, or complete courses as professional development, which may be employment related. Students may select no more than 15 hours of business courses through the College of Business. A graduate would be prepared to work in a wide range of careers. Employment may be found in both the private and public sectors of the workforce, or students may elect to continue on to graduate and professional studies.

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

Computer Science - 3 semester hours

The BAAS General Studies Concentration - 36 advanced semester hours

- BAAS 4113 - Capstone Project 3

33 advanced semester hours of multidisciplinary courses

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

7. Dr. Curry made a motion to adopt the following undergraduate course and catalog changes in Counseling and Education. Dr. Killion seconded and the motion was adopted. (closed)
Additional information: both courses have been submitted to the Core Curriculum Committee for review/addition to the MSU Core Curriculum.

Change of Course Description, effective fall 2020

COUN 2023. Human Development

Description: ~~A study of the principles of normal child growth and development from conception through adolescence. Focus on physical, cognitive, social, moral, and emotional domains of development.~~ **A study of human development and how empirical data using accepted reputable research methodology extends and supports our understanding of how development impacts society and what it is to be “human” through the stages of development specifically in the areas of cognitive, social, moral, and emotional domains.**
Note: no longer equivalent to the TCCNS EDUC 1301 course.

Change of Course Description and Change of Lec/Lab Hours, effective fall 2020

EDUC 2013. School and Society

Description: ~~An introduction to the teaching profession and~~ **This course examines** the role of the school in a democratic society with an emphasis on educational equity ~~for all students. Field experience in diverse communities required.~~ **Students will explore the reciprocal relationship of schools and society and the impact an understanding of student learning has on school structures. Additionally, students will practice observational research to develop their understanding of how students interact with one another, their school setting, and their learning.**

Lec/Lab Hrs: ~~3(2-2)~~ **3(3-0)**

Note: no longer equivalent to the TCCNS EDUC 1301 course.

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

New Course Addition, effective spring 2020

THEA 4183. Internship in Theatre

Prerequisite(s): Consent of Instructor

Description: Students will obtain practical experience in a professional setting.

Lecture: 3(3-0)

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

New Course Additions, effective fall 2020

COUN 5503. Counseling Research and Program Evaluation

Description: The purpose of this course is to provide the knowledge to evaluate existing research related to counseling techniques as part of a program evaluation process. The student will be able to understand research methods used in program evaluation and/or intervention and implement a program evaluation in a professional setting analyzed for effectiveness.

Lecture 3(3-0)

New Course Addition, effective summer 2020

COUN 5513. Counseling Children for Clinical Mental Health

Prerequisite(s): COUN 5203 and permission of the instructor

Description: This course is designed to teach the evaluation and treatment of children having emotional and/or behavioral problems. Course includes consultation methods with parents, teachers, administrators, and other professionals.

Lecture 3(3-0)

New Course Additions, effective fall 2020

SPED 6203. Special Education Law for Non-Texas Certification Majors

Description: Historical foundations of special education law, federal and state regulations, and case law related to special education; includes assessment-related law. This course may not be used for Texas educational diagnostic certification.

Lecture 3(3-0)

New Course Additions, effective spring 2020

SPED 6213. Individualized Assessment I for Non-Texas Certification Majors

Description: Demonstration of competency in administration, scoring, reporting, and interpreting cognitive assessment data. This course may not be used for Texas educational diagnostic certification.

SPED 6283. Practicum in Special Education for Non-Texas Certification Majors

Prerequisite(s): 12 hours of special education and consent of instructor.

Description: Field experience (90 hours) in a special education setting specific to the candidate's career goals. May be repeated for credit. This course may not be used for Texas educational diagnostic certification.

Practicum 3(0-6)

New Course Additions, effective summer 2020

SPED 6263. Vocational, Motor Skills and Assistive Technology Assessment for Non-Texas Certification Majors

Description: Demonstration of competence in administration, scoring, and interpreting vocational, motor skills, and assistive technology assessments, and knowing when referrals are appropriate. This course may not be used for Texas educational diagnostic certification.

Lecture 3(3-0)

SPED 6273. Foundations of Special Education Leadership for Non-Texas Certification Majors

Description: Provides a foundation for candidates who are going to assume leadership positions 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. This course may not be used for Texas educational diagnostic certification.

