

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. Marcy Brown Marsden, Dean, College of Science and Mathematics
 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. Martin Camacho, Dean, Lamar D. Fain College of Fine Arts
 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 2:01 p.m.

Approval of Minutes

Dr. Johnston called for a motion to approve the December 2018 Minutes of the Academic Council. Dr. Capps made a motion that the minutes be adopted; Dr. Brown Marsden seconded and the motion was adopted. (closed)

Old Business

Dr. Johnston asked for a motion to open discussion on the tabled item from the December agenda: proposal for a BAAS Degree with Technology Certification. Dr. Capps made the motion to adopt the proposal; Dr. Brown Marsden seconded, and the proposal was opened for discussion. As no further review was requested, the council voted to approve the proposal. (closed)

BAAS Degree with Technology Concentration

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

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

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

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

Bachelor of Applied Arts and Sciences

(BAAS Program)

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

Technology Concentration

EFFECTIVE 2019-2020 CATALOG

The BAAS Degree with Technology (TECH) Concentration

ADMISSION TO PROGRAM

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

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

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

DEGREE REQUIREMENTS

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

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

The BAAS Program with Technology Emphasis

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

Academic Foundations and Core

Curriculum (http://catalog.msutexas.edu/preview_program.php?catoid=11&poid=978)
(See degree plan)

Occupational Specialty (39 semester hours)

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

Computer Science (3 hours)

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

Table 1 - BAAS Program with Technology Emphasis

<u>Academic Foundations and Core Curriculum</u>	<u>42 credits</u>
<u>Occupational Specialty</u>	<u>39 credits</u>
<u>Computer Science</u>	<u>3 credits</u>
<u>Professional Development</u>	<u>30 credits</u>
<u>Internship</u>	<u>3 credits</u>
<u>Capstone Project</u>	<u>3 credits</u>
<u>Total</u>	<u>120 credits</u>

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

TECH 3103. Safety Technology

TECH 3113. Quality Technology

TECH 3133. Manufacturing Technology

TECH 3143. Production Planning & Control

TECH 3153. Project Planning

TECH 3163. Supply Chain Technology

TECH 4103. Innovation

TECH 4113. Facilities Design

TECH 4123. Energy Technology

TECH 4133. Construction Technology

BAAS 3113. Internship Applied Arts & Sci

BAAS 4113. Capstone Project

Table 2 - Sequence for teaching the TECH online courses:

		<u>Yr.</u> <u>1</u>	<u>Yr. 1</u>	<u>Yr. 1</u>	<u>Yr.</u> <u>2</u>	<u>Yr. 2</u>	<u>Yr. 2</u>
<u>Course #</u>	<u>Course title</u>	<u>Fall</u>	<u>Sprin</u> <u>g</u>	<u>Summ</u> <u>er</u>	<u>Fall</u>	<u>Spring</u>	<u>Summe</u> <u>r</u>
<u>TECH 3103</u>	<u>Safety Technology</u>	●				-	
<u>TECH 3113</u>	<u>Quality Technology</u>	●					

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

TECH 3133	Manufacturing Technology		•				
TECH 3143	Production Planning		•				
TECH 3153	Project Planning			•			
TECH 3163	Supply Technology			•			
TECH 4103	Innovation				•		
TECH 4113	Facilities Design				•		
TECH 4123	Energy Technology					•	
TECH 4133	Construction Technology					•	
BAAS 3113	Internship				•	•	•
BAAS 4113	Capstone Project	•	•	•	•	•	•

Catalog Additions

TECH 3103 – Safety Technology

3 (3-0)

Prerequisite(s): Sophomore standing or the consent of the instructor.

This course is a study of the problems involved in developing an integrative safety, health and environmental program for an industrial or commercial establishment. It involves safety, health, and environmental education, safe worker practices, recognition and elimination of health hazards, machinery guards, and emergency treatment for industrial accidents.

TECH 3113 - Quality Technology

3 (3-0)

Prerequisite(s): Sophomore standing or the consent of the instructor.

This course is a study of the problems involved in developing quality practices and technologies for an industrial or commercial establishment. Students will develop a quality training curriculum, the rationale for continual improvement, and the requirements for implementing quality.

TECH 3133 - Manufacturing Technology

3 (3-0)

Prerequisite(s): Sophomore standing or the consent of the instructor.

This course is a study of survey of manufacturing processes for metals and polymers. Students will learn about selecting the appropriate manufacturing processes, major processing actions, design for manufacturability, types of automation, physical and mechanical properties of metals, advantage of plastics, classifications of wood, ceramics, and composites, and reasons for packaging.

TECH 3143 - Production Planning

3 (3-0)

Prerequisite(s): Sophomore standing or the consent of the instructor.

This course is a study of planning and controlling production processes. Students will study inventory control, capacity planning, production activity control, scheduling, lean production, theory of constraints, and purchasing issues.

TECH 3153 - Project Planning

3 (3-0)

Prerequisite(s): Sophomore standing or the consent of the instructor.

This course is a study to meet project constraints in the industrial technology sector. Students will understand the job of project planning, project communication needs, budgets, scheduling and project duration.

TECH 3163 - Supply Technology

3 (3-0)

Prerequisite(s): Sophomore standing or the consent of the instructor.

Students will study how technology is used in designing, processing, and delivering products and using appropriate transportation, warehousing, and logistics. Students will study role of third party logistics providers, compute order quantities, and safety stock.

TECH 4103 - Innovation

3 (3-0)

Prerequisite(s): Junior standing or the consent of the instructor.

This course is aimed at preparing students for careers in industry. Students will develop creative problem solving abilities necessary for innovation in the technology field.

Students will learn how to filter ideas and build into opportunities, including trademarks, copyrights, patents, and preparing a presentation for investors.

TECH 4113 - Facilities Design

3 (3-0)

Prerequisite(s): Junior standing or the consent of the instructor.

This course is a study of the techniques and procedures for developing efficient facilities layout. The material helps students understand routing sheets, balancing an assembly line, utilize the block diagram to analyze flow, need for facilities such as parking lot and cafeteria in support of employee needs, and allocation appropriate space and location for each function within the enterprise.

TECH 4123 - Energy Technology

3 (3-0)

Prerequisite(s): Junior standing or the consent of the instructor.

This course is a study of energy sources and how the sources produce usable power, and future trends in the area of energy technology. It enables students to differentiate among renewable, nonrenewable, and inexhaustible energy sources; present energy consumption trends in the United States and worldwide; and factors that influence the exploration and development of different energy resources.

TECH 4133 - Construction Technology

3 (3-0)**Prerequisite(s): Junior standing or the consent of the instructor.****This course introduces students to construction technology; tools, and equipment; building, plumbing, mechanical, and electrical codes; Americans with Disabilities Act; appropriate clothing and protective devices for the job; tasks that are done before site work begins; sequence** of tasks in constructing a building; and commercial, industrial, and engineered construction.**New Course Additions, effective Fall 2019****TECH 3103. Safety Technology****Prerequisite(s): Sophomore standing or at the consent of the instructor****Description: This course is a study of the problems involved in developing an integrative safety, health and environmental program for an industrial or commercial establishment. It involves safety, health, and environmental education, safe worker practices, recognition and elimination of health hazards, machinery guards, and emergency treatment for industrial accidents.****Online course 3-(3-0)****Course Objectives and/or Additional Information:****Student will learn:****1.Safety and Health Movement. 2. Accidents and Their Effects 3. Theories of Accident Causation 4. Roles and Professional Certifications for Safety and Health Professionals 5. Safety, Health, and Competition in the Global Marketplace 6. The OSH Act, Standards and Liability 7. Worker's Compensation 8. Accident Investigation and Reporting 9. Product Safety and Liability 10. Ergonomic Hazards 11. Stress and Safety 12. Safety and Health Training 13. Violence in the Workplace 14. Mechanical Hazards and Machine Safeguarding 15. Falling, Impact Acceleration, Lifting, and Vision Hazards 16. Preparing for Emergencies and Terrorism 17. Safety Analysis, Prevention and Management 18. Safety, Health, and Competition in the Global Marketplace.****TECH 3113. Quality Technology****Prerequisite(s): Sophomore standing or consent of instructor****Description: This course is a study of the problems involved in developing quality practices and technologies for an industrial or commercial establishment. Students will develop a quality training curriculum, the rationale for continual improvement, and the requirements for implementing quality.****Online course 3(3-0)****Course Objectives and/or Additional Information:****Student will learn:****1. The Total Quality Approach to Quality 2. Quality and Global Competitiveness 3. Partnering & Strategic Alliances 4. Customer Satisfaction, Retention, & Loyalty 5. Employee Empowerment Leadership & Change 6. Team Building & Teamwork 7. Effective Communication 8. Education & Training 9. Overcoming Politics, Negativity, & Conflict in the Workplace 10. ISO 9000 & Total Quality 11. Overview of Total Quality Tools 12. Problem Solving & Decision Making 13. Quality Function Deployment 14.**

Optimizing & Controlling Processes 15. Continual Improvement Methods 16. Benchmarking 17. Just-in-Time Manufacturing

TECH 3133. Manufacturing Technology

Prerequisite(s): Sophomore standing or the consent of the instructor

Description: This course is a study of survey of manufacturing processes for metals and polymers. Students will learn about selecting the appropriate manufacturing processes, major processing actions, design for manufacturability, types of automation, physical and mechanical properties of metals, advantage of plastics, classifications of wood, ceramics, and composites, and reasons for packaging.

