Academic Council Minutes
February 24, 2021
Midwestern State University

The Academic Council met via Zoom meeting on Wednesday, February 24, 2021.

Voting Members:
  Dr. Marcy Brown Marsden, Dean, McCoy College of Science, Mathematics, and Engineering
  Dr. Martin Camacho, Dean, Lamar D. Fain College of Fine Arts
  Dr. Leann Curry, Chair, Curriculum and Learning, substituting for Dr. Matthew Capps, Dean, Gordon T. and Ellen West College of Education
  Dr. Jeff Killion, Dean, Robert D. and Carol Gunn College of Health Sciences and Human Services
  Dr. Jeff Stambaugh, Dean, Dillard College of Business Administration
  Dr. Sam Watson, Dean, Prothro-Yeager College of Humanities and Social Sciences
  Dr. Kathryn Zuckweiler, Dean, Dr. Billie Doris McAda Graduate School
  Dr. Marcos Lopez, Faculty Senate representative
 Mr. Crege La Ronde, Vice President, Student Government Association

Other Attendees:
  Ms. Darla Inglish, Registrar
  Ms. Cortny Bates, University Librarian
  Ms. Angie Reay, Staff Senate representative
  Ms. Jamie Wilson, Senior Associate Registrar
  Ms. Jenny Denning, Manager MSU Bookstore

James Johnston, Provost and Vice President for Academic Affairs, presided and the meeting began at 1:31pm.

Approval of Minutes

The minutes for January 2021 were approved as presented

Old Business

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

New Business

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

<u>New course additions-</u>

Course Prefix: GEOS
Course Number: 4694
Course Title: Mass Extinctions and Global Change
Prerequisite: GEOS 1234 Historical Geology or permission of the instructor
Co-requisite: Lab section
Description: This course will introduce upper-level earth and environmental science students to the related topics of global change and mass extinctions, both in deep time and the modern. This class will cover in detail (1) the geological history of the earth system and important biogeochemical cycles, including the carbon cycle, (2) natural drivers of climate change and mass extinctions in the geological record, and (3) the causes and consequences of modern global change and the biodiversity crisis. The past, present and projected responses of organisms and ecosystems to climate change will be thoroughly examined. Students will also explore the ways in which past extinctions can inform contemporary conservation policy and action.
Lec/Lab Hrs: 4(3-2)
Type of Course: Lecture and Lab
Course Objectives:
Students will:

- Explore the links between the geosphere, atmosphere, hydrosphere, and biosphere, and how they are disrupted by natural and anthropogenic change
- Become familiar with core concepts in global change and extinction studies, including biogeochemical cycles, climate change, biodiversity, biogeography, and conservation
- Understand mechanisms by which organisms respond to global change in the past and present
- Engage with primary scientific literature and government reports
- Enhance quantitative skills through the analysis of real data sets

Course Prefix: GEOS
Course Number: 4644
Course Title: Paleoecology
Prerequisite: GEOS 1234 Historical Geology or permission of the instructor
Description: This course will introduce upper-level and graduate earth and environmental science students to the field of paleoecology, with a focus on marine ecosystems. Lectures will cover a broad range of topics related to paleoecology including theory, quantitative methods, and application. The geological and ecological underpinnings of paleoecology will be discussed, including, but not limited to, proxies, age-dating, taphonomy, measuring diversity, species interactions, paleocommunity analysis and biogeography. The application of paleoecology, specifically in the context of modern climate change and conservation paleobiology, will also be explored in detail. Laboratory sessions will focus on methods for the analysis and presentation of paleoecological data using the program R.
Lec/Lab Hrs: 4 (3-3)
Type of course: Lecture and Lab
Course Objectives:
Students will:

- Become familiar with core concepts in paleoecology including taphonomy, quantitative and qualitative analysis of fossil communities, and conservation
- Understand how uncertainty and variability affect the study of the past
- Evaluate strengths and weaknesses of paleoecological data
- Identify and carryout appropriate statistical analyses of paleoecological data
- Develop basic skills analyzing and visualizing data in R
- Relate ancient biotic crises to modern issues such as climate change and conservation

Change of course description-

Course Prefix: GEOS
Course Number: 1234
Course Title: Historical Geology
Description- Formation and evolution of the Earth from its origins to the present. Special focus is placed on integrating geologic and biologic concepts through Earth history, including plate tectonics, mountain building, and major evolutionary events. Additional emphasis is placed on connections to societal issues, including mass extinctions and global climate change.

Course Prefix: GEOS
Course Number: 3534
Course Title: Paleobiology
Description: An introduction to quantitative, theoretical, and descriptive invertebrate paleobiology. Topics include speciation, extinction, paleoecology, biostratigraphy, and systematics. Laboratory emphasizes hands-on analysis of fossil specimens, applied biostratigraphy and quantitative fossil datasets. Includes a field trip to the Arbuckle Mountains and Sam Noble Museum of Natural History.

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

Undergraduate catalog change for Education, English Language Arts and Reading (Grades 4-8)

Effective fall 2021
https://catalog.msutexas.edu/preview_program.php?catoid=28&poid=3592&returnto=1464

Education, English Language Arts and Reading (Grades 4-8) Track, B.S.E.

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

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

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

Core Curriculum Specifics (44 total hours for core, including these specific courses)
~~MATH 1233 - College Algebra 3~~
GNSC 1104 - Life/Earth Science 4
GNSC 1204 - Physical Science 4
COUN 2023 - Human Development 3
EDUC 2013 - School and Society 3
COUN 2143 - Human Diversity 3

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

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

Teaching Field (Major) - 37 hours

ENGL 2113 - Intermediate Composition & Grammar 3
ENGL 2123 - Rhetoric of Visuals and Infographics 3
ENGL 3213 - Digital and New Media Rhetoric 3
ENGL 3503 - Advanced Survey of Literature 3

ENGL 3513 - Advanced Grammar 3
ENGL 4013 - Introduction to Composition Studies 3
ENGL 4001 - Senior Capstone 1
ENGL 4533 - Literary Theory and Criticism 3
OR
ENGL 4553 - Rhetorical Theory and Criticism 3

Additional 9 hours of English

Choose 3 hours from the following courses:
ENGL 3713 - Special Topics in American Literature and Life 3
ENGL 3723 - Special Topics in Literature 3
ENGL 3743 - Special Topics: Literature of Diverse Voices 3
Sophomore Literature - 3 hours

Choose 3 additional hours from the following courses (total of 6 hours; the other 3 hours chosen above in the core).
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

Other Requirements - 15 hours

ECED 3173 - ESL Methods and Materials 3
EDUC 4233 - Undergraduate Action Research 3 semester hours
READ 3023 - Word Study: Language Structures and Phonics 3
READ 4223 - Diagnosis and Correction of Reading Difficulties 3
READ 4403 - Content Literacy 3
Professional Education and Reading Blocks - 24 hours
Foundation Courses - 12 hours
Students must be admitted to the Teacher Education Program before enrolling.

EDUC 3163 - Classroom Management 3
EDUC 3183 - Classroom Assessment 3
EPSY 3153 - Educational Psychology 3
SPED 3623 - Teaching Students with Special Needs in Inclusive Settings 3
Reading Block - 9 hours
ETEC 4003 - Advanced Technology Integration 3
READ 4233 - Methods of Teaching Intermediate and Secondary Reading 3
READ 4243 - Methods of Teaching Intermediate and Secondary Language Arts 3
To be taken in last semester - 3 hours
EDUC 4173 - Clinical Teaching for Undergraduate Students 3
Total Semester Hours - 120

3. Dr. Curry made a motion to adopt the following undergraduate course and catalog changes in Education. Dr. Lopez seconded and the motion was adopted. (closed)

Undergraduate catalog change for Education, Early Childhood Through Grade 3 Track, B.S.E.

https://catalog.msutexas.edu/preview_program.php?catoid=28&poid=3763&returnto=1464
Effective fall 2021

Education, Early Childhood Through Grade 3 Track, B.S.E.

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

(See General Requirements for all Bachelor's Degrees)
Academic Foundations and Core Curriculum - 42 semester hours

(See Academic Foundations and Core Curriculum - 42 semester hours)
Core Curriculum Specifics (44 total hours for core, including these specific courses)

MATH 1233 - College Algebra 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*
EDUC 2013 - School and Society 3
COUN 2143 - Human Diversity 3
Other Requirements - 16 semester hours

MATH 2033 - Structure of the Number System I 3*
MATH 2043 - Structure of the Number System II 3*
Electives - 10 hours
Early Childhood Content - 24 semester hours

ECED 3113 - Foundations of Early Childhood Education and Early Care 3**
ECED 3173 - ESL Methods and Materials 3**
ECED 4123 - Early Childhood Development: Language and Literacy 3**
ECED 4133 - Early Childhood Curriculum 3**
EDUC 4233 - Undergraduate Action Research 3** semester hours
GNMT 3003 - Concepts of Mathematics 3**
READ 3023 - Word Study: Language Structures and Phonics 3**
SOST 3003 - Concepts of Social Studies 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.

*indicates content teaching field

Education and Reading Block - 36 semester hours

Grades of 'D' are not acceptable in the following Foundation and Block courses.

Students must have completed EDUC 2013 and COUN 2143 and completed 45 semester hours.
Foundation Courses - 12 hours

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

      EDUC 3183 - Classroom Assessment 3
      EDUC 3193 - Classroom Management for EC-3 3
      EPSY 3153 - Educational Psychology 3
      SPED 3623 - Teaching Students with Special Needs in Inclusive Settings 3
Block A - 12 hours

Before taking the following courses, student must have completed Foundation Courses.

      EDUC 4303 - Teaching Social Studies in EC-3 3
      EDUC 4403 - Teaching Mathematics in EC-3 3
      EDUC 4503 - Teaching Science in EC-3 3
      ETEC 4003 - Advanced Technology Integration 3
Block B - 6 hours

Before taking the following courses, student must have completed Foundation Courses and Block A.