Lecture 3(3-0)

Change in Course Description, effective fall 2020

SPED 6943. Practicum in Special Education

Description: Field experience (~~90~~) **(45)** in a special education setting specific to the candidate's career goals. May be repeated for credit.

Graduate Catalog Changes, effective fall 2020

A. **Major in Special Education**

This degree is designed for anyone interested in psychometric testing that is not seeking Texas certification.

The program consists of 36 semester hours.

- **COUN 6013 - Human Relations**
- **EDUC 5053 - Introduction to Educational Research**
- **EDUC 6753 - Applied Research**
- **SPED 6213 - Individualized Assessment I for Non-Texas Certification Majors**
- **SPED 6223 - Individualized Assessment II for Non-Texas Certification Majors**
- **SPED 6263 - Vocational, Motor Skills, and Assistive Technology Assessment for Non-Texas Certification Majors**
- **SPED 6203 - Special Education Law for Non-Texas Certification Majors**
- **SPED 6283 - Practicum in Special Education for Non-Texas Certification Majors**
- **SPED 6953 - Special Graduate Topics in Special Education**
- **SPED 6963 - Foundations of Ethics and Practice Standard**
- **SPED 5613 - Foundations of Special Education**
- **SPED 6013 - Teaching Strategies for Affective Disorders**

- B. Major in Special Education with Dyslexia Emphasis (Degree with Educational Diagnostician Pathway). Option for students already certified to teach special education.

Educational Diagnostician Certification is available with this Dyslexia emphasis for students holding an undergraduate degree/certification in Special Education. **Students must declare Educational Diagnostician program at admission.** This option consists of ~~39~~ 42 semester hours.

Major in Special Education with Dyslexia Emphasis ONLY
Course credit for CALT.

- SPED 5103 Survey of Dyslexia and Related Learning Disabilities
- SPED 5113 - Promoting Early Language Development of the Dyslexic Student/Practicum Experience
- SPED 5123 - Reading Fluency Instruction and Assessment for the Dyslexic Student/Practicum Experience
- SPED 5133 - Morphological and Syntactical Awareness for the Dyslexic Student/Practicum Experience
- SPED 5143 - Cognitive and Linguistic Structure of Written Language for the Dyslexic Student/Practicum Experience

Additional courses for the M.ED in Special Education with emphasis in Dyslexia (3 courses completed)

- ~~COUN 6013—Human Relations~~
- EDUC 5053 - Introduction to Educational Research
- EDUC 6753 - Applied Research
- ~~SPED 5013—Exceptional Individuals~~
- **SPED 6013 - Teaching Strategies for Affective Disorders**

Adding Educational Diagnostician is available with this degree option for students with the addition of the following 6 courses when the decision is made at the admission of the dyslexia program:

- SPED 6613 - Individual Assessment I
- SPED 6623 - Individual Assessment II
- SPED 6633 - Vocational, Motor Skills, and Assistive Technology Assessment
- SPED 6913 - Special Education Law
- SPED 6943 - Practicum in Special Education
- **SPED 6963 - Foundations of Ethics and Practice Standards**

Additional Information:

The applicant must provide proof they are enrolled in a Certified Academic Language Therapist (CALT) Training Program as part of the application process.

Course content and techniques are based on Take Flight: A Comprehensive Intervention for Students with Dyslexia, a curriculum written by the staff of the Luke Waites Center for Dyslexia and Learning Disorders of Texas Scottish Rite Hospital for Children (TSRHC). Take Flight builds on the success of the three previous dyslexia intervention programs developed by the staff of TSRHC: Alphabetic Phonics, the Dyslexia Training Program, and TSRH Literacy Program. Programs delivered at a qualifying IMSLEC a Major in Special Education (Degree only, non-Educational Diagnostician Pathway).