Online Course 3(3-0)

Course Objectives and/or Additional Information:

Student will learn:

1. Introduction to Manufacturing 2. Material and Process Classifications 3. Planning for Production 4. Identifying opportunities for Improving Manufacturing Processes 5. When to Consider Automation 6. Automated Manufacturing Systems 7. Sensors and Devices for Automation 8. Behavior and Characteristics of Manufacturing Materials 9. Characteristics of Metallic, Plastic, Wood, Ceramic, and Composite Materials 10. Processes Used to form Metallic, Plastic, Plastic, Wood, Ceramic, and Composite Materials 11. Processes Used to Separate Metallic, Plastic, Plastic, Wood, Ceramic, and Composite Materials 12. Processes Used to fabricate Metallic, Plastic, Plastic, Wood, Ceramic, and Composite Materials 13. Processes Used to condition Metallic, Plastic, Plastic, Wood, Ceramic, and Composite Materials 14. Processes Used to finish Metallic, Plastic, Plastic, Wood, Ceramic, and Composite Material 15. Types of Packaging

TECH 3143. Production Planning

Prerequisite(s): Sophomore standing or the consent of the instructor

Description: This course is a study of planning and controlling production processes. Students will study inventory control, capacity planning, production activity control, scheduling, lean production, theory of constraints, and purchasing issues.

Online course 3(3-0)

Course Objectives and/or Additional Information:

Student will learn:

1. Overview of Production Planning and Control 2. Forecasting Fundamentals 3. Sales and Operations Planning 4. The Master Schedule 5. Inventory Technology 6. Capacity Technology 7. Material Requirements Planning 8. Production Activity Control 9. Lean Production and JIT 10. Fundamentals of the Theory of Constraints 11. Partnering Functions: Purchasing and Distribution 12. System Integration and Implementation

TECH 3153. Project Planning

Prerequisite(s): Sophomore standing or the consent of the instructor

Description: This course is a study to meet project constraints in the industrial technology sector. Students will understand the job of project planning, project communication needs, budgets, scheduling and project duration.

Online course 3(3-0)

Course Objectives and/or Additional Information:

Student will learn:

1.Introduction to Project Planning 2. Change 3. Leadership & Motivation 4. Communication 5. Teams 6. Diversity 7. Setting Goals & Securing Commitment 8. Scheduling 9. Network Analysis and Duration Estimating 10. Resource Planning 11.Project Control Techniques

TECH 3163. Supply Technology

Prerequisite(s): Sophomore standing or the consent of the instructor

Description: Students will study how technology is used in designing, processing, and delivering products and using appropriate transportation, warehousing, and logistics. Students will study role of third party logistics providers, compute order quantities, and safety stock.

Online course 3(3-0)

Course Objectives and/or Additional Information:

Student will learn:

Introduction to Supply 2. Supply Strategy 3. Network and System Design 4. Marketing 5. Operations Management 6. Sourcing 7. Logistics 8. Forecasting and Demand Planning 9. Inventory 10. Supply Relationship 11. Global Supply 12. Sustainable Supply.

TECH 4103. Innovation

Prerequisite(s): Junior standing or consent of the instructor

Description: This course is aimed at preparing students for careers in industry. Students will develop creative problem solving abilities necessary for innovation in the technology field. Students will learn how to filter ideas and build into opportunities, including trademarks, copyrights, patents, and preparing a presentation for investors.

Online course 3(3-0)

Course Objectives and/or Additional Information:

Student will learn:

1.The Innovation Process 2. The Art of Innovation 3. Analyzing the Market, Customers, and Competition 4. Writing the Winning Business Plan 5. Setting Up the Company 6. Early Stage Funding 7. Equity Financing for High Growth 8. Managing Resources – Money & People 9. Technology Entrepreneurship 10. Designing Business Models 11. Managing Resources – Money & People 12. Communicating the Opportunity 13. Scaling and Exiting the Venture

TECH 4113. Facilities Design

Prerequisite(s): Junior standign or the consent of the instructor

Description: This course is a study of the techniques and procedures for developing efficient facilities layout. The material helps students understand routing sheets, balancing an assembly line, utilize the block diagram to analyze flow, need for facilities such as parking lot and cafeteria in support of employee needs, and allocation appropriate space and location for each function within the enterprise.

Online course 3(3-0)

Course Objectives and/or Additional Information:

Student will learn:

1.Introduction 2. Sources of Information 3. Time Study 4. Process Design 5. Activity Relationship Analysis 6. Ergonomics & Workstation Design Space Requirements 7. Auxiliary Services Requirement Space 8. Employee Services – Space Requirements 9. Material Handling 10. Material Handling Equipment 11. Office Layout Techniques and Space Requirements 12. Area Allocation 13. Facilities Design – The Layout 14. Application of Computer Simulation and Modeling

TECH 4123. Energy Technology

Prerequisite(s): Junior standing or the consent of the instructor

Description: This course is a study of energy sources and how the sources produce usable power, and future trends in the area of energy technology. It enables students to differentiate among renewable, nonrenewable, and inexhaustible energy sources; present energy consumption trends in the United States and worldwide; and factors that influence the exploration and development of different energy resources.

Online course 3(3-0)

Course Objectives and/or Additional Information:

Student will learn:

1.Introduction 2. Sources of Information 3. Time Study 4. Process Design 5. Activity Relationship Analysis 6. Ergonomics & Workstation Design Space Requirements 7. Auxiliary Services Requirement Space 8. Employee Services – Space Requirements 9. Material Handling 10. Material Handling Equipment 11. Office Layout Techniques and Space Requirements 12. Area Allocation 13. Facilities Design – The Layout 14. Application of Computer Simulation and Modeling

TECH 4133. Construction Technology

Prerequisite(s): Junior standing or the consent of the instructor.

Description: This course introduces students to construction technology; tools, and equipment; building, plumbing, mechanical, and electrical codes; Americans with Disabilities Act; appropriate clothing and protective devices for the job; tasks that are done before site work begins; sequence of tasks in constructing a building; and commercial, industrial, and engineered construction.

Online course 3(3-0)

Course Objectives and/or Additional Information:

Student will learn:

1. Introduction to Construction Technology 2. Construction Materials 3. Designing the Project 4. Beginning Construction 5. Building the Superstructure 6. Installing Plumbing, HVAC, and Communication Systems 7. Completing the Project 8. Servicing Construction Projects 9. Commercial, Industrial, and Engineered Construction 10. Construction and Your Future.

New Business
Undergraduate Course and Catalog Changes – by college

Attachment 2

1. Dr. Stambaugh made a motion to adopt the following undergraduate course and catalog changes in Business Administration; Dr. Zuckweiler seconded and the motion was adopted. (closed)

New Course Addition, effective fall 2019

BUAD 2031. Professional Development in Business

Prerequisite(s): Sophomore standing or above or consent of chair

Description: Develop and practice job search, career planning, networking, and career management skills relevant to business professionals. Topics include personality assessment, job researching, resume writing, business etiquette, interviewing skills, career development, and other relevant career management skills.

Lecture 1(1-0)

Course Objectives and/or additional information:

- 1.) **Students will learn about jobs that are suitable for them based upon their personalities and traits.**
- 2.) **Students will be provided with opportunities to develop their professional acumen such as interviewing skills.**
- 3.) **Students will practice the learned professional skills in various settings such as career fairs.**

Undergraduate Catalog Change, Effective fall 2019

The Professional Development in Business course, BUAD 2031, will serve as a one-hour elective course focusing on students' professional development. Students majoring in accounting, economics, finance, general business, management, and/or marketing are eligible for taking the proposed course. The proposed course may be used to fulfill part of students' degree plan requirements.

The following approved electives section already appears within the catalog for each of these majors.

Approved Electives

Electives approved by student's advisor to bring total to 120 semester hours. Developmental courses and EXPH activity courses cannot be counted as electives.

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

Special Education

New Course Addition, Effective Fall 2019

SPED 3523. Introduction to Individuals with Disabilities

Description: A pre-service course and content experience that provides an overview of schooling and classrooms from the perspectives of P-12 special populations with an emphasis on factors that facilitate learning. Course may not be used for students seeking teacher certification.

Lecture 3(3-0)

Course Objectives and/or Additional Information:

- 1. Articulate issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds.**
- 2. Understand Rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individual learning needs.**
- 3. Identify Similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with and without exceptional learning needs.**
- 4. Understand educational implications of characteristics of various exceptionalities**
- 5. Serve as collaborative partner by understanding the Issues and challenges faced by families of individuals with exceptionalities.**

Teacher Certification

Undergraduate Catalog Change, Effective Fall 2019

<http://catalog.msutexas.edu/content.php?catoid=18&navoid=882>

Admission to the Teacher Certification Program

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

1. an application on file (instructions available in Education Office);
- ~~2. three recommendation forms (forms available in Education Office); one written letter of recommendation;~~
2. satisfactory scores on the SAT, ACT, TSI Assessment, or equivalent, in reading, writing, and mathematics;
3. at least 45 semester hours of credit, including **a minimum grade of C in** EDUC 2013 and COUN 2143 (unless otherwise specified in degree plan);
4. a cumulative grade point of 2.75;
5. a grade point of 3.0 in the Communication Core (excluding any developmental courses);
6. satisfactory completion of an interview (TAC 227.10); and
7. completed a minimum of 12 semester credit hours in the subject-area content coursework for the certification sought unless the certification is sought in mathematics or science which requires 15 semester credit hours of subject-area content coursework (TAC 227.10).

When the above steps have been successfully completed, the student's application to the teacher education program is submitted to the Teacher Education Committee. The Teacher Education Committee has the authority to accept or reject an applicant to teacher certification based on the applicant's file and other relevant information. Admission to the Teacher Education Program is

highly selective. Should limitations on resources require restrictions to be placed on the number of students admitted in a given semester or year, the Teacher Education Committee will admit students according to the level of distinction achieved.

BAAS

Undergraduate Catalog Changes, Effective Fall 2019

<http://catalog.msutexas.edu/content.php?catoid=18&navoid=882>

Programs, Areas of Certification, and Courses

Bachelor of Applied Arts and Sciences

Go to information for Bachelor of Applied Arts and Sciences.