      READ 4203 - Developmental Reading 3
      READ 4213 - Methods of Teaching Reading and the Language Arts 3
Concurrent or after Block B - 3 hours

      READ 4223 - Diagnosis and Correction of Reading Difficulties 3
Final Semester - 3 hours

      EDUC 4173 - Clinical Teaching for Undergraduate Students 3
Total Semester Hours - 120

The following item was presented for editorial changes to the catalog. Information item only.

Undergraduate catalog change for Admission to Clinical Teaching-

https://catalog.msutexas.edu/content.php?catoid=28&navoid=1464
Effective fall 2021

Admission to Clinical Teaching

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

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

All required content including major and minor courses along with professional education courses must be completed prior to clinical teaching.

Clinical teaching will be full days for one semester (fall or spring).

Undergraduate catalog change for Education, Social Studies (grades 4-8) Track, B.S.E.

https://catalog.msutexas.edu/preview_program.php?catoid=28&poid=3606&returnto=1464
Effective fall 2021

Education, Social Studies (Grades 4-8) Track, B.S.E.

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

(See General Requirements for all Bachelor's Degrees)
Academic Foundations and Core Curriculum - 42 semester hours

(See Academic Foundations and Core Curriculum - 42 semester hours)
Core Curriculum Specifics (44 total hours for core, including these specific courses)

      MATH 1233 - College Algebra 3
      GNSC 1104 - Life/Earth Science 4
      GNSC 1204 - Physical Science 4
      COUN 2023 - Human Development 3
      EDUC 2013 - School and Society 3
      COUN 2143 - Human Diversity 3

Teaching Field (Major) - 48 hours

      ECON 1333 - General Economics 3
      ECON 2333 - Macroeconomic Principles 3
      GEOG 3003 - Geography of the World 3
      GEOG 3013 - Geography of North America 3
      HIST 1133 - Survey of American History to 1865 3 *
      HIST 1233 - Survey of American History since 1865 3 *
      HIST 1333 - Survey of Western Civilization 3
      HIST 1433 - Survey of Western Civilization 3
      HIST 3003 - Survey of Texas History 3
      HIST 3133 - Comparative World Religions and Cultures 3
      HIST 4433 - Twentieth Century Europe 3
      POLS 1333 - American Government 3 *
      POLS 1433 - American Government 3 *
      POLS 2523 - Foundations of Government and Politics 3
      POLS 3313 - Introduction to Political Theory 3
      SOST 3003 - Concepts of Social Studies 3

Note:

*12 hours are duplicated in Academic Foundations and Core Curriculum, but the total program hours
  do not change.

Other Requirements - 16 hours

      ECED 3173 - ESL Methods and Materials 3

EDUC 4233 - Undergraduate Action Research 3 semester hours
READ 4403 - Content Literacy 3
Electives - 7 hours
Professional Education and Reading Blocks - 24 hours

Foundation Courses - 12 hours

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

EDUC 3163 - Classroom Management 3
EDUC 3183 - Classroom Assessment 3
EPSY 3153 - Educational Psychology 3
SPED 3623 - Teaching Students with Special Needs in Inclusive Settings 3
Block A - 9 hours

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

EDUC ~~4086~~ **4066** - Teaching Methods ~~in Science~~ **Social Studies** (Middle and High School) 6
ETEC 4003 - Advanced Technology Integration 3
To be taken in last semester - 3 hours

EDUC 4173 - Clinical Teaching for Undergraduate Students 3
Total Semester Hours - 120

4. Dr. Curry made a motion to adopt the following undergraduate course and catalog changes in Education. Dr. Brown Marsden seconded and the motion was adopted. (closed)

Undergraduate catalog change for Early Childhood Development and Intervention-

https://catalog.msutexas.edu/content.php?catoid=28&navoid=1464
Effective fall 2021

Education

Programs

Minor
- Early Childhood Studies Minor
- **Early Childhood Development and Intervention-(EIS credential) Minor**
- Educational Design and Learning Management Minor
- Instructional Design, Technology, and Assessment Minor
- Teaching and Learning Minor

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.

Early Childhood Development and Intervention (EIS credential) Minor
Requirements for Minor in Early Childhood Development and Intervention -18 semester
hours
__Coursework meets requirements to apply for the Early Intervention Specialist credential__
(Texas Administrative Code (TAC), Title 40, Part 2, Chapter 108, §108.313)-coursework
may be taken post baccalaureate

3 hours from the following:

ECED 4203 Infant and Toddler Care and Program Development 3
ECED 4223 Developmentally Appropriate Practices 3
SPED 4533 Early Childhood Special Education 3

15 hours from the following:

ECED 3103-Introduction to Young Child 3
ECED 3113-Foundations of Early Childhood Education and Early Care 3
ECED 4123-Early Childhood Development: Language and Literacy 3
ECED 4203-Infant and Toddler Care and Program Development 3
ECED 4213-Guidance Strategies and Management Techniques for Young Children 3
ECED 4223-Developmentally Appropriate Practices 3
ECED 4233-Play and Learning Environments for Young Children 3
ECED 4403-Ethics, Professional Standards, and Regulations in Early Care and Preschool
Programs 3
ECED 4423-Culturally and Linguistically Appropriate Childhood Teaching Practices 3
ECED 4433-Health, Safety, and Nutrition in Early Care and Preschool 3
KNES 1933-Emotional, Social, and Physical Wellness of Young Children 3
SOWK 3233-Parenting: Family and Community 3
SOWK 3544-Human Behavior and Social Environment I 3
SOWK 4223-Family Systems 3
SOWK 4233-Parenting 3
SPED 4533-Early Childhood Special Education 3

5. Dr. Curry made a motion to adopt the following undergraduate course and catalog changes in Education. Dr. Stambaugh seconded and the motion was adopted. (closed)

Undergraduate catalog changes for West College of Education Reorganization-

https://catalog.msutexas.edu/content.php?catoid=28&navoid=1464

Effective fall 2021

Programs, Areas of Certification, and Courses

Department of Graduate and Adult Education

Programs

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.

Department of Undergraduate Education

Programs

Bachelor of Science in Education (Early Childhood, Elementary, Middle School)

Go to information for Bachelor of Science in Education (Early Childhood, Elementary, Middle School).

Programs

Bachelor of Science in Education

• Early Childhood Studies and Early Care, B.S.E. (non-certification)
• ~~Education, Bilingual Education Early Childhood Through Grade 6 (Spanish) Track, B.S.E.~~
• Education, Early Childhood Through Grade 3 Track, B.S.E.
• Education, Early Childhood Through Grade 6 Track, B.S.E.
• Education, English Language Arts and Reading (Grades 4-8) Track, B.S.E.
• Education, Mathematics (Grades 4-8) Track, B.S.E.
• Education, Science (Grades 4-8) Track, B.S.E.
• Education, Social Studies (Grades 4-8) Track, B.S.E.
• Education, Special Education Early Childhood through Grade 12, General Education Early Childhood through Grade 6 Track, B.S.E.
• Education, Instructional Design and Technology, B.S.E. (non-certification)

Bachelor of Science in Education (Secondary)

Go to information for Bachelor of Science in Education (Secondary).

Programs

Bachelor of Science in Education

- Secondary Education, English Language Arts and Reading (Grades 7-12) Track, B.S.E.
- Secondary Education, Mathematics (Grades 7-12) Track, B.S.E.
- Secondary Education, Science (Grades 7-12) Track, B.S.E.
- Secondary Education, Social Studies (Grades 7-12) Track, B.S.E.

~~Secondary/All-Level Teacher Certification in other Colleges~~

~~Go to information for Secondary/All-Level Teacher Certification in other Colleges.~~

~~Programs~~

~~Bachelor of Science~~
- ~~Biology-Composite Science, B.S. with Secondary Certification (Grades 7-12)~~
- ~~Biology-Life Science, B.S. with Secondary Certification (Grades 7-12)~~
- ~~Mathematics, B.S. with Secondary Certification (Grades 7-12)~~
~~Bachelor of Arts~~
- ~~English Language Arts and Reading, B.A. with Secondary Certification (Grades 7-12)~~
- ~~History-Social Studies, B.A. with Secondary Certification (Grades 7-12)~~
~~Bachelor of Fine Arts~~
- ~~Art All-Level, B.F.A. with Teacher Certification~~
- ~~Theatre (Grades EC-12, All-Level), B.F.A. with Teacher Certification~~
~~Bachelor of Music~~
- ~~Music All-Level, Instrumental Emphasis, B.M. with Teacher Certification~~
- ~~Music All-Level, Vocal Emphasis, B.M. with Teacher Certification~~

Physical Education

Go to information for Physical Education.

Programs

Bachelor of Science in Education

- Physical Education (Grades EC-12, All-Level), B.S.E. with Teacher Certification
- Sports and Leisure Studies, B.S.E.

Minor
- Coaching Minor
- Kinesiology Minor
- Sport and Leisure Studies Management Minor
- Sport and Leisure Studies Practitioner Minor

Display courses for Physical Education.

Counseling

Programs

Bachelor of Science in Education

• Substance Abuse Counseling, B.S.E.

Display courses for Counseling.

Education

Programs

Minor

• Early Childhood Studies Minor
• **Early Childhood Development and Intervention – (EIS credential) Minor**
• Educational Design and Learning Management Minor
• Instructional Design, Technology, and Assessment Minor
• Teaching and Learning Minor

Display courses for Education.

Secondary/All-Level Teacher Certification in other Colleges

Go to information for Secondary/All-Level Teacher Certification in other Colleges.