~~Major in Special Education with Dyslexia Emphasis (Degree with Educational Diagnostician Pathway). Option for students without degree or special education certificate.~~

~~Educational Diagnostician Certification is available with this Dyslexia emphasis for students without a special education degree or certificate. Nine additional graduate hours will be required as leveling classes. This option consists of 48 hours.~~

- ~~• COUN 6013— Human Relations~~
- ~~• EDUC 5053— Introduction to Educational Research~~
- ~~• EDUC 6753— Applied Research~~
- ~~• SPED 5103— Survey of Dyslexia and Related Learning Disabilities~~
- ~~• SPED 5113— Promoting Early Language Development of the Dyslexic Student/Practicum Experience~~
- ~~• SPED 5123— Reading Fluency Instruction and Assessment for the Dyslexic Student/Practicum Experience~~
- ~~• SPED 5133— Morphological and Syntactical Awareness for the Dyslexic Student/Practicum Experience~~
- ~~• SPED 5143— Cognitive and Linguistic Structure of Written Language for the Dyslexic Student/Practicum Experience~~
- ~~• SPED 6613— Individual Assessment I~~
- ~~• SPED 6623— Individual Assessment II~~
- ~~• SPED 6633— Vocational, Motor Skills, and Assistive Technology Assessment~~
- ~~• SPED 6913— Special Education Law~~
- ~~• SPED 6943— Practicum in Special Education~~

~~Plus Leveling Courses:~~

- ~~• SPED 5013— Exceptional Individuals~~
- ~~• SPED 6013— Teaching Strategies for Affective Disorders~~
- ~~• SPED 6963— Foundations of Ethics and Practice Standards~~

C. Major in Special Education with Dyslexia Emphasis Only

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

Professional certification as a LDT requires the following:

1. A bachelor's degree from an accredited institution

2. Completion of comprehensive therapist training under the supervision of a Qualified Instructor that includes a minimum of 200 instructional hours, a minimum of 700 clinical/teaching hours, a minimum of 10 demonstrations, clinical/teaching documentation, and proof of the therapist's progress and competency.
3. Acceptable performance on a comprehensive examination administered by ALTA.
4. Completion of 3 CEUs (30 contact hours) every three years.

This program consists of 36 semester hours.

Course credit for CALT

- SPED 5103 - Survey of Dyslexia and Related Learning Disabilities
- SPED 5113 - Promoting Early Language Development of the Dyslexic Student/Practicum Experience
- SPED 5123 - Reading Fluency Instruction and Assessment for the Dyslexic Student/Practicum Experience
- SPED 5133 - Morphological and Syntactical Awareness for the Dyslexic Student/Practicum Experience
- SPED 5143 - Cognitive and Linguistic Structure of Written Language for the Dyslexic Student/Practicum Experience

Additional courses for the M.Ed. in Special Education with emphasis in Dyslexia

- COUN 6013 - Human Relations
- EDUC 5053 - Introduction to Educational Research
- EDUC 6753 - Applied Research
- SPED 5013 - Exceptional Individuals
- **SPED 6203 - Special Education Law for Non-Texas Certification Majors**
- ~~SPED 6913 - Special Education Law~~

Plus:

~~Six (6) hours of approved electives.~~

SPED 5613 - Foundations of Special Education

SPED 6013 - Teaching Strategies for Affective Disorders

Additional Information:

The applicant must provide proof they are enrolled in a Certified Academic Language Therapist (CALT) Training Program as part of the application process.

Course content and techniques are based on Take Flight: A Comprehensive Intervention for Students with Dyslexia, a curriculum written by the staff of the Luke Waites Center for Dyslexia and Learning Disorders of Texas Scottish Rite Hospital for Children (TSRHC). Take Flight builds on the success of the three previous dyslexia intervention programs developed by the staff of TSRHC: Alphabetic Phonics, the Dyslexia Training Program, and TSRH Literacy Program. Programs delivered at a qualifying IMSLEC a Major in Special Education (Degree only, non-Educational Diagnostician Pathway).

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

Change of Course Prerequisite(s), effective spring 2020

EDLE 5593. Leadership and Communication Processes
 EDLE 5603. Introduction to Leadership
 EDLE 5623. School Law and Personnel
 EDLE 5643. School Business Management
 EDLE 5683. Instructional Improvement and Staff Development
 EDLE 5693. Graduate Practicum in Educational Leadership
Prerequisite(s): Student must have a PRCE Concentration

New Course Addition, effective spring 2020

EDLE 5713. Leading through Effective Communication

Description: This course is designed to help potential educational leaders develop skills necessary to build a positive institutional culture through effective communication. Additionally, they will examine methods to deal with conflict through: resolution, mediation, problem solving, decision-making, cognitive coaching, and mentoring. Course may not be used for students seeking principal certification.
Lecture 3(3-0)