Programs

Bachelor of Applied Arts and Sciences

- Applied Arts and Sciences, B.A.A.S.

Display courses for Bachelor of Applied Arts and Sciences.

Bachelor of Science in Interdisciplinary Studies

Go to information for Bachelor of Science in Interdisciplinary Studies.

Programs

Bachelor of Science in Interdisciplinary Studies

- ~~Bilingual Generalist and General Education EC-6, B.S.I.S. (Spanish)~~ **Bilingual Education Early Childhood Through Grade 6 (Spanish)**

- Early Childhood Through Grade 6 (EC-6), B.S.I.S.

- English Language Arts and Reading (4-8 Certificate), B.S.I.S.

- ~~Generalist~~ **Core Subjects** (4-8 Certificate), B.S.I.S.

- Mathematics (4-8 Certificate), B.S.I.S.

- Science (4-8 Certificate), B.S.I.S.

- Social Studies (4-8 Certificate), B.S.I.S.pecial Education Early Childhood through Grade 12,

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

http://catalog.msutexas.edu/preview_program.php?catoid=18&poid=2050&returnto=882

~~Generalist~~ **Core Subjects** (4-8 Certificate), B.S.I.S.

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

General

http://catalog.msutexas.edu/preview_program.php?catoid=18&poid=2047&returnto=882

~~Bilingual Generalist and General Education EC-6, B.S.I.S. (Spanish)~~ **Bilingual Education Early Childhood Through Grade 6 (Spanish)**

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

General

(See General Requirements for all Bachelor's Degrees)

Academic Foundations and Core Curriculum, plus additional requirements - 44 hours

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

Choose 3 hours from the following courses:

- ENGL 2413 - World Literature 3
- ENGL 2423 - World Literature 3
- ENGL 2613 - Survey of American Literature 3
- ENGL 2623 - Survey of American Literature 3
- ENGL 2813 - Survey of English Literature 3
- ENGL 2823 - Survey of English Literature 3

~~Choose 3 hours from the following courses:~~

- ~~• ART 1413 - Art Appreciation 3~~
- MUSC 1033 - The Appreciation of Music 3

Teaching Field (Major) - 60 hours

- ~~ART 4303 - Foundations of Art Education I 3~~
- ~~OR~~
- ~~MUSC 3813 - Foundations of Music I 3~~
- EDBE 3213 - Concepts/Foundations of Bilingual & Multicultural Education 3
- EDBE 4203 - Implementation of EC-6 Dual Language Curriculum Models and Bilingual Assessment 3
- EDBE 4303 - Second Language Acquisition 3
- EDBE 4323 - Reading & Language Arts in Bilingual Education 3
- ~~EDBE 4333 - Bilingual Methods and Assessment 3~~
- **EDBE 4051 Bilingual Science Methods 1**
- **EDBE 4031 Bilingual Social Studies Methods 1**
- **EDBE 4041 Bilingual Math Methods 1**
- **SPAN 4103. Spanish for L1 and L2 Teachers**
- ENGL 3023 - Elementary Composition Pedagogies and Practices 3
- GNSC 1104 - Life/Earth Science 4 *
- GNSC 1204 - Physical Science 4 *

- GNSC 3104 - Concepts of Science 4
- HIST 1133 - Survey of American History to 1865 3 *
- HIST 1233 - Survey of American History since 1865 3 *
- KNES 1213 - Health, Fitness, and Physical Activity for Children 3
- MATH 1233 - College Algebra 3 *
- MATH 2033 - Structure of the Number System I 3
- MATH 2043 - Structure of the Number System II 3
- POLS 1333 - American Government 3 *
- POLS 1433 - American Government 3 *
- SOST 3003 - Concepts of Social Studies 3

Note:

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

Other Requirements - 3 hours

- EPSY 3153 - Educational Psychology 3

Professional Education and Reading Blocks - 36 hours

Foundation Courses:

Student must be admitted to the Teacher Education Program before enrolling.

- EDUC 3163 - Classroom Management 3
- EDUC 3183 - Classroom Assessment 3
- SPED 3613 - Exceptional Individuals 3

Block A:

Student must be admitted to the Teacher Education Program before enrolling.

- EDUC 4033 - Teaching Social Studies in Elementary School 3
- EDUC 4043 - Teaching Math in Elementary School 3
- EDUC 4053 - Teaching Science in the Elementary School 3
- ETEC 4003 - Advanced Technology Integration 3

Block B:

Student must have finished Foundation Courses and Block A before taking the following courses.

- READ 4203 - Developmental Reading 3
- READ 4213 - Methods of Teaching Reading and the Language Arts 3

Concurrent or after Block B:

- READ 4223 - Diagnosis and Correction of Reading Difficulties 3

To be taken in last semester:

- ~~EDUC 4163 - Clinical Teaching for EC 6/Bilingual Education Undergraduate Students~~
3 semester hours
- ~~EDUC 4263~~ **4366** - Clinical Teaching in Bilingual Classroom 3 6 semester hours

Total Semester Hours - 120

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

Undergraduate Catalog Changes, effective Fall 2019

Athletic Training, B.S.A.T.

Return to: Robert D. and Carol Gunn College of Health Sciences and Human Services

The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education Programs (CAATE).

The requirements for the Bachelor of Science in Athletic Training (BSAT) degree with a major in Athletic Training are as follows:

General

(See General Requirements for all Bachelor's Degrees)

Academic Foundations and Core Curriculum - 42 semester hours

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

Major - 72 semester hours

- ATRN 1171 - Introduction to Athletic Training Lab 1
- ATRN 1173 - Introduction to Athletic Training 3
- ATRN 1203 - Health and Wellness 3
- ATRN 1211 - Athletic Training Clinical I 1
- ATRN 1213 - Anatomy & Palpations for Athletic Training I 3
- ATRN 1313 - Anatomy & Palpations for Athletic Training II 3
- ATRN 2001 - Athletic Training Colloquium I 1
- ATRN 2211 - Emergency Care & First Aid Lab 1
- ATRN 2213 - Emergency Care & First Aid 3
- ATRN 2433 - Medical Terminology 3
- ATRN 2901 - Athletic Training Clinical II 1
- ATRN 2903 - Therapeutic Modalities 3
- ATRN 3001 - Athletic Training Colloquium II 1
- ATRN 3103 - General Medical Assessment 3
- ATRN 3111 - Athletic Training Clinical III 1
- ATRN 3331 - Sport and Exercise Pharmacology 1
- ATRN 3801 - Orthopedic Assessment and Management I Lab 1
- ATRN 3803 - Evaluation of Athletic Injuries I 3
- ATRN 3811 - Orthopedic Assessment and Management II Lab 1
- ATRN 3813 - Evaluation of Athletic Injuries II 3
- ATRN 3911 - Athletic Training Clinical IV 1
- ATRN 3913 - Therapeutic Exercise 3
- ATRN 4001 - Athletic Training Colloquium III 1

- ATRN 4123 - Data Analysis 3 (**or NURS 4123, RADS 4123, RESP 4123, SOWK 4123**)
- ATRN 4423 - Research and Athletic Training 3
- ATRN 4801 - Athletic Training Clinical V 1
- ATRN 4903 - Administration of Athletic Training 3
- ATRN 4911 - Athletic Training Clinical VI - Capstone 1
- EXPH 2993 - Biomechanics and Analysis of Human Movement 3
- EXPH 2333 – **Introduction to Sports Nutrition** 3
- EXPH 2501 - Physiology of Sport and Fitness Lab 1
- EXPH 2503 - Physiology of Sport and Fitness 3
- EXPH 3003 - Strength and Conditioning: Theory and Application 3
- KNES 4033 - Sport and Exercise Psychology 3

Other Specific Requirements - 6 semester hours

Required courses in the core curriculum (2 overflow hours counted here):

- BIOL 1134 - Anatomy and Physiology I
 - BIOL 1234 - Anatomy and Physiology II
- and
- 4 hours of CHEM/GEOS/PHYS

Degree Plan Changes, effective Fall 2019

MIDWESTERN STATE UNIVERSITY
DEPARTMENT OF ATHLETIC TRAINING & EXERCISE PHYSIOLOGY
BACHELOR OF SCIENCE IN ATHLETIC TRAINING (BSAT) DEGREE PLAN 2019-2020

NAME:		STUDENT ID:		DATE:	
COURSE	DEGREE CORE COURSES	GRADE	COLL/ UNIV	SEMES TER	
Communications	See list				
Communications	See list				
Mathematics	MATH 1053 or MATH 1203 or MATH 1233				
Lang, Phil, & Culture	See list				
Creative Arts	See list				
American History	HIST 1133 American History to 1865				
American History	HIST 1233 American History since 1865				
Gov/Poli Sci	POLS 1333 American Government				
Gov/Poli Sci	POLS 1433 American Government				
Soc/Beh Sci	PSYC 1103 or SOCL 1133				
Cult & Global Undstnd	See list				
Undergrad Inq & Creat	See list				
COURSE	PROGRAM PREREQUISITES	GRADE	COLL/ UNIV	SEMES TER	
Athletic Training	ATRN 1171 Introduction to Athletic Training Lab				

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.