Bachelor of Science

• **Biology-Composite Science, B.S. with Secondary Certification (Grades 7-12)**
• **Biology-Life Science, B.S. with Secondary Certification (Grades 7-12)**
• **Mathematics, B.S. with Secondary Certification (Grades 7-12)**

Bachelor of Arts

• **English Language Arts and Reading, B.A. with Secondary Certification (Grades 7-12)**
• **History-Social Studies, B.A. with Secondary Certification (Grades 7-12)**

Bachelor of Fine Arts

• **Art All-Level, B.F.A. with Teacher Certification**
• **Theatre (Grades EC-12, All-Level), B.F.A. with Teacher Certification**

<u>Bachelor of Music</u>

• <u>Music All-Level, Instrumental Emphasis, B.M. with Teacher Certification</u>
• <u>Music All-Level, Vocal Emphasis, B.M. with Teacher Certification</u>

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

<u>Undergraduate catalog changes for Sports and Leisure Studies, B.S.E.-</u>

https://catalog.msutexas.edu/preview_program.php?catoid=28&poid=3527

Effective Fall 2021

Sports and Leisure Studies, B.S.E.

The Bachelor of Science in Education degree with a major in Sports and Leisure Studies requires students to complete an 18 hour core in Kinesiology, plus 24 semester hours from one of two career tracks of study - Practitioner or Management. Core Kinesiology courses are delivered traditionally and online. Most courses required for the Practitioner Track are delivered traditionally, while courses for the Management Track are delivered online.

This degree program can be completed on campus (Practitioner and Management Tracks) or completely online by following the Management Track of study.

The requirements for the Bachelor of Science in Education degree with a major in Sports and Leisure Studies are as follows:

General

(See General Requirements for all Bachelor's Degrees)
Academic Foundations and Core Curriculum - 42 semester hours

(See Academic Foundations and Core Curriculum - 42 semester hours)
Kinesiology Core - 18 semester hours

- KNES 1503 - Concepts of Fitness and Wellness 3
- KNES 2003 - Foundations of Recreation, Leisure and Sport 3
- KNES 3203 - Organization and Programming in Recreation, Leisure and Sport 3
- KNES 3803 - Leadership in Recreation, Leisure and Sport 3
- KNES 4553 - Law and Ethics in Recreation, Leisure and Sport 3
- KNES 4973 - Internship in Recreation, Leisure or Sport 3 semester hours

Choose one of the following tracks:

Practitioner Track - 24 hours
- KNES 2023 - Motor Skill Acquisition and Analysis 3
- KNES 3513 - Scientific Foundations of Human Movement 3
- KNES 3603 - Assessment and Evaluation in Kinesiology 3
- KNES 4033 - Sport and Exercise Psychology 3
- KNES 4513 - Adapted Physical Activity 3

Choose 6 semester hours from:

- KNES 2403 - Techniques & Strategies of Team Sports 3
- KNES 2413 - Techniques & Strategies of Individual/Dual Sports 3
- KNES 2423 - Techniques & Strategies of Fitness and Conditioning Activities 3
- KNES 2433 - Techniques & Strategies of Adventure & Outdoor Activities 3

Choose 3 semester hours from:

- KNES 3323 - Coaching Theory and Practice 3
- KNES 3353 - Officiating 3
- KNES 4533 - Organization & Administration of Worksite Wellness Programs 3

Management Track - 24 hours

- KNES 3213 - Outdoor Adventure Programming 3
- KNES 3603 - Assessment and Evaluation in Kinesiology 3
- KNES 3813 - Managing Program Events and Facilities 3
- KNES 3823 - Sport Marketing and Finance 3
- KNES 4033 - Sport and Exercise Psychology 3
- KNES 4523 - Management & Administration of Recreation, Leisure & Sport Programs 3
- KNES 4533 - Organization & Administration of Worksite Wellness Programs 3
- KNES 4543 - Diversity and Inclusion in Recreation, Leisure and Sport 3

Choose one of the following options:

Option I

Minor - 15-21 semester hours

For Option I Sports & Leisure Studies majors are required to complete one of the following minors:

- Business Administration Minor
- Entrepreneurship Minor
- Nonprofit Management Minor
- Criminal Justice Minor*
- Early Childhood Studies Minor*
- Educational Design and Learning Management Minor*
- Instructional Design, Technology, and Assessment Minor*
- Teaching and Learning Minor*

- Mass Communication Minor
- Public Relations and Advertising Minor
- Psychology Minor
- Organizational Psychology Minor
- Medical Sociology Minor
- **<u>Early Childhood Development and Intervention-(EIS credential) Minor*</u>**

*These minors can be completed online.

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

Electives - 15-21 semester hours

15-21 hours of electives are required to complete 120 total hours, 36 of which must be advanced hours.

Option II

For Option II Sports & Leisure Studies majors are required to complete 18 semester hours of discipline related electives and 18 semester hours of liberal arts and sciences electives.

Discipline Related Electives - 18 semester hours

Students are required to complete 18 semester hours of discipline related electives, 12 hours of which must be advanced. Discipline related electives may be from COUN, EDUC, EPSY, IDT, KNES, or SPED.

Liberal Arts & Sciences Electives - 18 semester hours

Students are also required to complete 18 semester hours of electives from any discipline in the liberal arts and sciences.

120 total hours are required, 36 of which must be advanced hours.

7. Dr. Curry made a motion to adopt the following undergraduate course and catalog changes in Education. Dr. Brown Marsden seconded and the motion was adopted. (closed)

<u>Change of course prerequisite-</u>

Course Prefix: ECED
Course Number: 4133
Course Title: Early Childhood Curriculum
Prerequisite: ~~ECED 3103~~

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.

Course Prefix: ETEC
Course Number: 4113
Course Title: Learning Technology Integration
Prerequisite: ~~EDUC 3213~~

The following item was presented for editorial changes to the catalog. Information item only.

Mission Statement for the Music Program

The mission of the ~~music program~~ **Department of Music** at Midwestern State University is to provide a comprehensive music curriculum and a wide range of performance opportunities ~~that~~ **which** will equip students for a variety of music careers while enabling them also to become well-rounded persons through involvement in diverse liberal arts courses. The ~~music program~~ **Department of Music** endeavors to help students develop aesthetic sensibility, cultural awareness, and social responsibility. Not only are students taught to create within their disciplines, they are challenged to evaluate the quality of what they have created. Central to the mission is to empower students to use their talents to enrich and advance society. ~~With this in mind, the program~~ **The Department of Music** also serves as a catalyst between the university and the community in promoting artistic activities.

The following degree programs are offered for music majors:

> Bachelor of Music (Performance)
> Bachelor of Music (with Teacher Certification), see Music All-Level, Vocal Emphasis, B.M. with Teacher Certification and Music All-Level, Instrumental Emphasis, B.M. with Teacher Certification.
> Bachelor of Arts with a major in Music

~~The music program~~ **Midwestern State University** is **an** accredited **member** ~~by~~ **of** the National Association of Schools of Music through its Commission on Accreditation.

General Information

~~Entering students may be required to take music placement tests. Preparatory study or considerable experience in the field of performance concentration is required of all majors. Advanced standing of transfer students will be determined by placement tests and evaluation of scholastic standing.~~

~~All music majors, with the exception of keyboard majors and students pursing the B.A. degree with a major in music, are required to maintain continuous enrollment in piano class or private piano (with approval from the chair of keyboard studies) until keyboard proficiency is passed.~~

All freshmen and transfer students needing music theory shall take the Music Theory Proficiency Exam, which will determine placement of the student into Basic Music and/or

the appropriate section of Music Theory I-IV. The exam should be taken prior to course registration. It is administered by one of the music theory professors who report results to advisors so that the student can register for the correct class and be successful in their first term at MSU.

All entering students are expected to acquire fundamental keyboard skills to be able to function in theory and sight-singing classes as well as in their own applied area. All music majors except keyboard majors are required to demonstrate these basic skills through either 1) an entrance audition consisting of the proficiency requirements or 2) continuous enrollment in piano classes until the proficiency is passed.

~~All music majors must participate in at least one major ensemble for credit each semester of enrollment except during the semester of student teaching. (See list of major ensembles under Courses in Music Ensemble below.)~~

All music majors are required to maintain continuous enrollment in their primary performance area until successfully completing the senior recital.

All music majors are required to make a grade of "C" or better in every music course required for the degree and/or major in music.

Additional information regarding Music Department policies and procedures is available in the ~~Music Department Policy Manual~~ **Department of Music Student Handbook**.

Recital Requirements

All candidates for the Bachelor of Music degree must prove satisfactory performance ability by performing publicly in recital. Students taking the performance degree will perform a half recital in the junior year, and a full recital in the senior year. Students with teacher certification will perform a half recital in the senior year.

All music majors, with the exception of keyboard majors, must pass the keyboard proficiency examination prior to the performance of their senior recital.

Before a recital is performed publicly, the student will be required to demonstrate to the faculty in his/her performance area that the program is ready for public performance. The time for this preview will be at least three weeks prior to the public performance date.

Recital Attendance Requirements
Each student will be required to enroll in Recital Attendance (MUSC 1000) until eight semesters have been completed (seven semesters for students with teacher certification). This course is required for graduation but will carry no semester-hours credit toward a degree. The number of required semesters of Recital Attendance for transfer students will be determined by the Music Department Chair upon the student's entrance into the music program.

Grading will be by pass/fail. Attending a specified number of recitals will be required each semester for a passing grade. Failure to attend the requisite number of recitals will result in a failing grade for the semester.

Music performance majors must pass a minimum of eight semesters, and students with teacher certification must pass seven semesters. Students will not be cleared for graduation until these requirements are met.

Upper Level ~~Applied~~ **Barrier** Exam

~~The Upper Level Applied Exam is a process used by the faculty of the Department of Music to determine if a student is sufficiently prepared to continue study at an advanced level, complete the degree recitals and progress toward graduation. Successful completion of the Upper Level Applied Exam is required before the student will be enrolled in 3000 level applied study.~~

1. ~~In order to determine suitability for upper level study, students at the end of the fourth semester of applied study will play an extended jury (double jury) in which he/she demonstrates mastery of the requirements listed for upper level study in the *Department of Music Student Handbook* for their category of applied study.~~
2. ~~Transfer students with two previous years of applied study will be allowed to register for upper level study with the approval of the applied instructor following an audition at which two faculty from their applied area are present.~~
3. ~~At the beginning of the fourth semester of applied study at a time to be arranged by the faculty, students anticipating the upper level applied examination will be interviewed briefly by the faculty as part of the barrier exam process. The interview will be used to inform the student of the requirements of the exam, determine any possible impediments to the student's taking the exam, and generally assess the student's progress toward the degree. During this interview, the student may ask questions about the examination or ask the faculty for clarification of any curricular or degree programs.~~

The Upper Level Barrier Exam is an enhanced jury used by the faculty of the Department of Music to determine if a student is sufficiently prepared to continue applied study at the 3000 level and complete the degree recital(s). Successful completion of the Upper Level Barrier Exam is required before the student may enroll in 3000 level applied study. The barrier exam takes place during jury week the semester preceding anticipated promotion. Transfer students with two previous years of applied study will be allowed to register for upper level study with the approval of the applied instructor following an audition at which two faculty from their applied area are present.