EDLE 5723. Understanding P-12 School Law

Description: An examination of the rights and responsibilities of teachers, students, and laws related to a P-12 special education, school governance, staff discipline, and dismissal. The course will also explore the major laws and court decisions which have shaped the operation of schools today. Course may not be used for students seeking principal certification.
Lecture 3(3-0)

New Course Addition, effective fall 2020

EDLE 5703. Personal Leadership for Education Professionals

Description: An understanding of human behavior beginning with knowledge of self and leading to the understanding of others, is necessary for successful leadership in organizational settings. This course provides students with opportunities to analyze their values, behaviors, and skills related to effective leadership in an educational context. Course may not be used for students seeking principal certification.
Lecture 3(3-0)

EDLE 5733. Public School Financial Management

Description: An exploration of principles of P-12 public school finance, budget development, building-level fiscal management, facility planning and management, and building-level student services management. Course may not be used for students seeking principal certification.

Lecture 3(3-0)

EDLE 5743. Supervising Instruction and Instructor Development

Description: Students will examine how leaders can support and improve excellence in instruction for a diverse student population. Conferencing skills, observation techniques, evaluation techniques, peer coaching, classroom management, staff development, individual decision-making, and developmental supervision are some of the concepts to be examined. Course may not be used for students seeking principal certification.

Lecture 3(3-0)

Graduate Catalog Changes, effective fall 2020

Educational Leadership, M.Ed.

Mission Statement: The Master of Education degree with a major in Educational Leadership prepares students for school leadership roles. The program provides opportunities for students to learn and apply knowledge, skills, and dispositions set forth in Educational Leadership Constituent Council (ELCC) and Texas Education Agency (TEA) standards.

Program Information: Students will work in informal cohorts to apply educational leadership knowledge and skills to current school issues, often in actual school settings. Students who complete the educational leadership program are eligible to apply for Texas Principal Certification upon satisfactory completion of the state mandated TExES examination and two years of teaching experience.

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

Students who already possess a master's degree may enroll in a non-degree program leading to principal or superintendent certification. Students pursuing principal certification will be directed by a program advisor to enroll in required educational leadership courses not already taken in their master's degree work. Research courses (6 hours) are not required; practicum 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 course of study to prepare students to take the state superintendent certification exam. Candidates must have two years of principalship experience and a superintendent willing to mentor them. Students completing the Master of Education with a major in Educational Leadership with a Special Education concentration may concurrently include courses for diagnostician certification upon approval of the Educational Leadership and Special Education program coordinators.

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

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

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

Core courses are:

- EDLE 5593 - Leadership and Communication Processes
- EDLE 5603 - Introduction to Leadership
- EDLE 5623 - School Law and Personnel
- EDLE 5643 - School Business Management
- **EDLE 5683 - Instructional Improvement and Staff Development**
- ~~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 5673 - Leadership in School Change**
- ~~EDLE 5683 - Instructional Improvement and Staff Development~~
- EDLE 5693 - Graduate Practicum in Educational Leadership
- EDUC 5053 - Introduction to Educational Research
- EDUC 6753 - Applied Research

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

Core courses are:

EDLE 5713 Leading through Effective Communication

EDLE 5703 Personal Leadership for Education Professionals

EDLE 5723 Understanding P-12 School Law

EDLE 5733 Public School Financial Management

EDLE 5743 Supervising Instruction and Instructor Development

- ~~EDLE 5593 - Leadership and Communication Processes~~
- ~~EDLE 5603 - Introduction to Leadership~~
- ~~EDLE 5623 - School Law and Personnel~~
- ~~EDLE 5643 - School Business Management~~
- ~~EDLE 5683 - Instructional Improvement and Staff Development~~

Additional courses are:

- EDLE 5583 - Curricular Supervision for School Leaders
- EDLE 5653 - Building School Communities for Diverse Learners

- EDLE 5663 - Community Politics and Public Relations
- EDLE 5673 - Leadership in School Change
- EDUC 5053 - Introduction to Educational Research
- EDUC 6753 - Applied Research

Electives:

3 hours of electives to be chosen from the West College of Education Graduate Courses
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 Practicum 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 Practicum 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 6953 - Special Graduate Topics in Special Education
- SPED 6963 - Foundations of Ethics and Practice Standards

Plus:

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 Practicum 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