Athletic Training	ATRN 1173 Introduction to Athletic Training			
Athletic Training	ATRN 2211 Emergency Care & First Aid Lab			
Athletic Training	ATRN 2213 Emergency Care & First Aid			
Science	BIOL 1134 Anatomy & Physiology I (1 hour lab under other spec req)			
COURSE	MAJOR COURSES	GRADE	COLL/ UNIV	SEMES TER
Athletic Training	ATRN 1203 Health & Wellness			
Athletic Training	ATRN 1211 Athletic Training Clinical I			
Athletic Training	ATRN 1213 Anatomy & Palpations for Athletic Training I			
Athletic Training	ATRN 1313 Anatomy & Palpations for Athletic Training II			
Athletic Training	ATRN 2001 Athletic Training Colloquium I			
Athletic Training	ATRN 2433 Medical Terminology			
Athletic Training	ATRN 2901 Athletic Training Clinical II			
Athletic Training	ATRN 2903 Therapeutic Modalities			
Athletic Training	ATRN 3001 Athletic Training Colloquium II			
Athletic Training	ATRN 3111 Athletic Training Clinical III			
Athletic Training	ATRN 3103 General Medical Assessment			
Athletic Training	ATRN 3331 Sport & Exercise Pharmacology			
Athletic Training	ATRN 3801 Orthopedic Assessment & Management I Lab			
Athletic Training	ATRN 3803 Evaluation of Athletic Injuries I			
Athletic Training	ATRN 3811 Orthopedic Assessment & Management II Lab			
Athletic Training	ATRN 3813 Evaluation of Athletic Injuries II			
Athletic Training	ATRN 3911 Athletic Training Clinical IV			
Athletic Training	ATRN 3913 Therapeutic Exercise			
Athletic Training	ATRN 4001 Athletic Training Colloquium III			
Athletic Training	<u>Enroll in Data Analysis (NURS 4123, RADS 4123, RESP 4123, or SOWK 4123)</u>			
Athletic Training	ATRN 4423 Research & Athletic Training			
Athletic Training	ATRN 4801 Athletic Training Clinical V			
Athletic Training	ATRN 4903 Admin of Athletic Training			
Athletic Training	ATRN 4911 Athletic Training Clinical VI-Capstone			

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.

Exercise Physiology	EXPH 2333 <u>Introduction to Sports Nutrition</u>			
Exercise Physiology	EXPH 2501 Physiology of Sport & Fitness Lab			
Exercise Physiology	EXPH 2503 Physiology of Sport & Fitness			
Exercise Physiology	EXPH 2993 Biomechanics & Analysis of Human Movement			
Exercise Physiology	EXPH 3003 Strength & Conditioning; Theory and Application			
Kinesiology	KNES 4033 Sport & Exercise Psychology			
Science	BIOL 1234 Anatomy & Physiology II (1 hour lab under other spec req)			
Pass WPE	Or enroll in ENGL 2113 (graduation requirement of all students)			
COURSE	OTHER SPECIFIC REQUIREMENTS	GRADE	COLL/ UNIV	SEMES TER
Biology	BIOL 1134 Anatomy & Physiology I Lab (1 hour credit)			
Biology	BIOL 1234 Anatomy & Physiology II Lab (1 hour credit)			
Science	Four hours of CHEM or GEOS or PHYS			
TOTAL HOURS: 120				

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

Undergraduate Course and Catalog Changes, effective Fall 2019

Change of Course Prerequisite

EXPH 1904. Introduction to Exercise Physiology

Prerequisite(s): **BIOL 1134. Anatomy & Physiology I**

EXPH 2993. Biomechanics & Analysis of Human Movement

Prerequisite(s): EXPH 1803. Anatomical Kinesiology

Change of Course Title, Course Prerequisite, Course Description

EXPH 2333. ~~Nutrition~~ **Introduction to Sports Nutrition**

Prerequisite(s): EXPH 1904. Introduction to Exercise Physiology

Description: This course provides an introduction to nutrition for health and performance.

New Course Additions

EXPH 1803. Anatomical Kinesiology

Prerequisite(s): BIOL 1134. Anatomy & Physiology

Description: A study of the anatomical muscular and skeletal systems of the human body. Interactions of the aforementioned systems as it relates to human movement (Kinesiology). Included are the bones of the human skeletal system, muscle tendon attachments at both the origin and insertion, and associated skeletal joints. Movements associated with the muscular-skeletal system are emphasized.

Lecture 3(3-0)

Course Objectives and/or Additional Information:

The course objectives are the following: 1) Identification of all bones in the human skeletal system; 2) Identification of all muscles in the human muscular system; 3) Muscular tendon attachments at both the tendon of origin and tendon of attachment; 4) Identification of skeletal joints of the human; 5) Movements associated with the muscular-skeletal system of the human.

EXPH 4203. Advanced Sports Nutrition

Prerequisite(s): EXPH 2333 Introduction to Sports Nutrition

Description: This course offers an advanced overview of the roles nutrient selection, metabolism, and timing play in supporting and improving human physical performance. Emphasis will be placed on applying evidence-based strategies and recommendations to realistic case studies as well as on preparing students to sit for certification exams within the exercise sciences that include nutrition as a component. In addition, current controversies within the field will be critically evaluated and topics of student interest within the field will be explored.

Lecture 3(3-0)

Course Objectives and/or Additional Information:

At the end of this course the student will be able to:

- Apply knowledge of exercise bioenergetics to performance training programs.**
- Conduct an energy and nutrient intake analysis on a healthy adult engaging in athletic endeavors.**
- Explain the major functions of individual macronutrients and micronutrients in the maintenance of homeostasis.**
- Select appropriate macronutrient intake strategies to maximize anaerobic and aerobic exercise performance.**
- Analyze the scientific literature related to the effectiveness of various dietary strategies that have been used for weight loss or weight**

Gain.

- Select any safe and effective supplemental nutritional ergogenic aids that may enhance the physical performance of a given individual based on current scientific evidence.**
- Create a sample nutrition periodization program for either an aerobic or anaerobic athlete.**
- Discuss the special nutritional needs of active youth, women, and master's athletes.**

EXPH 4604. Exercise Medicine

Prerequisite(s): EXPH 2503. Physiology of Sport & Fitness, EXPH 3913. Therapeutic Exercise

Description: A conceptual study of the use of exercise as a modality for the prevention and treatment of chronic diseases. The concept of Exercise Medicine will be explored through determination of cellular and molecular responses to exercise. This will include both acute and chronic responses to specific aspects of exercise regimens: mode, intensity, duration, frequency. Through the exploration of human response and adaptation to exercise, it will be determined what pathologies can be prevented and treated through exercise.

Lecture/Laboratory 4(4-1)

Course Objectives and/or Additional Information: The course objectives are the following: 1) Acute and chronic responses and adaptations to specific aspects of exercise: mode, intensity, duration, frequency; 2) Identification of pathologies that can be prevented and/or treated through specific exercise regimens; 3) Acute and chronic cellular and molecular responses to exercise and how those responses prevent and/or treat chronic disease processes.

Undergraduate Catalog Changes, effective Fall 2019

Exercise Physiology, B.S.E.P.

Return to: Robert D. and Carol Gunn College of Health Sciences and Human Services

The requirements for the Bachelor of Science in Exercise Physiology are as follows:

General

(See General Requirements for all Bachelor's Degrees)

Academic Foundations and Core Curriculum - 42 semester hours

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

Major - 35 42 semester hours

- **HSHS 1011 – Medical Terminology 1**
- **EXPH 1803 - Anatomical Kinesiology 3**
- EXPH 1904 - Introduction to Exercise Physiology 4
- EXPH 2993 - Biomechanics and Analysis of Human Movement 3
- EXPH 2333 – **Introduction to Sports Nutrition 3**
- EXPH 2501 - Physiology of Sport and Fitness Lab 1
- EXPH 2503 - Physiology of Sport and Fitness 3
- EXPH 3003 - Strength and Conditioning: Theory and Application 3
- ~~EXPH 3331 – Sport and Exercise Pharmacology 1~~
- EXPH 3901 - Therapeutic Exercise Lab 1
- EXPH 3913 - Therapeutic Exercise 3
- **EXPH 4203 Advanced Sports Nutrition 3**
- **EXPH 4604 Exercise Medicine 4**
- EXPH 4701 - Exercise Physiology and Clinical Assessment Laboratory 1
- EXPH 4703 - Exercise Physiology and Clinical Assessment 3
- EXPH 4953 - Clinical Exercise Physiology I 3
- EXPH 4963 - Clinical Exercise Physiology II 3

- ~~ATRN 1073 – Care and Prevention of Athletic Injuries 3~~

Specific Core Requirements

Required courses in the core curriculum:

- BIOL 1134 - Anatomy and Physiology I 4
- ~~BIOL 1234 – Anatomy and Physiology II 4~~ **CHEM 1143 General Chemistry 3**
- PSYC 1103 - General Psychology 3 (prerequisite for PSYC 3233)
- **MATH 1233 – College Algebra 3**

Exercise Physiology Other Requirements

Exercise Physiology students have the following other specific requirements:

Required courses in the core curriculum (2 overflow hours counted here):

BIOL 1134 - Anatomy and Physiology I

~~BIOL 1234 – Anatomy and Physiology II~~ **CHEM 1143 General Chemistry 3**

and

- ~~BIOL 1144 – General Zoology 4~~
- BIOL 3104 - Fundamental Genetics 4
- ~~BIOL 3234 – Comparative Anatomy of the Vertebrates 4~~
- **STAT 3573 Probability & Statistics 3**
- ~~BIOL 4444 – Histology 4~~
- CHEM 1141 - General Chemistry Laboratory 1
- CHEM 1143 - General Chemistry 3
- CHEM 1241 - General Chemistry Laboratory 1
- CHEM 1243 - General Chemistry 3
- **CHEM 2003 Organic Chemistry 3**
- **RADS 3203 Pathophysiology 3**
- ENGL 3203 - Technical Writing 3
- MATH 1433 - Plane Trigonometry 3 or MATH 1534 - Precalculus 4
- PHYS 1144 - General Physics 4
- PHYS 1244 - General Physics 4
- PSYC 3233 - Developmental Psychology 3 **or PSYC 3603 Abnormal Psych 3 or PSYC 3853 Health Psych 3**