Major Ensemble

~~The term "major ensemble" as used in the curricula includes University Symphonic Band, University Wind Ensemble, University Marching Band, or University Orchestra for students concentrating in instrumental music and University Choir for students concentrating in vocal~~

~~music. Students concentrating in keyboard music or guitar may select from any of the major ensembles mentioned above. Ensembles other than University Symphonic Band, University Wind Ensemble, University Marching Band, University Orchestra, and University Choir are considered secondary, with the exception that students may be enrolled in Oratorio Chorus instead of University Choir as a major ensemble at the sole discretion of the Director of Choral Activities. Guitarists and pianists may take Jazz Band as a major ensemble with approval of the Director of Bands and Orchestra. All full-time music majors must participate in at least one major ensemble for credit each semester of enrollment (minimum of 7 semester credit hours for teacher certification and 8 semester hours for performance).~~

The term "major ensemble" as used in the curricula includes: University Symphonic Band, University Wind Ensemble, and University Marching Band for students concentrating in instrumental music; Midwestern Singers and University Choir for students concentrating in vocal music; and University Orchestra for students concentrating in string music. Students concentrating in keyboard or guitar may select from any major ensemble. Other ensembles are considered "secondary ensembles," with exception that students may enroll in Oratorio Chorus as a major ensemble at the discretion of the Director of Choral Activities. All music majors must participate in at least one major ensemble for credit (minimum of 7 semester credit hours for teacher certification and 8 semesters hours for performance majors).

Bachelor of Music with Teacher Certification Degree Requirements
The Bachelor of Music degree with teacher certification focuses on preparing students for careers in music education and certification by the Texas Board of Education (K-12, all area). Academic Foundations, Music requirements, and Professional Education requirements are found Music All-Level, Vocal Emphasis, B.M. with Teacher Certification and Music All-Level, Instrumental Emphasis, B.M. with Teacher Certification.

~~Dolores P. Bolin Distinguished Chair of Piano~~

~~The Dolores P. Bolin Distinguished Chair of Piano was established in 1981 through the generous gift of Mrs. Bolin in memory of her husband, Wichita Falls oil man, D. Houston Bolin. In 2000, a second chair was established through a generous gift from D. Phil and Aurora S. Bolin. These endowments allow Midwestern State University to enhance its high level of pianistic and musical excellence. Past Bolin Chairs were Dr. Peter Armstrong, Julie Bees, and Nancy Boston.~~

~~Dr. Ruth Morrow is the current Dolores P. Bolin Distinguished Chair of Piano. She holds degrees from Indiana University (D.M., Piano Performance and Pedagogy), Eastman School of Music (M.M., Piano; M.A., Musicology), and Whitman College (B.A., Music, Philosophy). With a background which spans all musical styles and includes performances throughout the United States and in Europe, Dr. Morrow brings depth, breadth, and enthusiasm to her position.~~

Programs and Courses

Programs

Major

- Music, B.A.
- Music, B.M.

Minor
- Instrumental Performance Minor
- Keyboard Performance Minor
- Music Minor
- Vocal Performance Minor

Courses

Applied Music

Courses in performance (private lessons) are available for one or two semester hours credit. Performance course numbers have a first digit of 1, 2, 3, or 4 corresponding to the level of study **as a music major/minor.** The ~~final~~ **last** digit corresponds to the number of semester hours in which a student is enrolled. The central digits show the area of performance study (piano, voice, non-major voice, etc.) according to the table below. **Senior recital is AMUS 4962 for performance majors and AMUS 4961 for teacher certification.**

Students majoring in performance as candidates for the Bachelor of Music degree may enroll for no more than ~~three~~ **two** semester hours in their primary performance area each semester. Candidates for the Bachelor of Music degree with Teacher Certification, music minors, and non-majors/non-minors may enroll for no more than one semester hour each semester **in their primary area.**

Voice, piano, or instrumental lessons for non-majors may be taken only with consent of instructor and Department of Music Chair. Music Majors who wish to study in an applied area which is not the primary performance area may do so only when all the following conditions apply:

- **After careful consideration by his/her primary performance faculty member and advisor**
- **The student is taking all required course work in proper sequence**
- **The full-time faculty member's load can handle the additional load and with the approval of the full-time faculty member.**
- **With the approval of the Department of Music Chair**

Performance Area:	Central Digits for Performance Area
Voice	20
Voice for non-majors/non-minors	70
Keyboard	
Piano	22
Piano Proficiency (repeat once only-two semesters total)	23
Organ	24
Harpsichord	28
Keyboard for non-majors/non-minors	72

Voice, piano, or instrumental for non-majors may be taken only with consent of instructor and department chair.

- AMUS 1201 - Voice
- AMUS 1202 - Voice
- AMUS 1221 - Piano
- AMUS 1222 - Piano
- AMUS 1231 - Piano Proficiency
- AMUS 1261 - Percussion
- AMUS 1262 - Percussion
- AMUS 1281 - Harpsichord
- AMUS 1341 - Violin
- AMUS 1342 - Violin
- AMUS 1351 - Viola
- AMUS 1361 - Cello
- AMUS 1371 - Double Bass
- AMUS 1372 - Double Bass
- AMUS 1381 - Guitar
- AMUS 1382 - Guitar
- AMUS 1401 - Flute
- AMUS 1402 - Flute
- AMUS 1421 - Oboe
- AMUS 1441 - Clarinet
- AMUS 1442 - Clarinet

- AMUS 1461 - Saxophone
- AMUS 1462 - Saxophone
- AMUS 1501 - French Horn
- AMUS 1502 - French Horn
- AMUS 1521 - Trumpet
- AMUS 1522 - Trumpet
- AMUS 1541 - Trombone
- AMUS 1542 - Trombone
- AMUS 1561 - Euphonium
- AMUS 1562 - Euphonium
- AMUS 1581 - Tuba
- AMUS 1582 - Tuba
- AMUS 1601 - Conducting
- AMUS 1691 - Composition
- AMUS 1741 - Instrumental for Non-Majors/Non-Minors
- AMUS 2201 - Voice
- AMUS 2202 - Voice
- AMUS 2221 - Piano
- AMUS 2222 - Piano
- AMUS 2261 - Percussion
- AMUS 2341 - Violin
- AMUS 2342 - Violin
- AMUS 2362 - Cello
- AMUS 2371 - Double Bass
- AMUS 2381 - Guitar
- AMUS 2382 - Guitar
- AMUS 2401 - Flute
- AMUS 2441 - Clarinet
- AMUS 2442 - Clarinet
- AMUS 2461 - Saxophone
- AMUS 2462 - Saxophone
- AMUS 2501 - French Horn
- AMUS 2502 - French Horn
- AMUS 2521 - Trumpet
- AMUS 2522 - Trumpet
- AMUS 2541 - Trombone
- AMUS 2542 - Trombone
- AMUS 2561 - Euphonium
- AMUS 2581 - Tuba
- AMUS 2582 - Tuba
- AMUS 3201 - Voice
- AMUS 3202 - Voice
- AMUS 3221 - Piano
- AMUS 3222 - Piano
- AMUS 3242 - Organ
- AMUS 3261 - Percussion

- AMUS 3262 - Percussion
- AMUS 3281 - Harpsichord
- AMUS 3341 - Violin
- AMUS 3342 - Violin
- AMUS 3362 - Cello
- AMUS 3371 - Double Bass
- AMUS 3382 - Guitar
- AMUS 3401 - Flute
- AMUS 3402 - Flute
- AMUS 3441 - Clarinet
- AMUS 3442 - Clarinet
- AMUS 3461 - Saxophone
- AMUS 3462 - Saxophone
- AMUS 3501 - French Horn
- AMUS 3502 - French Horn
- AMUS 3521 - Trumpet
- AMUS 3522 - Trumpet
- AMUS 3541 - Trombone
- AMUS 3542 - Trombone
- AMUS 3561 - Euphonium
- AMUS 3581 - Tuba
- AMUS 3582 - Tuba
- AMUS 3601 - Conducting
- AMUS 3691 - Composition
- AMUS 3862 - Junior Recital - Performance
- AMUS 4201 - Voice
- AMUS 4202 - Voice
- AMUS 4221 - Piano
- AMUS 4222 - Piano
- AMUS 4242 - Organ
- AMUS 4261 - Percussion
- AMUS 4262 - Percussion
- AMUS 4281 - Harpsichord
- AMUS 4341 - Violin

- AMUS 4342 - Violin
- AMUS 4381 - Guitar
- AMUS 4382 - Guitar
- AMUS 4401 - Flute
- AMUS 4441 - Clarinet
- AMUS 4442 - Clarinet
- AMUS 4461 - Saxophone
- AMUS 4462 - Saxophone
- AMUS 4501 - French Horn
- AMUS 4521 - Trumpet
- AMUS 4522 - Trumpet

- AMUS 4541 - Trombone
- AMUS 4542 - Trombone
- AMUS 4561 - Euphonium
- AMUS 4581 - Tuba
- AMUS 4582 - Tuba
- AMUS 4961 - Recital - Education or B.A.
- AMUS 4962 - Senior Recital - Performance