11. Dr. Zuckweiler made a motion to adopt the following graduate course and catalog changes in Nursing. Dr. Stambaugh seconded and the motion was adopted. (closed)

Deletion of Course, effective fall 2020

NURS 5366. Psychiatric Mental Health Advance Practice Across the Lifespan

New Course Addition, effective fall 2020

NURS 5463. Psychiatric Mental Health Advanced Practicum I

Prerequisite(s): NURS 5043, NURS 5103, NURS 5111, NURS 5113, NURS 5123, NURS 5133, NURS 5322. Co-requisite: NURS 5473

Description: The focus of this course is on the diagnosis and management of serious and persistent psychiatric disorders and mental health problems in individuals. The student begins with an assessment of self as a foundation for understanding therapeutic relationships. Familiarization with interviewing techniques, the use of screening tools unique to psychiatry, and diagnostic evaluation including the use of the mental status examination will be incorporated into the evaluation of clients with psychiatric mental health problems. The management of these clients encompasses both pharmacologic interventions and non-pharmacologic interventions such as counseling.

Lecture 3(3-0)

NURS 5473. Psychiatric Mental Health Advanced Practicum I Clinical

Co-requisite: NURS 5463

Description: The focus of this course is on the diagnosis and management of serious and persistent psychiatric disorders and mental health problems in individuals. The student begins with an assessment of self as a foundation for understanding therapeutic

relationships. Familiarization with interviewing techniques, the use of screening tools unique to psychiatry, and diagnostic evaluation including the use of the mental status examination will be incorporated into the evaluation of clients with psychiatric mental health problems. The management of these clients encompasses both pharmacologic interventions and non-pharmacologic interventions such as counseling.
Lab 3(0-12)

Change of Course Number, Course Title, Course Prerequisite, Course Description, Lec/Lab Hours, effective fall 2020

~~NURS 5382. Psychiatric Mental Health Advanced Practicum I~~

NURS 5483. Psychiatric Mental Health Advanced Practicum II

~~Prerequisite(s) NURS 5366. Co-requisite: NURS 5384.~~

Prerequisite(s): NURS 5463, NURS 5473. Co-requisite: NURS 5493

Description: **The focus of this course** is on the diagnosis and management of serious **and** persistent psychiatric disorders and mental health problems in ~~groups and families~~ **individuals**. Theoretical foundations and intervention approaches for group and family therapies will be explored. A supervised practicum in group and family therapies is required. **The student begins with an assessment of the relationship with self as a foundation for understanding therapeutic relationships. Diagnostic evaluation will include continued development of interview techniques, mental status examinations and the use of tools unique to the evaluation of psychiatric mental health problems. Management of mental health problems in individuals will include both pharmacologic and non-pharmacologic interventions, including individual counseling in the clients with serious and persistent mental health problems.**

Lecture ~~2(2-0)~~ **3(3-0)**

~~NURS 5384. Psychiatric Mental Health Advanced Practicum I Clinical~~

NURS 5493. Psychiatric Mental Health Advanced Practicum II Clinical

~~Prerequisite(s): NURS 5366. Co-requisite: NURS 5382.~~

Prerequisite(s): NURS 5463, NURS 5473. Co-requisite: NURS 5483

Description: **The focus of this course** is on the diagnosis and management of serious **and** persistent psychiatric disorders and mental health problems in ~~groups and families~~ **individuals**. Theoretical foundations and intervention approaches for group and family therapies will be explored. A supervised practicum in group and family therapies is required. **The student begins with an assessment of the relationship with self as a foundation for understanding therapeutic relationships. Diagnostic evaluation will include continued development of interview techniques, mental status examinations and the use of tools unique to the evaluation of psychiatric mental health problems. Management of mental health problems in individuals will include both pharmacologic and non-pharmacologic interventions, including individual counseling in the clients with serious and persistent mental health problems.**

Lab ~~4(0-16)~~ **3(0-12)**

~~NURS 5402. Psychiatric Mental Health Advanced Practicum II~~

NURS 5523. Psychiatric Mental Health Advanced Practicum III

~~Prerequisite(s): NURS 5382, NURS 5384. Co-requisite: NURS 5404~~

Prerequisite(s): NURS 5493, NURS 5483, NURS 5463, NURS 5473. Co-requisite: NURS 5533

~~Description: Focuses on the integration of theory, evaluation, and intervention techniques in the diagnosis and management of serious/persistent psychiatric disorders and mental health problems in individuals, groups, and families. A supervised clinical practicum is required. Regular collaborative consultation for case discussions and group supervision is required.~~

The focus of this course is on the diagnosis, pharmacological and non-pharmacological management and outcomes of serious and persistent psychiatric disorders and mental health problems (including complex mental illness and addictions) experienced in individuals, families and groups in a variety of settings.