Degree Plan Changes, effective Fall 2019

MIDWESTERN STATE UNIVERSITY
DEPARTMENT OF ATHLETIC TRAINING & EXERCISE PHYSIOLOGY
BACHELOR OF SCIENCE IN EXERCISE PHYSIOLOGY (BSEP) DEGREE PLAN 2019-2020

DEGREE CORE COURSES	GRADE	COLL/UNIV	SEMESTER
See list		3	
See list		3	
<u>MATH 1233 College Algebra</u>		3	

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

BIOL 1134 Anatomy & Physiology I (1 hour lab under other spec req)		3	
Chem 1143 General Chemistry I (lecture)		3	
See list		3	
See list		3	
HIST 1133 American History to 1865		3	
HIST 1233 American History since 1865		3	
POLS 1333 American Government		3	
POLS 1433 American Government		3	
PSYC 1103 or SOCL 1133		3	
See list		3	
See list		3 (42 total)	
MAJOR COURSES	GRADE	COLL/UNIV	SEMESTER
<u>EXPH 1803 Anatomical Kinesiology</u>		3	
EXPH 1904 Introduction to Exercise Physiology		4	
<u>EXPH 2333 Introduction to Sports Nutrition</u>		3	
EXPH 2501 Physiology of Sport & Fitness Lab		1	
EXPH 2503 Physiology of Sport & Fitness		3	
EXPH 2993 Biomechanics & Analysis of Human Movement		3	
EXPH 3003 Strength & Conditioning: Theory & Application		3	
<u>RAD HSHS 1011 Medical Terminology</u>		1	
EXPH 3901 Therapeutic Exercise Lab		1	
EXPH 3913 Therapeutic Exercise		3	
<u>EXPH 4203 Advanced Sports Nutrition</u>		3	
<u>EXPH 4604 Exercise Medicine</u>		4	
EXPH 4701 Exercise Physiology & Clinical Assessment Lab		1	
EXPH 4703 Exercise Physiology & Clinical Assessment		3	
EXPH 4953 Clinical Exercise Physiology I		3	
EXPH 4963 Clinical Exercise Physiology II		3 (42 total: 24 upper level)	
OTHER SPECIFIC REQUIREMENTS	GRADE	COLL/UNIV	SEMESTER
BIOL 1134 Anatomy & Physiology I Lab (1 hour credit)(lecture noted above)		1	
BIOL 3104 Fundamental Genetics		4	
<u>STAT 3573 Probability & Statistics</u>		3	
CHEM 1141 General Chemistry I Lab		1	
CHEM 1243 General Chemistry II		3	
CHEM 1241 General Chemistry II Lab		1	
<u>CHEM 2003 Organic Chemistry</u>		3	
<u>RADS 3203 Pathophysiology</u>		3	
ENGL 3203 Technical Writing		3	
MATH 1433 Trigonometry or MATH 1534 Pre-calculus		3	
Or enroll in ENGL 2113 (graduation requirement of all students)			
PHYS 1144 General Physics I		4	
PHYS 1244 General Physics II		4	
PSYC 3233 Developmental Psych <u>and/or PSYC 3603 Abnormal Psych and/or PSYC 3853 Health Psych</u>		3 (36 total; 16 upper)	

Noted Changes in the above Bachelor of Science in Exercise Physiology in **RED**:

1. In the sciences requirement in the core curriculum:
 - a) CHEM 1143 General Chemistry I
 - b) drop BIOL 1243 Anatomy and Physiology II

2. In the major course requirements for the BS EXPH:
 - a) EXPH 1803 Anatomical Kinesiology

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.

- b) Name change: EXPH 2333 Introduction to Sports Nutrition
- c) Add **RAD HSHS** 1011 Medical Terminology
- d) Add EXPH 4203 Advanced Sports Nutrition
- e) Add EXPH 4604 Exercise Medicine

3. In the other specific requirements for the BS EXPH:

- a) Remove BIOL 1013 Intro to Biology or BIOL 1023 Intro to Global Biology
- b) Remove BIOL 1231 Anatomy and Physiology II Lab
- c) Remove BIOL 3234 Comparative Anatomy
- d) Remove BIOL 4444 Histology
- e) Add BIOL 1114 Life I: Mol & Cell Concepts
- f) Add RADS 3203 Pathophysiology
- g) Add CHEM 2003 Organic Chemistry
- h) Add STAT 3573 Probability & Statistics
- i) Add as alternative or substitutions for current PSYC 3233 Developmental Psychology: PSYC 3603 Abnormal Psychology or PSYC 3853 Health Psychology

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

New Course Addition, effective Fall 2019

NURS 4743. Care Coordination Across the Continuum of Care

Description: This course focuses on the concepts and principles underlying coordination of care for patients across the continuum of care. Communication and assessment skills are developed with an in-depth coverage of practical tools and strategies for connecting care for patients by describing research and evidence-based techniques while translating them into actionable tools.

Lecture 3(3-0)

Course Objectives and/or Additional Information:

On Line as part of RN-BSN program (3 hour elective the student will take if they have completed statistics prior to starting program)

Course Description

1. AACN Essentials: For further information regarding the AACN Essentials identified for each course objective, refer to: The Essentials of Baccalaureate Education for Professional Nursing Practice

2. DEC Competencies: In the DEC Competencies below, the following designations apply: I: Provider of Patient-centered Care, II: Coordinator of Care, III: Patient Safety Advocate, and IV: Member of the Health Care Team. For further information regarding the competencies identified for each course objective, refer to http://www.bon.texas.gov/pdfs/publication_pdfs/delc-2010.pdf

Course Objectives

Upon completion of this course the student should be able to:

- 1. Describe the nurse's role in connecting the elements of care in our complex healthcare environment to create the best outcomes for patients while achieving organizational outcomes. II,III, IV, V, VI,VIII. IA,IB,IC,IIB,IIC,IID,IIE,IIB,IVA,IVB,IVD.**
- 2. Define care coordination as defined by governmental and professional organizations as it relates to organization of patient care activities across the continuum of care. II,III, V, VI,VIII. IB,ID,IIB,IIC,IID,IIB,IVA,IVD.**
- 3. Analyze a realistic patient-center plan of care that will ensure effective workflow, good use of resources, and positive patient outcomes and satisfaction. II, III,IV, V, VI,VIII. IA,IB,IC,IIB,IIC,IID,IIE,IIB,IVA,IVB,IVC, IVD.**
- 4. Describe the role of the nurse in effective care coordination model. II,III,IV,V,VI,VIII,IA,IB,IC,IIB,IIC,IID,IIE,IIB,IVA,IVB,IVC, IVD.**
- 5. Describe the principles of team-based health care. II,III,IV,V,VI,VII,VIII. IB,IC,IID,IIE,IVA,IVB,IVD.**
- 6. Describe the key domains and activities of patient-centered and team-based care coordination II,III,IV,VI,VI,VII,VII IB, IC,ID,IIA,IIB, IIC, IID, IIB,IVA, IVC, IVD.**
- 7. Apply effective communication techniques to interactions with patients, families, and health care members. I, VI,VIII. IVA, IVB, IVD, IVE.**
- 8. Describe the impact of care coordination services on patient outcomes, reduced costs, and improved patient experience. V, VII, IX. IIB,IIC,IID, IIE, IIF, IIF, IIB,IIB, IIC, IVA, IVB.**

Catalog Changes, effective Fall 2019

Admission into the BSN Program (RN Transition/Post-licensure)

The RN Transition program is streamlined to provide the student who has completed all the core and prerequisites to complete the courses leading to a BSN in as little as 3 semesters. Students may enter the program in either the Fall, Spring, or Summer I semester. Courses are delivered online to enable students to maintain full-time employment while completing the course of study. The faculty is prepared to create an outstanding online experience; students engage in a collaborative supportive environment, receiving support from classmates and mentorship from faculty members.

To increase the opportunity for nurses to progress their education from ADN to BSN, the Wilson School of Nursing has signed Articulation and/or Consortium for Advancing Baccalaureate Education in Texas (CABNET) Agreements with many Texas Community Colleges. This assists with a pathway for nurses to achieve their baccalaureate degrees and removes economic and curriculum barriers. This will promote a seamless transition between associate degree graduates seeking to achieve a BSN.

The student must

1. complete an application for admission to the RN Transition and/or BSN Program;
2. hold licensure as a Registered Nurse (Texas or designated State), this is required for the RN Transition program;

3. have official transcripts from all colleges/universities and/or diploma school of nursing sent to MSU Admissions;
4. all Nursing pre-requisite and Texas Core courses must be completed before starting the RN Transition Program. Must meet requirement of 30 advanced hours at Midwestern State University for this degree. A student can select an elective course at the 3000-4000 level;
5. eligible RN Transition students may receive up to 38 hours credit awarded for completion of Associate Degree Program;
6. provide documentation of the following prior to enrollment in clinical courses:
 - a. professional liability insurance;
 - b. completion of physical examination;
 - c. health insurance;
 - d. compliance with State or program mandated immunizations;
 - e. current licensure (GNs may enroll in one semester of nursing courses with the stipulation that they must pass the NCLEX-RN prior to completion of the course. If they do not pass NCLEX, no further progression in the RN Transition program will be permitted until successful completion of NCLEX is accomplished.);
 - f. American Heart Healthcare Provider CPR;
 - g. criminal background check; and
 - h. ten panel urine drug screen.