Music

- MUSC 1000 - Recital Attendance
- MUSC 1033 - The Appreciation of Music
- MUSC 1043 - American Popular Music
- MUSC 1111 - Beginning Piano
- MUSC 1121 - Piano Class
- MUSC 1211 - Diction I
- MUSC 1221 - Diction II
- MUSC 1503 - Basic Music
- MUSC 1601 - Sight-Singing and Ear Training I
- MUSC 1603 - Theory I
- MUSC 2621 - Sight-Singing and Ear Training II
- MUSC 2623 - Theory II
- MUSC 2733 - Introduction to Western and World Music
- MUSC 3141 - Woodwind Instruments Class
- MUSC 3161 - Brass Instruments Class
- MUSC 3181 - String Instruments Class
- MUSC 3211 - Diction III
- MUSC 3221 - Diction IV
- MUSC 3281 - Voice Class
- MUSC 3291 - Percussion Instruments Class
- MUSC 3603 - Theory III
- MUSC 3613 - Theory IV
- MUSC 3632 - Analysis of Musical Form
- MUSC 3662 - Orchestration and Arranging
- MUSC 3743 - Western and World Music II
- MUSC 3753 - Western and World Music III
- MUSC 3813 - Foundations of Music I
- MUSC 3823 - Pedagogy of Music
- MUSC 3833 - Piano Pedagogy
- MUSC 3843 - Keyboard Literature
- MUSC 3862 - Choral Literature
- MUSC 3893 - Music Technology
- **MUSC 4101 – Music Education Learning Management Systems**
- MUSC 4621 - Marching Band Techniques
- MUSC 4823 - Secondary Music Foundations
- MUSC 4833 - Vocal Pedagogy
- MUSC 4843 - Basic Conducting
- MUSC 4853 - Instrumental Conducting

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- MUSC 4863 - Choral Conducting
- MUSC 4873 - Elementary Music Foundations
- MUSC 4883 - Advanced Conducting
- MUSC 4943 - Senior Project
- MUSC 4963 - Independent Study in Music
- MUSC 4971 - Independent Study
- MUSC 4972 - Independent Study

Music Ensemble

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- MUSC 1001 - University Choir
- MUSC 1011 - Oratorio Chorus
- MUSC 1021 - University Symphonic Band
- MUSC 1031 - University Pep Band
- MUSC 1041 - University Marching Band
- MUSC 1071 - University Wind Ensemble
- MUSC 1081 - Percussion Ensemble
- MUSC 1091 - University Orchestra
- MUSC 1931 - Opera Workshop
- MUSC 1941 - University Jazz Ensemble
- MUSC 1961 - Chamber Ensemble
- MUSC 1981 - Midwestern Singers
- MUSC 2001 - University Choir
- MUSC 2011 - Oratorio Chorus
- MUSC 2021 - University Symphonic Band
- MUSC 2031 - University Pep Band
- MUSC 2041 - University Marching Band
- MUSC 2071 - University Wind Ensemble
- MUSC 2081 - Percussion Ensemble
- MUSC 2091 - University Orchestra
- MUSC 2931 - Opera Workshop
- MUSC 2941 - University Jazz Ensemble
- MUSC 2981 - Midwestern Singers

- MUSC 3001 - University Choir
- MUSC 3011 - Oratorio Chorus
- MUSC 3021 - University Symphonic Band
- MUSC 3031 - University Pep Band
- MUSC 3041 - University Marching Band
- MUSC 3071 - University Wind Ensemble
- MUSC 3081 - Percussion Ensemble
- MUSC 3091 - University Orchestra
- MUSC 3931 - Opera Workshop
- MUSC 3941 - University Jazz Ensemble
- MUSC 3961 - Chamber Ensemble
- MUSC 3981 - Midwestern Singers
- MUSC 4001 - University Choir
- MUSC 4011 - Oratorio Chorus
- MUSC 4021 - University Symphonic Band

- MUSC 4031 - University Pep Band
- MUSC 4041 - University Marching Band
- MUSC 4071 - University Wind Ensemble
- MUSC 4081 - Percussion Ensemble
- MUSC 4091 - University Orchestra
- MUSC 4931 - Opera Workshop
- MUSC 4941 - University Jazz Ensemble
- MUSC 4961 - Chamber Ensemble
- MUSC 4981 - Midwestern Singers

<u>Dolores P. Bolin Distinguished Chair of Piano</u>

<u>The Dolores P., D. Phil, and Aurora S. Bolin Distinguished Chair of Piano was established in 1981 through the generous gift of Mrs. Bolin in memory of her husband, Wichita Falls oilman, D. Houston Bolin. In the 1999-2000 academic year D. Phil and Aurora S. Bolin formally established a second fund in further support of the Chair. The Chair was endowed to allow Midwestern State University to enhance its high level of pianistic and musical excellence. Past holders of the Bolin chair were Dr. Peter Armstrong, Julie Bees, and Dr. Nancy Boston. Dr. Ruth Morrow, NCTM, is the current Dolores P. Bolin and D. Phil and Aurora S. Bolin Distinguished Chair of Piano. She holds degrees from Indiana University (D.M., Piano Performance and Pedagogy), Eastman School of Music (M.M., Piano; M.A., Musicology), and Whitman College (B.A., Music, Philosophy).</u>

8. Dr. Camacho made a motion to adopt the following undergraduate course and catalog changes in Fain Fine Arts. Dr. Killion seconded and the motion was adopted. (closed)

Course inventory update- Change of Lec/Lab hours

Course Prefix: ART
Course Number: 4543
Course Title: Topics in Studio Art
Lec/Lab Hrs: 3 (2-4)
(former hours): 3 (3-0)
Type of Course: Lecture/Lab

Course Prefix: MCOM
Course Number: 1243
Course Title: Media Writing and Reporting
Prerequisite: None
Lec/Lab Hrs: 3 (3-0)
(former hours): 3 (2-2)
Type of course: Lecture
Course Objectives: We no longer believe the lab section is useful for this course and would like to list it as a traditional 3-credit course.

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

Undergraduate catalog change for Admission into the Respiratory Care Major (BSRC)-

Respiratory Care, B.S.R.C.

Admission into the Respiratory Care Major (BSRC)

Admission in this policy refers to a formal evaluation of program prerequisites and other course work so that those students who gain formal admission can advance to the junior and senior level respiratory care courses. This policy should not be confused with freshman and sophomore students who are respiratory care majors. Being a respiratory care major does not imply or guarantee program admission. Three admission categories exist: full, conditional, and denied. Full program admission is granted to applicants who have completed all program prerequisites,

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required academic foundation courses and are in good academic standing. Conditional program admission is granted to applicants who have not completed, but are presently enrolled in, course work that will complete the prerequisites and required academic foundation courses. Once a conditionally admitted student successfully completes the required course work the admission status is automatically upgraded to full admission. A student who is conditionally admitted but does not successfully complete the prerequisites, will lose conditional status. **<u>The on-campus BSRC program does not accept prior respiratory care course credits or work experience in lieu of required respiratory care course work, and does not offer advanced placement.</u>**

Applicant Selection Procedures

Due to limited availability of clinical sites, the selection process for admission into the Respiratory Care Program is based upon a ranking system. Applicant ranking will be based upon, but not limited to:

- GPA of prerequisite courses
- Number of prerequisite courses completed at MSU
- Performance on the ATI TEAS Exam
- Applicant Personal Interview with program faculty

The following rules apply to admission to the Respiratory Care Program:

1. Be admitted to the University.
2. Apply to the Respiratory Care Program; applications can be obtained online. Applications will be accepted between January 2 and April 15 for entrance into the program the following summer II semester.
3. Submit a copy of the results of ATI TEAS Exam.
4. All program prerequisites must be completed before taking any respiratory care classes. The program prerequisites are Anatomy and Physiology I and Anatomy and Physiology II, Chemistry, college-level math, Fundamental Clinical Microbiology, Communication area of the core, and General Psychology or Introductory Sociology. A minimum grade of C is required for all program prerequisites.
5. 36 of the 42 required general core credits must be completed prior to being formally admitted to the respiratory care program.
6. Notification of admission is made in writing and requires an acceptance form returned to the Respiratory Care Department. Return of a signed acceptance form signifies that the student agrees to all technical standards outlined in the admission packet.
7. Students will complete all BSRC degree requirements 22 months from beginning respiratory care course work. With the degree requirements completed in May the students are in the best position to be successful when they sit for the National Board Examinations following graduation.

Time Limitation

BSRC degree students must complete all respiratory courses within a 3-year period of time beginning with the initial enrollment into Foundations of Patient Care.

Progression Policy for BSRC Degree

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

1. A minimum grade of C is required for all the following courses:

- BIOL ~~1133~~**1134**, BIOL ~~1233~~**1234**, BIOL 2144
- CHEM - 3 semester hours
- Math area of the core - 3 semester hours
- PSYC 1103 or SOCL 1133
- Communication area of the core - 6 semester hours

Failure to attain a minimum grade of C in each of these courses will prevent the student from being formally admitted to Respiratory Care. All of the above courses must be completed before starting the respiratory care curriculum.

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

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 Specifics and Additional Requirements - 1~~6~~**18** semester hours*

- BIOL ~~1133~~ **1134** - Anatomy & Physiology I for Health Sciences ~~3~~ **4** *
- BIOL ~~1233~~ **1234**- Anatomy & Physiology II for Health Sciences ~~3~~ **4** *
- BIOL 2144 - Fundamental Clinical Microbiology 4

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- CHEM - 3 hours
- PSYC 1103 - General Psychology 3 *
- OR
- SOCL 1133 - Introductory Sociology 3 *

Note:

*~~9~~**11** hours are duplicated in Academic Foundations and Core Curriculum, but the total program hours do not change.