~~Lecture 2(2-0)~~ **3(3-0)**

~~NURS 5404. Psychiatric Mental Health Advanced Practicum II Clinical~~

NURS 5533. Psychiatric Mental Health Advanced Practicum III Clinical

~~Prerequisite(s): NURS 5382, NURS 5384. Co-requisite: NURS 5402~~

Prerequisite(s): NURS 5493, NURS 5483, NURS 5463, NURS 5473. Co-requisite: NURS 5523

~~Description: Focuses on the integration of theory, evaluation, and intervention techniques in the diagnosis and management of serious/persistent psychiatric disorders and mental health problems in individuals, groups, and families. A supervised clinical practicum is required. Regular collaborative consultation for case discussions and group supervision is required.~~

The focus of this course is on the diagnosis, pharmacological and non-pharmacological management and outcomes of serious and persistent psychiatric disorders and mental health problems (including complex mental illness and addictions) experienced in individuals, families and groups in a variety of settings.

~~Lecture: Lab 4(0-16)~~ **3(0-12)**

Graduate Course Catalog Changes, effective fall 2020

~~NURS 5366 Psychiatric Mental Health Advanced Practice Across the Lifespan
6(6-0)~~

~~Formerly: NURS 5363, Psychiatric Mental Health Nursing I~~

~~Prerequisite(s): NURS 5043, NURS 5103, NURS 5111, NURS 5113, NURS 5123, NURS 5133, NURS 5283, NURS 5322.~~

~~The focus of this course is on examining and understanding key concepts in the diagnosis and management of serious and persistent psychiatric disorders and mental health problems in individuals. The student begins with an assessment of the relationship with self as a foundation for understanding therapeutic relationships. The diagnostic evaluation methods covered will include development of interview techniques, mental status examination, and use of tools unique to the evaluation of psychiatric mental health problems. Techniques for the management of mental health problems in individuals will include both pharmacologic and non-pharmacologic interventions, including individual counseling for clients with serious and persistent mental health problems.~~

NURS 5384 ~~5493~~ - Psychiatric Mental Health Advanced Practicum I ~~II~~ Clinical
4(0-16) ~~3(0-12)~~

Formerly: NURS 5393 ~~5384~~, Psychiatric Mental Health Nursing II Clinical

Prerequisite(s): NURS 5366 ~~5463~~, **NURS 5473**. Co-requisite: NURS 5382 ~~5483~~.

The focus of this course is on the diagnosis and management of serious/ ~~and~~ persistent psychiatric disorders and mental health problems in ~~groups and families~~ individuals.
~~Theoretical foundations and intervention approaches for group and family therapies will be explored. A supervised practicum in group and family therapies is required.~~ **The student begins with an assessment of the relationship with self as a foundation for understanding therapeutic relationships. Diagnostic evaluation will include continued development of interview techniques, mental status examinations and the use of tools unique to the evaluation of psychiatric mental health problems. Management of mental health problems in individuals will include both pharmacologic and non-pharmacologic interventions, including individual counseling in the clients with serious and persistent mental health problems.**

NURS 5402 ~~5523~~ - Psychiatric Mental Health Advanced Practicum III
2(2-0) ~~3(3-0)~~

(formerly NURS 5404 ~~5402~~)

Prerequisite(s): NURS 5382 ~~5493~~, NURS 5384 ~~5483~~, **NURS 5463**, **NURS 5473**.

Co-requisite: NURS 5404 ~~5533~~.

~~Focuses on the integration of theory, evaluation, and intervention techniques in the diagnosis and management of serious/persistent psychiatric disorders and mental health problems in individuals, groups, and families. A supervised clinical practicum is required. Regular collaborative consultation for case discussions and group supervision is required.~~

The focus of this course is on the diagnosis, pharmacological and non-pharmacological management and outcomes of serious and persistent psychiatric disorders and mental health problems (including complex mental illness and addictions) experienced in individuals, families and groups in a variety of settings.