The RN Transition program:

1. See university undergraduate catalog for progression and readmission policies.
2. All core and nursing pre-requisite courses must be completed prior to taking any of the courses in the RN Transition curriculum. The core and nursing pre-requisite courses can be taken at any community college or university. The applicant to the RN Transition program must be Texas Core Curriculum complete at the institution of choice.
3. Applicants applying to the RN Transition program must meet MSU residency requirements (30 hours at Midwestern State University) including completion of the writing proficiency exam or enroll in and pass ENGL 2113 at Midwestern State University.
4. RN Transition students must complete all nursing courses within a two (2) (24 months) year period of time beginning with the first nursing course.
5. RN Transition students must maintain enrollment in at least two (2) courses per semester. Students who do not maintain enrollment for one (1) semester will be placed on inactive status and will need to submit a letter to the RN Transition Coordinator at the Wilson School of Nursing (WSON). The letter will be reviewed by the Coordinator in collaboration with the WSON Student Affairs Committee. The RN Transition Coordinator/Academic Advisor will discuss and create a new degree plan in order to continue.
6. RN Transition students are eligible to apply to the Master of Science in Nursing (MSN) program during or upon completion of the BSN. See graduate catalog for application deadline, admission requirements and further details on the MSN programs available.

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)

Core Curriculum Specifics and Additional Requirements

- BIOL 1133 - Anatomy & Physiology I for Health Sciences 3
- OR
- BIOL 1134 - Anatomy and Physiology I 4
-
- BIOL 1233 - Anatomy & Physiology II for Health Sciences 3
- OR
- BIOL 1234 - Anatomy and Physiology II 4
-
- BIOL 2144 - Microbiology 4
- PSYC 1103 - General Psychology 3
- PSYC 3233 - Developmental Psychology 3
- SOCL 1133 - Introductory Sociology 3
- Chemistry - 3 hours (no lab required)
- Data Analysis (NURS 4123 recommended)

Nursing Courses Required for the RN to BSN Degree - 27 semester hours plus 3 hour advanced elective - 30 semester hours

- NURS 3713 - Transitions to the BSN Role 3
- NURS 3721 - Leadership Roles Clinical 1
- NURS 3723 - Leadership Roles 3
- NURS 3733 - Foundations of Comprehensive Pathophysiology in Nursing 3
- NURS 3743 - Introduction to Evidence-based Practice 3
- NURS 4703 - Ethics in Healthcare 3
- NURS 4711 - Comprehensive Health Assessment Clinical 1
- NURS 4713 - Comprehensive Health Assessment 3
- NURS 4723 - Healthcare Organizations and Informatics 3
- NURS 4733 - Population Focused Community Health 3
- NURS 4741 - Capstone Project 1 (final course - must be taken during the final semester of coursework)
- Advanced Elective - 3 hours (A student must take an elective to meet the 30 semester credit hour residency requirement. The elective should be at the 3000-4000 level if the student has no prior 3000/4000 level credit from any institution. A total of 120 hours is required for a Bachelor of Science in Nursing degree. See your advisor prior to selection of elective.)
- **NURS 4743 – Coordination of Care Across the Continuum of Care 3**
(Recommended)

Credit Awarded for ADN - up to 38 hours

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

New Course Addition, Effective Fall 2019

RADS 3523. Essentials of 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.

Prerequisite(s): BSRT program acceptance**Description: This course introduces research methods specific to radiologic sciences.****Lecture 3(3-0)**

7. Dr. Killion made a motion to adopt the following undergraduate course and catalog changes in Respiratory Care; Dr. Zuckweiler seconded and the motion was adopted. (closed)

Change of Course Description, Effective Fall 2019

RESP 3712. Clinical Practicum I

Description: All clinical courses require the student to integrate theory and laboratory training in the patient care setting. The focus of this clinical course is application of basic therapeutic techniques and procedures. Topics include **the electronic** medical records, **patient documentation** charting, patient history and physical examination, infection control, patient positioning, vital signs, breath sounds, chest assessment, oxygen therapy, humidity and aerosol therapy, **bronchial hygiene and airway clearance techniques**. ~~cough techniques, incentive spirometry, and percussion and postural drainage.~~ **In addition, topics such as hyperinflation therapy, manual resuscitation as well as arterial punctures, arterial lines and arterial blood gas analysis will be covered.**

RESP 3722. Clinical Practicum II

Description: All clinical courses require the student to integrate theory and laboratory training in the patient care setting. **This clinical course focuses on the application of respiratory therapies, techniques and procedures used to support the adult patient in respiratory failure. Topics include aerosol drug delivery, pulmonary hygiene, airway mucosa care as well as an introduction of adult critical care including but not limited to initiation of invasive and non-invasive ventilation as well as management of the patient-ventilator system.** ~~The focus of this clinical course is IPPB, manual resuscitation, arterial punctures and venous access, basic pulmonary function testing, pediatric respiratory care and an introduction to adult critical care.~~

RESP 4102. Clinical Patient Management

Description: ~~This lecture course trains the student in the benefits and use of therapist-driven protocols. Topics include assessment skills and processing, SOAP charting, need for follow-up or reassessment, commonly used treatment protocols and diseases frequently treated with protocols. A case management format is used to simulate the clinical environment.~~ **The focus of this lecture class is to assess readiness and prepare students to successfully pass the clinical simulations national board exam. Passing the mock clinical simulation exam is required to pass the course.**

RESP 4432. Theoretical Applications

Description: **Focus is on preparation for the National Board for Respiratory Care Therapist Multiple Choice Exam.** Topics include an assessment of the following examinations; therapist multiple-choice exam, clinical simulations, and if time permits, neonatal/pediatric exam. Passing **the Self-Assessment Therapist Multiple Choice Exam** mock written registry **is** and clinical simulation examinations are required in this class.

RESP 4243. Advanced Practice Applications

Description: ~~Introduction to emerging areas within the profession. Students will develop skills in chosen specialization by designing, implementing, and evaluating appropriate projects.~~

Within this course, students are awarded a series of points for classes, certifications, and/or credentials independently completed by the student during the semester of the course. Points are awarded for the successful completion of classes, certifications, and/or credentials such as ACLS, PALS, NRP, ACCS, NPS, in addition to others that will be specified at the beginning of the course. May be repeated once with different content.

RESP 4722. Clinical Practicum IV

Description: All clinical courses require the student to integrate theory and laboratory training in the patient care setting. This clinical course focuses on the application of therapies, techniques and procedures used to support the adult **and pediatric patient**. Topics include **basic therapeutics** aerosol drug delivery, pulmonary hygiene, airway mucosa care, patient-ventilator system checks, prescribing machine settings, and managing the patient ventilator system and **comprehensive non-invasive as well as invasive ventilatory management**. **In addition, advanced concepts associated with the measurement and evaluation of hemodynamics, invasive and non-invasive monitoring, pulmonary diagnostics to include bronchoscopy observation are introduced. Alternative care settings such as long-term acute care, sleep and homecare will also be integrated into this clinical experience.**

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

Undergraduate Catalog Changes, Effective Fall 2019

Radiologic Technology, B.S.R.T.

Requirements for the Major in Radiologic Technology - 120 semester hours

The Radiologic Sciences entry-level BSRT Program prepares students for careers as radiographers. Upon completion of all program requirements, students are prepared to take the national certification examination administered by the American Registry of Radiologic Technologists (ARRT). Additionally, graduates may be eligible for certification by the state of Texas as Medical Radiologic Technologists.

The BSRT Program in Radiologic Technology is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The mission of the BSRT Program is to provide procedures to prepare qualified imaging technologists who will ethically respond to the needs of patients with technical competence and compassion, and to assume a vital professional role as a medical team member. The learning outcomes of the BSRT Program are that BSRT students will:

1. Be adequately prepared to enter the profession in a culturally diverse society.
2. Develop independent and critical thinking skills.
3. Pursue education beyond the entry level BSRT Program.

4. Develop professionalism through entry-level radiography clinical competence.

Admission Criteria for the BSRT Program

1. Be eligible for admission to Midwestern State University.
2. Complete the online BSRT Program application on the department website at <https://mwsu.edu/academics/hs2/radsci/bsrt/program-application>
3. Complete the HESI entrance examination ~~with a score of 75 or better~~ **no later than August 30th of the application year.**
4. Complete a background check to include all international addresses as well as U.S.
5. Have a cumulative GPA of 2.5 or greater on all college-level work and be in good academic standing.
6. Complete ~~BIOL 1133 or~~ **BIOL 1134** and ~~BIOL 1233 or~~ **BIOL 1234** with grades of C or better.
7. Complete all remediation requirements.
8. Interview with Radiologic Science faculty and designated field experts.
9. Have reliable internet access (high speed recommended) and a working email address.

Admission Procedures for the BSRT Program

The professional phase of the BSRT program begins in the spring semester. Applications for admission are accepted ~~August~~ **July 1** through ~~September 30~~ **August 31**. Because of the limited availability of clinical sites, admission to the BSRT program is competitive, and qualified applicants are accepted only until the class is full. No applications will be accepted after ~~September 30~~ **August 31**. Applicants are rank-ordered according to a formula based on, but not limited to, several criteria such as core course completion, grade point average, and previous experiences in medical environments.

For additional information on application procedures and admission requirements, visit the department website at <http://www.mwsu.edu/academics/hs2/radsci/bsrt>.