Major – ~~71~~ **69** semester hours

- RESP 3403 - Foundations of Patient Care 3
- RESP 3413 - Introduction to Respiratory Care 3
- RESP 3423 - Physics and Respiratory Care 3
- RESP 3433 - Cardiopulmonary Anatomy and Physiology 3
- RESP 3443 - Basic Respiratory Therapeutics 3
- RESP 3512 - Therapeutic Procedures and Equipment 2
- RESP 3523 - Respiratory Pharmacology 3
- RESP 3543 - Adult Critical Care 3
- RESP 3552 - Adult Critical Care Procedures and Equipment 2
- RESP 3553 - Neonatal and Pediatric Respiratory Care 3
- RESP ~~3561~~ **3562** - Neonatal Procedures and Equipment ~~1~~ **2**
- RESP 3563 - Respiratory Pathophysiology 3
- RESP 3712 - Clinical Practicum I 2 semester hours
- RESP 3722 - Clinical Practicum II 2 semester hours
- RESP 4102 - Clinical Patient Management 2
- RESP 4123 - Data Analysis 3
- ~~RESP 4133 - Developing Leadership Capabilities in Respiratory Care 3~~
- **RESP 4233 - Educational/Administrative Concepts 3**
- ~~RESP 4223 - Education Theory and Practice 3~~
- RESP 4403 - Pulmonary Diagnostics 3
- RESP 4422 - Rehabilitation and Health Promotion 2
- RESP 4423 - Research and Respiratory Care 3
- RESP 4432 - Theoretical Applications 2
- RESP 4433 - Cardiopulmonary Dynamics 3
- RESP 4443 - Management of Health Care Services 3
- RESP 4453 - Advanced Health Assessment 3
- RESP 4711 - Clinical Practicum III 1 semester hour
- RESP 4722 - Clinical Practicum IV 2 semester hours
- RESP 4732 - Clinical Practicum V 2 semester hours

Total Semester Hours - 120

Undergraduate catalog change for Registered Respiratory Therapist-to- BSRC Program-

Registered Respiratory Therapist-to-BSRC Program

This program refers to transfer of previously obtained training in Respiratory Care into the MSU Respiratory Care program. This policy specifically applies to individuals who possess the RRT credential and who wish to pursue the BSRC degree at MSU. The student will submit an official transcript to the University that documents the completion of the Registry level program. The department may grant the holder of the RRT credential 41 semester hours toward the 71 required Respiratory Care semester hours. This professional credential credit will be granted once the student has successfully completed 9 semester hours of MSU Respiratory Care course work.

A minimum of 30 hours must be advanced level.

A minimum of 30 hours must be taken from MSU to satisfy the residency requirement.

Meet the University Writing Proficiency Requirement.

Progression Policy for RRT to BSRC Degree

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

A minimum grade of 75 (C) is required in all respiratory courses. Failure to attain a minimum grade of C in these courses will prevent the student from progressing in the program. A student who fails to achieve a grade of C in any respiratory care course may repeat the course one time. Any student who fails to achieve a grade of C in any two respiratory care courses will be dismissed and not be eligible for readmission.

Failure to achieve a minimum grade of C when repeating a respiratory care course will result in dismissal from the program and the student may not reapply to this respiratory care program.

The BSRC Program's Admission Committee reserves the right to make exceptions to the above due to extenuating circumstances.

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)
RRT Credential - ~~41~~ **39** semester hours

(see details above)
Respiratory Care - 30 semester hours

RRT-BSRC student may choose any combination of the following courses:
RESP 3543 - Adult Critical Care 3
RESP 3553 - Neonatal and Pediatric Respiratory Care 3
RESP 3563 - Respiratory Pathophysiology 3
RESP 4123 - Data Analysis 3
RESP 4133 - Developing Leadership Capabilities in Respiratory Care 3
RESP 4153 - Ethics of Respiratory Care 3
RESP 4223 - Education Theory and Practice 3
RESP 4233 - Educational/Administrative Concepts 3 (may be taken twice with varied content)
RESP 4243 - Advanced Practice Applications 3 (may be taken twice with varied content)
RESP 4403 - Pulmonary Diagnostics 3
RESP 4423 - Research and Respiratory Care 3
RESP 4443 - Management of Health Care Services 3
RESP 4603 - Community Health and Rehabilitation 3
Additional Requirements – 13 **15** semester hours*

BIOL 1133 **1134** - Anatomy & Physiology I 3 **4***
BIOL 1233 **1234** - Anatomy & Physiology II 3 **4** *
BIOL 2144 - Microbiology 4
CHEM 1303 - General-Organic-Biological Chemistry 3

Note:

*6 **8** hours are duplicated in Academic Foundations and Core Curriculum, but the total program hours do not change.

Total Semester Hours - 120

10. Dr. Killion made a motion to adopt the following undergraduate course and catalog changes in Dental Hygiene. Dr. Watson seconded and the motion was adopted. (closed)

Undergraduate catalog change for Dental Hygiene, B.S.D.H.-

Dental Hygiene, B.D.S.H.

(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)
Requirements for a Major in Dental Hygiene - 120 semester hours

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The Dental Hygiene Department offers the Bachelor of Science in Dental Hygiene degree (BSDH). The curriculum consists of (1) the dental hygiene prerequisite courses and the University core curriculum taken during the freshman and sophomore years ~~(55 hours)~~ **(54 hours)** and (2) the dental hygiene courses ~~(65 hours)~~ **(66 hours)** taken during the junior and senior years, after acceptance into the Dental Hygiene Program. Acceptance into the University does not constitute acceptance for admission into the Dental Hygiene Program. Entrance into the Dental Hygiene Program is competitive and limited to the number of clinical positions available in the M.S.U. Gaines Dental Hygiene Clinic (18). A new class is accepted each April for entry into the program the following fall semester.

The Dental Hygiene Program is accredited by the American Dental Association Commission on Dental Accreditation. Completion of degree requirements enables the graduate to take the National Board Dental Hygiene Examination and the State Board Clinical/Jurisprudence Examinations for licensure. The Texas State Board of Dental Examiners has set guidelines and criteria regulating the eligibility of persons with criminal convictions, mental illness, and/or chemical dependency to obtain a license to practice dental hygiene in the state of Texas. All applicants applying for licensure must complete a Fingerprint Criminal Background Check before submitting an application for initial licensure. (Detailed information is available from the Texas State Board of Dental Examiners - http://www.tsbde.state.tx.us - Texas Occupations Code, Title 3, Chapter 263.) A student who has concerns in this area is encouraged to contact the Dental State Board in the state in which he/she wishes to practice early in his/her academic career. Dental hygiene is classified as a Category I level (high-risk) profession for blood-borne pathogens, according to OSHA standards.

A person with certain musculoskeletal conditions may have difficulty performing the daily activities required in the profession of dental hygiene. These include, but are not limited to, degenerative conditions or injuries to the neck, back, shoulder, elbow, wrist, and/or hands. Examples: herniated or bulging disks, chronic rotator cuff symptoms, and carpal tunnel syndrome. It is strongly recommended that individuals with any of these conditions be evaluated by their physician prior to pursuing the dental hygiene degree.

Admission Policies

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

To be considered for admission, the following basic requirements must be met by candidates on or before April 1 (for the following fall's entering class):

Be eligible for admission to M.S.U.

Submit a dental hygiene application and most recent transcripts depicting completed courses, as well as courses in progress, directly to the MSU Dental Hygiene Department with the $25.00 application fee. Dental Hygiene applications can be downloaded from the MSU Dental Hygiene website at http://www.msutexas.edu/academics/hs2/dental/.

Present a minimum cumulative GPA of 3.0 and a minimum science GPA of 3.0 for BSDH prerequisite and core academic courses.

Provide documentation of work experience or 20 hours of observation in a dental office. The documentation form can be downloaded from the MSU Dental Hygiene website listed in #2 above.

Complete the Test of Essential Academic Skills V for Allied Health (TEAS V for AH) with an average score of 63% or higher on the five scored areas in the *Reading* and *English & Language Usage* sections. Exams may be taken only two times within a six month time frame. Contact MSU Testing Services at 940-397-4676. Only TEAS V for AH will be accepted, no exceptions. Exams can be taken at sites other than MSU.

Successfully complete the following courses **prior** to entering the Dental Hygiene Program. Recommended degree plan can be downloaded from the Dental Hygiene website listed in #2 above. May apply to program while enrolled in prerequisite courses.

Dental Hygiene Science Prerequisites - 16 semester hours

BIOL ~~1133~~ **1134**- Anatomy & Physiology I for Health Sciences ~~3~~ **4**
BIOL 123~~3~~ **1234**- Anatomy & Physiology II for Health Sciences ~~3~~ **4**
BIOL 2144 - Fundamental Clinical Microbiology 4
~~BIOL 1333 - Nutrition 3~~
~~OR~~
~~EXPH 2333 - Introduction to Sports Nutrition 3~~

CHEM 1303 - General-Organic-Biological Chemistry 3 – preferred
Or any Chemistry accepted (3 hours)
Additional Course Requirements (and core curriculum specifics) for a BSDH degree (39 hours)

Eleven (11) of the following thirteen (13) courses are required prior to entering the Dental Hygiene Program:

POLS 1333 - American Government 3
POLS 1433 - American Government 3
Communication Core (6 hours)
MATH 1053 - Contemporary Mathematics 3 (or any college-level Mathematics listed in the core curriculum)
HIST 1133 - Survey of American History to 1865 3
HIST 1233 - Survey of American History since 1865 3

PSYC 1103 - General Psychology 3
SOCL 1133 - Introductory Sociology 3
PHIL 2033 - Ethics 3 (Any core course from <u>Language, Philosophy, & Culture</u> is accepted, but an Ethics course will earn an additional **.5** ranking point.)
<u>SCIE 2103 - Understanding Science, Engineering & Technology</u> 3 (Any core course from <u>Undergraduate Inquiry & Creativity</u> is accepted, but <u>SCIE 2103</u> or <u>MWSU 2003</u> will earn an additional **.5** ranking point.)