NURS 5404 ~~5533~~ – Psychiatric Mental Health Advanced Practicum II ~~III~~ Clinical
4(0-16) ~~3(0-12)~~

Formerly: Psychiatric Mental Health Nursing II Clinical

Prerequisite(s): NURS 5382 ~~5493~~, NURS 5384 ~~5483~~, **NURS 5463**, **NURS 5473**. Co-requisite: NURS 5402 ~~552~~

~~Focuses on the integration of theory, evaluation, and intervention techniques in the diagnosis and management of serious/persistent psychiatric disorders and mental health problems in individuals, groups, and families. A supervised clinical practicum is required. Regular collaborative consultation for case discussions and group supervision is required.~~

The focus of this course is on the diagnosis, pharmacological and non-pharmacological management and outcomes of serious and persistent psychiatric disorders and mental health problems (including complex mental illness and addictions) experienced in individuals, families and groups in a variety of settings.

NURS 5463- Psychiatric Mental Health Advanced Practicum I**3 (3-0)****Prerequisite(s): NURS 5043, NURS 5103, NURS 5111, NURS 5113, NURS 5123, NURS 5133, NURS 5322.****Co-requisite(s): NURS 5473****The focus of this course is on the diagnosis and management of serious and persistent psychiatric disorders and mental health problems in individuals. The student begins with an assessment of self as a foundation for understanding therapeutic relationships. Familiarization with interviewing techniques, the use of screening tools unique to psychiatry, and diagnostic evaluation including the use of the mental status examination will be incorporated into the evaluation of clients with psychiatric mental health problems. The management of these clients encompasses both pharmacologic interventions and non-pharmacologic interventions such as counseling.****NURS 5473 - Psychiatric Mental Health Advanced Practicum I Clinical****3 (0-12)****Pre-requisite (s): NURS 5043, NURS 5103, NURS 5111, NURS 5113, NURS 5123, NURS 5133, NURS 5322****Co-requisite(s): NURS 5463****The focus of this course is on the diagnosis and management of serious and persistent psychiatric disorders and mental health problems in individuals. The student begins with an assessment of self as a foundation for understanding therapeutic relationships. Familiarization with interviewing techniques, the use of screening tools unique to psychiatry, and diagnostic evaluation including the use of the mental status examination will be incorporated into the evaluation of clients with psychiatric mental health problems. The management of these clients encompasses both pharmacologic interventions and non-pharmacologic interventions such as counseling.****NURS ~~5382~~ 5483- Psychiatric Mental Health Advanced Practicum I- II****~~2 (2-0)~~ 3(3-0)****Formerly: NURS 5383 ~~5382~~, Psychiatric Mental Health Nursing II****Prerequisite(s):NURS ~~5366~~ 5463, NURS 5473. Co-requisite: NURS ~~5384~~ 5493****The Ffocuses of this course is on the diagnosis and management of serious/ and persistent psychiatric disorders and mental health problems in ~~groups and families~~ individuals.- Theoretical foundations and intervention approaches for group and family therapies will be explored. A supervised practicum in group and family therapies is required.—The student begins with an assessment of the relationship with self as a foundation for understanding therapeutic relationships. Diagnostic evaluation will include continued development of interview techniques, mental status examinations and the use of tools unique to the evaluation of psychiatric mental health problems. Management of mental health problems in individuals will include both pharmacologic and non-pharmacologic interventions, including individual counseling in the clients with serious and persistent mental health problems.**

Graduate Catalog Changes, effective fall 2020

A. Master of Science in Nursing.

No changes until...