Progression Policy for the BSRT Program

1. All professional progression (RADS) courses must be taken in the sequence prescribed.
2. Students must earn a C (2.0) or above in all professional progression courses.
3. Courses that have the “P” designation require passing grades of 75 or better.
4. Failure to attain a minimum grade of C in any professional course will prevent students from progressing in the program until the course(s) can be repeated. Each failed course can be repeated only once. Students who fail any professional course must reapply to the program. Students who fail more than one professional course or the same course more than once will be prevented from completing the program.
5. Students must provide documentation of:
6. Program-approved student liability insurance
7. Compliance with state mandated immunizations
8. Health insurance
9. CPR certification – **Healthcare Provider** (2 year certification for child and adult)
10. Drug screening with no illegal substances

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)

Curriculum Requirements for BSRT Program:

Core Curriculum Specific Courses:

- ~~BIOL 1133 – Anatomy & Physiology I for Health Sciences 3~~ **BIOL 1134 – Anatomy & Physiology I 4**
- ~~BIOL 1233 – Anatomy & Physiology II for Health Sciences 3~~ **BIOL 1234 – Anatomy & Physiology II 4**
- and
- PSYC 1103 - General Psychology 3 or
- SOCL 1133 - Introductory Sociology 3

Major - 78 semester hours

- RADS 2012 - Introduction to Medical Imaging and Terminology 2
- ~~RADS 2022 – Introduction to Professional Practice 2~~
- RADS 3033 - Image Acquisition and Processing 3 P
- RADS 3043 - Radiographic Procedures I 3 P
- RADS 3053 - Radiographic Procedures II 3 P
- RADS 3063 - Radiographic Procedures III 3 P
- RADS 3133 - Imaging Pathology 3 P
- RADS 3213 - Advanced Clinical Practice Skills 3
- RADS 3243 - Patient Care 3
- ~~RADS 3503 – Research~~ **RADS 3523 Essentials of Research 3**
- RADS 3513 - Physics and Equipment in Medical Imaging 3 P
- RADS 3763 - Radiation Protection and Biologic Responses 3 P
- RADS 4114 - Clinical Education I 4 semester hours P
- RADS 4123 - Data Analysis 3
- RADS 4215 - Clinical Education II 5 semester hours P
- RADS 4232 - Advanced Imaging Modalities 2 P
- RADS 4315 - Clinical Education III 5 semester hours P
- RADS 4332 - Radiologic Technology Seminar 2 P
- RADS 4613 4653 - Ethical and Legal Issues in Medical Imaging 3
- RADS 4633 - Quality Improvement in Medical Imaging 3
- ~~RADS 4643 – Health Law in Medical Imaging 3~~
- RADS 4703 - ~~Principles of Computed Tomography~~ **Basic CT 3**
- RADS 4723 - ~~Computed Tomography Physics~~ **Principles of CT 3**
- RADS 4733 - Sectional Anatomy 3
- RADS 4912 - Special Topics 2 P
- RADS 4913 - Applied Research 3

Note:

P - Courses marked with a “P” are professional progression courses and require passing grades of 75 or better.

9. Dr. Watson made a motion to adopt the following undergraduate course and catalog changes in History; Dr. Brown Marsden seconded and the motion was adopted. (closed)

Change of Course Title and Course Description, effective Fall 2019

HIST 3033. ~~American Beginnings: From Discovery to Revolution~~
Natives and Newcomers: Colonial North America

Course Description: ~~After the migration of man across the Bering Straits, the great Indian civilizations appeared followed by the first European colonies in the sixteenth and seventeenth centuries. Settlement spread, and an American society flowered represented by such figures as William Byrd, Benjamin Franklin and Thomas Jefferson—until estrangement from England provoked a crisis that finally touched off the American Revolution.~~

This course considers how exploration and colonization transformed North America from roughly 1500 to 1763. As people, microbes, goods, and ideas circulated in this newly-connected world, European colonists, enslaved Africans, and indigenous peoples forged new cultures, reckoned with environmental changes, and adapted to the social and political realities of life in North America.

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

Undergraduate Course Changes, effective Fall 2019

Change of Course Prerequisite(s):

MENG 2203. Thermodynamics

Prerequisite(s): Mechanics Wave Motion & Heat (PHY 1624), May not be taken concurrently, Co-Requisite: Calculus III (MATH: 2534). May be taken concurrently.

MENG 3104. Fluid Mechanics

Prerequisite(s): Thermodynamics (MENG 2203). May not be taken concurrently.

MENG 3234. Heat Transfer

Prerequisite(s): Fluid Mechanics (MENG 3104). May not be taken concurrently.

MENG 3243. Computer Aided Engineering

Prerequisite(s): Modeling (MENG 1202), Mechanics of Solids (MENG 2223), Fluid Mechanics (MENG 3104). May not be taken concurrently for all of them.

MENG 4134. Machine Elements Design

Prerequisite(s): Mechanisms & Dynamics of Machines (MENG 3233). May not be taken concurrently.

Change of Course Number and Course Prerequisite:

MENG 3242. **4212.** Topics in Engineering Fundamentals
Prerequisite(s): Senior Level Standing

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

Change of Course Title, effective Fall 2019

SPEd 6613. ~~Individualized Diagnostic Assessment I~~ **Individual Assessment I**
SPEd 6623. ~~Individualized Diagnostic Assessment II~~ **Individual Assessment II**
SPEd 6963. ~~Foundations of Special Education Leadership~~ **Foundations of Ethics and Practice Standards**

Catalog Changes, effective Fall 2019

Curriculum and Instruction, M.Ed.

Curriculum and Instruction, M.Ed.

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

No changes until...

Option II

Minor:

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

Educational Leadership

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; internship is required. Non-degree seeking candidates must complete the Capstone Research Project approved and scored by an Educational Leadership faculty member. The Capstone Research Project must reflect an ability to support K-12 student learning and development. The superintendent certification program is an 18-hour, year-long course of study to prepare students to take the state superintendent certification exam. Candidates must have two years of principalship experience and a superintendent willing to mentor them. **Students 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.**

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.

Graduate Initial Teacher Certification

Graduate Initial Teacher Certification

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

~~Admission to the Teacher Certification Program:~~

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

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

- ~~2. three letters of recommendation (forms available in Education Office);~~
- ~~3. satisfactory scores on the Texas Higher Education Assessment (THEA), or equivalent, in reading, writing, and mathematics;~~
- ~~4. a cumulative undergraduate grade point average of 2.75, or at least a 2.75 gpa on last 60 hours taken; and~~
- ~~5. a grade point of 2.5 in freshman English (excluding any developmental courses) with a minimum of 6 hours completed at the time of admission.~~

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

Special Education, M.Ed.

http://catalog.msutexas.edu/preview_program.php?catoid=19&poid=2212&retnto=944
Special Education, M.Ed.

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

Mission Statement: The mission of the Master of Education degree with a major in Special Education is to prepare candidates to lead their schools and communities in providing services to students with disabilities.

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

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

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

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

minimum criteria for acceptance into the graduate program:

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

Special Education

~~Students with an Undergraduate Major in Special Education~~

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

- COUN 6013 - Human Relations
- EDUC 5053 - Introduction to Educational Research
- EDUC 6753 - Applied Research
- SPED 6613 - Individualized Diagnostic Assessment I Individual Assessment I
- SPED 6623 - Individualized Diagnostic Assessment II Individual Assessment II
- SPED 6633 - Vocational, Motor Skills, and Assistive Technology Assessment
- SPED 6913 - Special Education Law
- SPED 6943 - Practicum in Special Education
- SPED 6953 - Special Graduate Topics in Special Education
- SPED 6963 - Foundations of Special Education Leadership **Foundations of Ethics and Practice**

Standards

- **SPED 5613-Foundations of Special Education**
- **SPED 6013-Teaching Strategies for Affective Disorders**

Plus:

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

Dyslexia Emphasis

Dyslexia Emphasis

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

Professional certification as a LDT requires the following:

A bachelor's degree from an accredited institution

Completion of comprehensive therapist training under the supervision of a Qualified Instructor that includes a minimum of 200 instructional hours, a minimum of 700 clinical/teaching hours, a minimum of 10 demonstrations, clinical/teaching documentation, and proof of the therapist's progress and competency.

Acceptable performance on a comprehensive examination administered by ALTA.

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

Requirements for completion of degree:

COUN 6013 - Human Relations

EDUC 5053 - Introduction to Educational Research

EDUC 6753 - Applied Research

SPED 5103 - Survey of Dyslexia and Related Learning Disabilities

SPED 5113 - Promoting Early Language Development of the Dyslexic Student/Practicum

Experience

SPED 5123 - Reading Fluency Instruction and Assessment for the Dyslexic Student/Practicum

Experience

SPED 5133 - Morphological and Syntactical Awareness for the Dyslexic Student/Practicum

Experience

SPED 5143 - Cognitive and Linguistic Structure of Written Language for the Dyslexic

Student/Practicum Experience

SPED 6913 - Special Education Law

SPED 6943 - Practicum in Special Education **SPED 5013 Exceptional Individuals**

Electives - 6 hours

Six (6) hours approved electives.

Additional Information:

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

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

Education Graduate Admissions

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.~~

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

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

~~RADS 5153. RA Procedures~~

RADS 5152. Introduction to Advanced Radiologic Practice

Description: **This course presents medical imaging of the chest.**

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.

This course introduces students to the role of the radiologist assistant in clinical practice. This course prepares the radiologist assistant to understand and apply appropriate clinical medical imaging clinical pathways, advanced modalities, and performance improvement. This course focuses on advanced radiologic procedures, sterile technique, fluoroscopic operation and radiation safety, radiopharmaceutical safety, and ultrasound operation.

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

~~RADS 5174. Clinical Preceptorship I~~

RADS 5156. RA Clinical Preceptorship I

~~Description: This clinical course focuses on chest imaging procedures.~~

This clinical course will focus on imaging procedures, anatomy, physiology, and pathophysiology of the thorax and breast. In addition to scheduled in-class activities, the students observe and participate in radiographic procedures and imaging under the direct supervision of radiologist preceptors for at least twenty-four (24) clinical hours per week.