<u>Cultural & Global Understanding</u> (3 hours)
<u>Creative Arts</u> (3 hours)
Applicant Selection Procedures

Due to the limited availability of clinical positions, the selection process for admission into the Dental Hygiene Program is based upon a ranking system. The Dental Hygiene Program Admissions Committee will evaluate all applications and rank them according to designated point values for the following criteria:

GPA of prerequisite courses (cumulative GPA and science GPA)

Number of prerequisite and core courses completed with a grade of B or better

Number of prerequisite and core courses in progress at application deadline

Number of prerequisite courses taken at MSU

Previous dental-related experience

Dental Hygiene Program Application

Performance on the Test of Essential Academic Skills V for Allied Health (TEAS V for AH)

For additional information on application procedures, admission requirements, and applicant ranking computations, visit the department website at: http://www.msutexas.edu/academics/hs2/dental.
Progression Policy

Dental hygiene courses must be taken in the sequences prescribed. The lack of satisfactory completion of such courses in sequence will result in suspension from the program until the courses can be repeated. Requirements are as follows:

A student must attain a grade of 75 (C) or above in each of the dental hygiene major courses.

Failure to attain a minimum grade of 75 in any course will prevent the student from progressing in the program until the course(s) can be repeated. Dental hygiene courses are offered only once per academic year; therefore, failure of a course(s) will require a student to sit out for a full year.

A student who fails to achieve a grade of 75 in any of the dental hygiene courses may repeat the course only once with the approval of the BSDH Program Admissions Committee. Failure to achieve a minimum grade of 75 when repeating a dental hygiene course results in dismissal from the program, and the student may not reapply to this Dental Hygiene Program.

Failure in any two (2) dental hygiene courses (either the same course twice or two different courses) renders the student ineligible for progression in this dental hygiene program and will result in the dismissal of the student from the program. The student may not reapply to this dental hygiene program.

A student who withdraws from the Dental Hygiene Program and/or the University must go through the dental hygiene admissions process again to be readmitted.

The BSDH Program Admissions Committee reserves the right to make exceptions to the above due to extenuating circumstances.

Major Requirements - ~~65~~ **66** semester hours

DNHY 3002 - Oral Radiology I 2
DNHY 3004 - Dental Hygiene II 4
DNHY 3005 - Clinical Practice II 5
DNHY 3013 - Dental Materials 3
DNHY 3014 - Dental Hygiene I 4
DNHY 3022 - Histology 2
DNHY ~~3023~~ **3024** - Periodontology ~~3~~ **4**
DNHY 3102 - Oral Radiology II 2
DNHY 3114 - Clinical Practice I 4
DNHY 3124 - Head, Neck, and Dental Anatomy 4
DNHY 4003 - Pathology 3
DNHY 4013 - Dental Health Education 3
DNHY 4018 - Clinical Practice III 8
DNHY 4022 - Dental Public Health 2
DNHY 4023 - Dental Hygiene III 3
DNHY 4032 - Dental Hygiene IV 2
DNHY 4038 - Clinical Practice IV 8
DNHY 4103 - Pharmacology 3
Additional Requirements

Students MUST provide documentation of the following prior to October 1st of the first semester in which they are in the dental hygiene program.

An eye examination within the preceding six months.

Health insurance.

Documentation of state and program mandated immunizations (See <u>Dental Hygiene website</u> for documentation criteria).

Transfer Policies

Only students transferring from an accredited dental hygiene program will be considered for admission with advanced standing. Transfer students will be considered on a space available basis and must meet the following criteria:

Transfer students must meet the admission requirements of the University and the Dental Hygiene Department.

Students must submit an application to the MSU Dental Hygiene Department by April 1 for the following fall admission.

Progression requirements for these students are identical to those of the MSU dental hygiene students.

Students wishing to transfer dental hygiene courses from another dental hygiene program must meet the

following criteria:

Dental hygiene courses to be transferred were completed at a CODA accredited dental hygiene program.

A grade of B or better was earned in all dental hygiene courses.

A written statement from the Dean or Chair of the previous program must accompany the application form. The statement must indicate that the student is in good academic standing and is eligible for readmission to the program from which he or she is transferring.

Documentation on dental hygiene courses the student would like to transfer into the MSU Dental Hygiene Program must be submitted in a well-organized notebook to the Chair of the department. A copy of the letter of good standing must accompany the notebook, as well as a copy of the admission application. The faculty of record for selected courses will review the packet for equivalency to MSU dental hygiene courses.

All potential transfer students are reviewed by the Dental Hygiene Admissions Committee, which will make recommendation, regarding admission and placement.

Transfer credit will be evaluated according to University policy.

Transfer students must earn 31 semester credit hours in 3000/4000 level courses at MSU.

11. Dr. Killion made a motion to adopt the following new course additions. Dr.Zuckweiler seconded and the motion was adopted. (closed)

New Course additions-

Course Prefix: RADS
Course Number: 4002
Course Title: Radiographic Image Analysis
Description: This course will focus on the in-depth analysis of radiographic images to include, but not limited to positioning, technique, anatomy and pathology, and quality factors.
Lec/Lab Hrs: 2 (0)
Type of Course: Lecture
Course Objectives: At the end of this course, the student will be able to:
Identify normal anatomy for all radiographic anatomy in the human body.
Differentiate acceptable from unacceptable technical factors.
Judge accuracy of positioning on radiographic images.

Course Prefix: HSHS
Course Number: 2013
Course Title: Inquiry into Holistic Human Wellness
Description: This course will examine a process for success based on temperamental blend, gift and talent inventory, habits as a result of environmental interaction, putting desires for success into context, and strategies for on-the-fly adjustments.
Lec/Lab Hrs: 3 (3-0)

Type of Course: Lecture
Course Objectives:

1. Discuss the Observation, Orientation, Decision, Action (OODA) loop through the observations, decision, and action categories.
2. Describe how emotional, intellectual and spiritual factors affect life success.
3. Develop action plans to address physical, emotional, intellectual, and spiritual needs.
4. Formulate methods of feedback, personalization, and proof of success regarding the OODA process.

12. Dr. Killion made a motion to adopt the following change of course descriptions. Dr.Zuckweiler seconded and the motion was adopted. (closed)

Change of course descriptions-

Course Prefix: RESP
Course Number: 4233
Course Title: Educational/Administrative Concepts
Description: Educational and managerial skills appropriate to the advancement of the respiratory therapist. Students will develop, implement, and evaluate evidence-based practice projects.
Lec/Lab Hrs: 3
Type of course: Lecture
Course Objectives:
- Critique and evaluate research articles
- Develop an assessment instrument
- Evaluate and provide constructive feedback
- Design and present a quality educational presentation

Course Prefix: DNHY
Course Number: 4032
Course Title: Dental Hygiene IV
Description: A study of the rationale, indications and/or contraindications, and utilization techniques for air-powdered polishing ~~units~~ **and nitrous oxide-oxygen analgesia.** ~~CPR recertification and a~~. **A** general review of dental hygiene science, as needed in preparation for the National Board Examination. Preparation for the transition from the school setting to private practice dental offices and/or public health institutions with guest lecturers and discussions on new developments in patient care, resume writing and job interviewing, patient and personal insurance, and legal and ethical decisions facing health care providers. Other major concepts included are the political aspects of dental and dental hygiene care, decision making, responsibility, and accountability. The study of this content assists the students to develop responsibility for personal professional growth.
Lec/Lab Hrs: 2 (2-0)
Type of course: Lecture

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.

Course Prefix: DNHY
Course Number: 4023
Course Title: Dental Hygiene III
Description: A study of the rationale, indications and/or contraindications, and utilization techniques for various procedures including pit and fissure sealants, ultrasonic scaling, periodontal scaling and root ~~planning~~ **debridement.** ~~The concepts of decision making are examined to help students become responsible and account for their actions.~~ Recognition and management of ~~life-threatening emergency situations~~ medical conditions that could result in life-threatening emergency situations are reviewed, with in-depth discussion of the etiological and/or precipitating factors, and the possible ~~effects of these factors on~~ ~~the oral tissues~~ **treatment contraindications and/or modifications**.

Emphasis is placed on the integration of this information with knowledge obtained in prerequisite courses to further develop critical thinking skills in obtaining comprehensive patient medical histories and development of dental hygiene treatment plans. **The concepts of decision making are examined to help students become responsible and account for their actions.** This course must be taken in conjunction with Clinical Practice III to achieve cognitive, psychomotor, and affective skills in patient care procedures covered.

13. Dr. Killion made a motion to adopt the following change of course number, descriptions, and deletions. Dr. Lopez seconded and the motion was adopted. (closed)

Change of course number, descriptions, and lec/lab hours-

Course Prefix: RESP
Course Number: 3562 (former number): 3561
Course Title: Neonatal Procedures & Equip
Lec/Lab Hrs: 2 (0-4)   (former hours): 1 (0-2)

Course Prefix: DNHY
Course Number: 3024 (former number): 3023
Course Title: Periodontology
Description: The study of the normal and pathological structures of the periodontium with emphasis on patient education by the hygienist for the prevention of periodontal disease and gingival problems. Includes information on various treatment modalities for management of periodontal disease **including immune response, periodontal pathogenesis, diseases of the periodontium, risk factors, peri-implantitis, nutritional factors, treatment and prognosis for advanced periodontal disease and an overview of clinical assessment, non-surgical therapy, and maintenance.**
Lec/Lab Hrs: 4 (4-0)   (former hours): 3 (3-0)
Type of course: Lecture

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.

Deletion of course-

Course Prefix: RADS
Course Number: 4232   (former number): 2232
Course Title: Advanced Imaging Modalities
Description: Deletion of course with majority of redundant material.