Courses

Nursing

- NURS 5023 - Research in Nursing
- NURS 5043 - Pathological Processes for Advanced Nursing Practice
- NURS 5102 - Diagnostic Studies and Ambulatory Procedures
- NURS 5103 - Theoretical Foundations in Nursing
- NURS 5111 - Health Assessment for Advanced Nursing Practice Clinical
- NURS 5113 - Health Assessment for Advanced Nursing Practice
- NURS 5123 - Population Health in Graduate Nursing
- NURS 5133 - Pharmacotherapeutics in Advanced Nursing Practice
- NURS 5166 - Advanced Practice Across the Lifespan
- NURS 5182 - Advanced Practicum I
- NURS 5184 - Advanced Practicum I Clinical
- NURS 5233 - Theoretical Foundations in Nursing Education
- NURS 5241 - Nurse Educator I Clinical
- NURS 5242 - Nurse Educator I
- NURS 5251 - Nurse Educator II Clinical
- NURS 5252 - Nurse Educator II
- NURS 5283 - Role of the Advanced Nurse Practitioner
- NURS 5322 - Diagnostics for Mental Disorders
- NURS 5331 - Clinical Focus for Nurse Educator Clinical
- NURS 5332 - Clinical Focus for Nurse Educator
- NURS 5372 - Advanced Practicum II
- NURS 5374 - Advanced Practicum II Clinical
- ~~• NURS 5366 - Psychiatric Mental Health Advanced Practice Across the Lifespan~~
- **NURS 5463 - Psychiatric Mental Health Advanced Practicum I**
- **NURS 5473 - Psychiatric Mental Health Advanced Practicum I Clinical**
- NURS ~~5382~~ **5483** - Psychiatric Mental Health Advanced Practicum I **II**
- NURS ~~5384~~ **5493** - Psychiatric Mental Health Advanced Practicum I **II** Clinical
- NURS ~~5402~~ **5523** - Psychiatric Mental Health Advanced Practicum ~~I~~ **III**
- NURS ~~5404~~ **5533** - Psychiatric Mental Health Advanced Practicum ~~I~~ **III** Clinical
- NURS 5503 - Assessment in Nursing Education
- NURS 6843 - Evidence Based Project I
- NURS 6853 - Evidence Based Project II
- NURS 6911 - Special Topics in Graduate Nursing
- NURS 6912 - Special Topics in Graduate Nursing
- NURS 6913 - Special Topics in Graduate Nursing

B. Family Psychiatric Mental Health Nurse Practitioner Option
No changes until...

Requirements - 32 hours

NURS 5123 - Population Health in Graduate Nursing

NURS 5283 - Role of the Advanced Nurse Practitioner

NURS 5322 - Diagnostics for Mental Disorders

~~NURS 5366 - Psychiatric Mental Health Advanced Practice Across the Lifespan~~

NURS 5463 - Psychiatric Mental Health Advanced Practicum I

NURS 5473 - Psychiatric Mental Health Advanced Practicum I Clinical

~~NURS 5382~~ **5483** - Psychiatric Mental Health Advanced Practicum I **II**

~~NURS 5384~~ **5493** - Psychiatric Mental Health Advanced Practicum I **II** Clinical

NURS 5402 **5523** - Psychiatric Mental Health Advanced Practicum **III**

NURS 5404 **5533** - Psychiatric Mental Health Advanced Practicum **III** Clinical

NURS 6843 - Evidence Based Project I

NURS 6853 - Evidence Based Project II

Total Hours for the PMHNP Program – 48

C. Post-Master's Family Psychiatric Mental Health Nurse Practitioner Certificate Program
No changes until...

Requirements - 36 hours

NURS 5043 - Pathological Processes for Advanced Nursing Practice

NURS 5111 - Health Assessment for Advanced Nursing Practice Clinical

NURS 5113 - Health Assessment for Advanced Nursing Practice

NURS 5123 - Population Health in Graduate Nursing

NURS 5133 - Pharmacotherapeutics in Advanced Nursing Practice

NURS 5283 - Role of the Advanced Nurse Practitioner

NURS 5322 - Diagnostics for Mental Disorders

~~NURS 5366 - Psychiatric Mental Health Advanced Practice Across the Lifespan~~

NURS 5463 - Psychiatric Mental Health Advanced Practicum I

NURS 5473 - Psychiatric Mental Health Advanced Practicum I Clinical

~~NURS 5382~~ **5483** - Psychiatric Mental Health Advanced Practicum I **II**

~~NURS 5384~~ **5493** - Psychiatric Mental Health Advanced Practicum I **II** Clinical

NURS 5402 **5523** - Psychiatric Mental Health Advanced Practicum I **III**

NURS 5404 **5533** - Psychiatric Mental Health Advanced Practicum I **III** Clinical

Adjournment

There being no other business, the meeting was adjourned at 2:33 p.m.

Respectfully submitted.

Deb Schulte

Assistant to the Provost