Lecture/Lab ~~4(1-24)~~ 6(3-24)

Change of Course Number, Course Title, Course Prerequisite, Course Description, and Lecture/Lab Hours

~~RADS 5274. Clinical Preceptorship II~~

RADS 5256. RA Clinical Preceptorship II

~~Prerequisite(s): RADS 5043, RADS 5153, and RADS 5174 or consent of Graduate Coordinator~~

Prerequisite(s): RADS 5043, RADS 5152, and RADS 5176 or consent of Graduate Coordinator

~~Description: This clinical course focuses on gastrointestinal and genitourinary systems and nonecontrast abdominal imaging procedures.~~

This clinical course will focus on imaging procedures, anatomy, physiology, and pathophysiology of the gastrointestinal and hepatobiliary systems. In addition to scheduled in-class activities, the students observe and participate in radiographic procedures and imaging under the direct supervision of radiologist preceptors for at least twenty-four (24) clinical hours per week.

Lecture/Lab ~~4(1-24)~~ 6(3-24)

~~RADS 5374. Clinical Preceptorship III~~

RADS 5356. RA Clinical Preceptorship III

~~Prerequisite(s): RADS 5253, RADS 5474 or consent of Graduate Coordinator~~

Prerequisite(s): RADS 5256 or consent of Graduate Coordinator

~~Description: This clinical course focuses on musculoskeletal imaging procedures.~~

This clinical course will focus on imaging procedures, anatomy, physiology, and pathophysiology of the musculoskeletal system. In addition to scheduled in-class activities, the students observe and participate in radiographic procedures and imaging under the direct supervision of radiologist preceptors for at least twenty-four (24) clinical hours per week.

Lecture/Lab ~~4(1-24)~~ 6(3-24)

~~RADS 5474. Clinical Preceptorship IV~~

RADS 5456. RA Clinical Preceptorship IV

~~Prerequisite(s): RADS 5353, RADS 5153, and RADS 5174 or consent of Graduate Coordinator~~

Prerequisite(s): RADS 5356 or consent of Graduate Coordinator

~~Description: This clinical course focuses on invasive imaging procedures.~~

This clinical course will focus on imaging procedures, anatomy, physiology, and pathophysiology of the urinary and reproductive systems. In addition to scheduled in-class activities, the students observe and participate in radiographic procedures and imaging under the direct supervision of radiologist preceptors for at least twenty-four (24) clinical hours per week.

~~Lecture/Lab 4(1-24)~~ **6(3-24)**

~~RADS 5574. Clinical Preceptorship V~~

RADS 5556. RA Clinical Preceptorship V

~~Prerequisite(s): RADS 5453, RADS 5474 or consent of Graduate Coordinator~~

Prerequisite(s): RADS 5456 or consent of Graduate Coordinator

~~Description: This clinical course focuses on all imaging procedures with specific attention to advanced modalities and clinical pathways.~~

This clinical course will focus on imaging procedures, anatomy, physiology, and pathophysiology of the vascular, lymphatic, and neurologic systems. In addition to scheduled in-class activities, the students observe and participate in radiographic procedures and imaging under the direct supervision of radiologist preceptors for at least twenty-four (24) clinical hours per week.

~~Lecture/Lab 4(1-24)~~ **6(3-24)**

Change in Course Number, Course Prerequisite, Lecture/Lab Hours

~~RADS 5553.~~ **5552.** Pharmacology and Clinical Decision-Making in Medical Imaging

~~Prerequisite(s): RADS 5453 and RADS 5474 or consent of Graduate Coordinator~~

Prerequisite(s): Radiologist Assistant majors only

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

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

Change of Course Title and Course Description, effective Fall 2019

~~HIST 5033. American Beginnings: From Discovery to Revolution~~

Natives and Newcomers: Colonial North America

~~Course Description: After the migration of man across the Bering Straits, the great Indian civilizations appeared followed by the first European colonies in the sixteenth and seventeenth centuries. Settlement spread, and an American society flowered represented by such figures as William Byrd, Benjamin Franklin and Thomas Jefferson—until estrangement from England provoked a crisis that finally touched off the American Revolution.~~

This graduate-level course considers how exploration and colonization transformed North America from roughly 1500 to 1763. As people, microbes, goods, and ideas circulated in this newly-connected world, European colonists, enslaved Africans, and indigenous peoples forged new cultures, reckoned with environmental changes, and adapted to the social and political realities of life in North America.

14. Dr. Zuckweiler made a motion to adopt the following graduate course and catalog changes in Psychology; Dr. Watson seconded and the motion was adopted. (closed)

Change of Course Description, Fall 2019

PSYC 5203. Applied Research Methods and Outcome Assessment

Description: The purpose of this course is to provide students with knowledge of ~~the primary psychological research methodologies. Additionally students will learn how to utilize research methods to evaluate individual and program level treatment effects.~~ program development and evaluation. Students will learn how to evaluate an agency's service needs and create a program to meet those needs. Finally, how to assess the program's efficacy will be learned.

Change of Course Prerequisite(s) and Course Description, effective Fall 2019

PSYC 6152. Clinical Practicum

Prerequisite(s): Prerequisite(s): PSYC 5143, ~~PSYC 5153~~, PSYC 5163, **PSYC 5213**, and PSYC 6113, ~~or~~ **and** consent of the Director of Clinical Training; and completion of a criminal background check. Co-requisite: This course is to be taken concurrently with PSYC 6181.

PSYC 6200. Internship II

Prerequisite(s): PSYC ~~6152~~ 6203, PSYC ~~6181~~ 5200, and consent of the Director of Clinical Training. Co-requisite: Must enroll concurrently ~~with~~ **in** PSYC 5203.

Description: An external clinical training placement consisting of ~~200~~ **225** clock hours of work and study in an approved setting which provides psychological services such as a Community MHMR Center, a psychiatric hospital, or a counseling center. This work and study are to be supervised by a licensed ~~psychologist or a licensed professional counselor~~ supervisor.

Additionally, students will participate in weekly group supervision provided by a licensed ~~clinical~~ psychologist.

PSYC 6203. Internship I

Prerequisite(s): PSYC 6152, PSYC 6181, and consent of the Director of Clinical Training. Co-requisite: Must be taken concurrently with PSYC 5200.

Description: An external clinical training placement consisting of ~~200~~ **225** clock hours of work and study in an approved setting which provides psychological services such as a Community MHMR Center, a psychiatric hospital, or a counseling center. This work and study are to be supervised by a licensed ~~psychologist or a licensed professional counselor~~ supervisor.

Additionally, students will participate in weekly group supervision provided by a licensed ~~clinical~~ psychologist.

15. Dr. Zuckweiler made a motion to adopt the following doctoral proposals; Dr. Capps seconded and a discussion ensued. Dr. Capps made a recommendation to table the proposals for further review; Dr. Killion second and the motion was adopted. (open)

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, Andersen, Blacklock, Capps, M., Cartwright, Curry, Gupta, Harvey, Huang, King, Kitchen, Lindt, Manuel, McIntyre, Medellin, Miller, Reeves, Rutherford, Schultz, Shawver, Stewart, Wood

Emeriti Faculty: Burger, Capps, O., Coe, Darter, Dowd, Estrada, Furr, Gore, Land, Menard, Newton, Owen, Redmon, Simpson, Smith

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

Degrees

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

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.](#)

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.

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

Curriculum and Learning

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

Programs

Major

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

Additional Information

- Ashley Baird announced that Imagine Graduation is scheduled for March 12.
- Dottie Westbrook reported that the Staff Senate will recommend a survey be created for staff on the Annual Staff Party, retention, and communication.
- Both Dr. Capps and Dr. Zuckweiler volunteered to go to each college and discuss the doctoral programs initiatives.
- Deb Schulte reminded everyone of the upcoming Music Series at Akin featuring pianist Alessio Bax on February 26, 2019.

Adjournment

There being no further business, the meeting was adjourned.

Respectfully,

Deb Schulte, Assistant to the Provost

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				
<i>Term</i>	<i>Year One 18 Units</i>	<i>Year Two 18 Units</i>	<i>Year Three 12 Units (+3 optional)</i>	<i>Year Four 6 Units</i>
Fall	EDLE 6003 The Superintendency EDLE 6083	<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.

	Methods of Educational Research *Dissertation Chapter 2: Development of Literature Review	<u>EDLE 6143</u> 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	<u>EDLE 6023</u> Curriculum, Instruction, and Evaluation	
Spring	EDLE 6013 Politics and Community Relations EDLE 6073 Statistics for Educational Research	<u>EDLE 6153</u> Social Justice and Education Policy <u>EDLE 6123</u> Qualitative Research in Education *Dissertation Chapter 3: Research Design	<u>EDLE 6133</u> Writing and Research Design for Educational Leadership <u>EDLE 6053</u> Superintendent Internship (Optional-for Superintendent Certification students only)	<u>EDLE 6203</u> Dissertation
Summer	<u>EDLE 6093</u> Cultural Foundations in Educational Leadership <u>EDLE 6113</u> Educational Facilities	<u>EDLE 6043</u> Human Resources, Supervision, and Staff Development <u>EDLE 6033</u> School Organization and Management	<u>EDLE 6203</u> 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

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 Leadership

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.

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.

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.

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.

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

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

Reading 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.

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 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 Development RADS 7123 Mixed Methods Approach	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.

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. 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.**
- Apply knowledge of learning preferences to class or workplace scenarios**

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:****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 3

Course 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 Administration

Prerequisite(s): RADS PhD program admission

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

Lecture 3

Course 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 I

Prerequisite(s): RADS PhD program admission

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

Dissertation 3

Course 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 II

Prerequisite(s): RADS PhD program admission

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

Dissertation 3

Course 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 III

Prerequisite(s): RADS PhD program admission

Description: 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 3

Course 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 Continuation

Prerequisite(s): RADS PhD program admission

Description: 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 1

Course Objectives and/or Additional Information:

Following this course, students will be able to:

1. Continue the dissertation process
2. Repeat as needed

Adjournment

Respectfully submitted.

Deb Schulte, Assistant to the Provost