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

McCoy College of Science, Mathematics and Engineering

a. Computer Science Proposal for an Accelerated Bachelor of Science/Master of Science Degree and Five Year Program effective fall 2021: *Dr. Passos presented the following revised proposal and five year program for consideration, along with catalog changes pertinent to the proposal, effective fall 2021. Dr. Passos made a motion to adopt the proposal and the catalog changes. Dr. Acuña seconded, and the motion was unanimously adopted. (closed)*

Proposal for Accelerated BS/MS Degree in Computer Science

This document proposes an Accelerated Bachelor of Science / Master of Science degree with a major in Computer Science at Midwestern State University (to be effective fall 2021). The primary goal of the program is to reduce the time required to earn both baccalaureate and graduate degrees by allowing students in their senior year to begin their graduate studies and to earn credit for the BS by examination. The rigor and the integrity for the BS and MS will be maintained as follows:
- *Only well-qualified* Midwestern State University undergraduate students will be admitted.
- Students in the BS/MS program will be able to earn credit by examination for up to three *undergraduate* courses based upon satisfactory academic performance in three associated graduate courses. For example, students may earn credit by examination for CMPS 4113 Software Engineering after they have taken <u>CMPS 5153 Advanced Software Engineering.</u> (Note: The graduate courses are at a significantly higher level in content and/or expectation.)
- In addition, the degree requirements for the Accelerated BS/MS program with a major in Computer Science *at the graduate level* are identical to the Master of Science degree with a major in Computer Science – students in the program will follow the same curriculum and complete the same number of graduate semester credit hours.

Rationale for the Accelerated BS/MS Program with a major in Computer Science

With declining enrollments in the Computer Science Master's degree program at Midwestern State University, the time is appropriate to revise the program to be more competitive in attracting students. An earlier proposal to reduce our MS degree from 39/36 hours to 33/30 hours is in line with other institutions in Texas and is pending approval by the Board.) The reduction in hours will allow students in the accelerated program to complete the BS and MS with majors in Computer Science in five years.

Table 1 shows other institutions that offer five-year combined Bachelor of Science/Master of Science degrees with a major in Computer Science.

Table 1. Institutions with 5-year BS/MS Programs with a major in Computer Science.

University	BS Hrs	MS Hrs	Grad Hours applied to BS Degree	BS/MS Hrs
Texas A&M	126	30	9 (UG Credit by "Exam")	147
UT-Dallas	124	33	15 (if grade B or better)	142
UT-Austin	120	30	0 (Students take 12 grad hrs prior to 5th year /requires 18 hour loads as undergrad)	150
University of Oklahoma	120-121	30-33	12 (double credit)	138-142
University of Pittsburgh	120	30	3 (however, BS/MS requires only 138 hrs)	138
U of I – Urbana-Champaign	120	32	9-12	140-143
Virginia Tech	123	30	12	141

Our proposed program is similar to the Fast-Track program at the Texas A&M, which allows up to 9 semester credit hours to be earned at the graduate level while finishing the undergraduate degree. At the end of each semester, students in the program sign up for and earn credit by examination for undergraduate courses by the professor teaching the graduate course in the subject area. Table 2 below summarizes these differences.

Table 2. Similarities and Differences between proposed MSU BS/MS and Texas A&M's.

	Both MSU and Texas A & M		
Similarities	Admit only well-qualified students.		
	Students take up to 9 semester credit hours in their senior year.		
	Identifies specific pairs of advanced undergraduate and graduate courses. Note graduate courses are at a significantly higher level in content and/or		

	expectation.	
	Graduate courses that overlap in content with undergraduate classes are taken and credit by examination is earned for the undergraduate classes.	
	MSU	**Texas A & M**
Differences	BS 120 hours and MS 30/33 hours	BS is 126 hours and MS 30 hours
	Offers 2 out of 3 specific paired core courses and 1 elective paired course	9 specific paired courses offered
	Requires GPA of 3.0, major GPA of 3.0 and a 3.3 in six benchmark CMPS courses. Student cannot have repeated more than 3 courses at MSU and cannot have repeated any course more than once.	Requires GPA of 3.5
	Student must earn B's in graduate courses in their final undergraduate year to remain in the accelerated program.	

It is anticipated that in the initial years of the accelerated program that 4-5 undergraduate BS students per year would be eligible to apply, with the expectation that 2-4 might actually pursue this program. This number would likely rise as the program becomes better known and the total number of computer science majors correspondingly increases with increased demand for graduates.

Obtaining an MS with a major in Computer Science increases job opportunities – many employers now prefer graduates with an MS over a BS with a major in computer science (according to Fast Company, 32% of employers have increased education requirements). It is also important to consider that while most students with a Master's degree earn 18% more than those with Bachelors, with a major in Computer Science it is 30%.

Another reason to create an accelerated program is to attract women and minorities to the field of computer science. There is a lack of representation among computer science professors and graduate assistants to serve as role models for women and minorities in baccalaureate programs, impacting retention. Of those that do complete their undergraduate degree, very few go to graduate school, because they are aggressively recruited by industry. "Only 15% of tenure-track computer science faculty in North America are women." In faculty searches, fewer than 10% of the applicants are women. This is also true for minorities. Additional incentive is required for women and minorities to stay for a graduate degree.

The proposed program should not require any new faculty positions as the department already has a Master's degree program. If the proposed changes successfully attract more students to the graduate program, the expectation is that one new faculty position may be required. Several areas of interest exist for graduate study based on current faculty:

- High Performance Computing

- Cybersecurity
- Computational Science
- Software Engineering
- Networking
- Platform Based Development

Attached to this proposal is a catalog description for the 5-year accelerated BS/MS with a major in Computer Science. Note that students can opt out of the accelerated BS/MS program after their 4th year is completed and receive the BS only.

A five-year program leading to a Bachelor of Science and Master of Science degree with a major in Computer Science offers an expense and time savings and should be very attractive to current and future undergraduates. The accelerated degree program with a major in computer science at Midwestern State University will be in line with other Texas and area schools.

The description on the following pages is what should be placed in the Graduate Catalog. However, it needs to be referenced in the undergraduate catalog for both student's information and for the degree audit staff. That text follows the graduate catalog description.

Accelerated Bachelor of Science/Master of Science with a major in Computer Science

The accelerated Bachelor of Science and Master of Science degree with a major in Computer Science is designed to accelerate a student's education so that both BS and MS degrees can be earned in approximately five years of full-time study. The accelerated program enables well-qualified undergraduate students in their senior year to take approved graduate level courses and to earn credit by examination for advanced undergraduate courses in their undergraduate degree plan. Students apply for the accelerated program and the graduate program before their senior year upon the recommendation of the Graduate Coordinator. Qualified students may earn up to 9 graduate semester credit hours their senior year that satisfy requirements for the master's degree. Students in the program will sign up to earn Credit by Examination for up to 9 undergraduate semester credit hours in approved courses. (Note: Credit by examination may not be used to satisfy the minimum residence requirements for degrees or for honors awarded at graduation.) Students must maintain grades of B or better in the graduate courses they take in their senior year to remain in the accelerated program. So, for example, an undergraduate in the accelerated program who passed 9 semester credit hours of approved graduate coursework with grades of B or better would have only 21-24 semester credit hours of graduate coursework still needed to complete the MS degree.

The qualifications necessary to enter the program, the requirements to complete the program, and the procedures to be followed by students in the accelerated program are described below.

Admission Requirements

An undergraduate BS student with a major in Computer Science qualifies for admission to the Accelerated BS/MS program with a major in computer science, if he or she meets all of the following qualifications:

• Has completed at least 15 semester credit hours at Midwestern State University.

• Has repeated no more than 3 courses at Midwestern State University and has repeated no course more than once.

• Has an overall GPA for all college courses (including transfer courses) of at least 3.0. *

• Has completed at least six of the following benchmark courses corresponding to the student's major (including CMPS 3013), with an average six course GPA of at least 3.33. The combined GPA in all CMPS courses must be at least 3.0. *

    CMPS 2433 Discrete Structures and Analysis
    CMPS 3013 Advanced Structures and Algorithms (*must be included)*
    CMPS 3023 Logic Design
    CMPS 3233 Theory of Computation
    CMPS 4143 Topics in Contemporary Programming Languages
    CMPS 4433 Computer Communications and Networks
    CMPS 4443 Topics in Platform-Based Development
    CMPS 4453 Computer Architecture
    CMPS 4663 Topics in Computer and Networking Security

* GPAs will be computed by the Computer Science Department.

Application to the Accelerated Program

In order to ensure that all requirements are met, admission to the accelerated program is facilitated by the Department of Computer Science. Students are to obtain the accelerated program application from the graduate coordinator and a recommendation letter from their undergraduate advisor by the posted deadline. After the deadline, applications will be circulated for review by a department committee and the Graduate Coordinator of Computer Science. After the reviews are complete, students will receive notification indicating the decision. Students accepted to the accelerated program then file a graduate school application. Students who are denied admission to the accelerated program may apply to the graduate program through the normal admission process. All necessary fees, test requirements, and any other admission criteria will apply.

Accelerated Program Application Deadlines:
    Summer and Fall Terms – May 15 (before Senior Year)
    Spring Term – December 15 (fall before Senior Year)

Prior to registration in graduate level courses in their senior year, all newly admitted accelerated students must attend a New Accelerated Student Orientation session organized by the Computer Science graduate program. Notice of the orientation dates will be emailed to newly admitted students by the graduate coordinator upon admission to the accelerated program.

Students who are admitted to the accelerated BS and MS degree program with a major in Computer Science may opt out in their fourth year and receive the BS degree provided that all requirements for the Bachelor of Science degree with a major in Computer Science have been satisfactorily completed, with the allowed credit by examinations.

Choice of Graduate Courses

Students accepted into the combined program begin the Master of Science coursework in their undergraduate senior year. Students are required to take CMPS 5153 – Advanced Software Engineering and *two* courses from below that count toward the MS degree and for which Credit by Examination may be earned:

CMPS 5143 - Advanced Operating Systems

CMPS 5133 – Advanced Computer Architecture

One approved graduate CMPS course for 3 hours of an undergraduate advanced CMPS elective course.

If students take CMPS 4103 Introduction to Operating Systems, CMPS 4453 Computer Architecture or CMPS 4113 Software Engineering and count them toward their BS degree instead, they forfeit those hours as they will not count toward the MS. However, they may take an approved substitute graduate course in those areas to count toward the MS only. Each semester thereafter, accelerated undergraduate students must consult the Computer Science Graduate Coordinator on their graduate courses, which will follow the requirements for the traditional Master Degree with a major in Computer Science at Midwestern State University.

Students in the accelerated program will take the remaining 9 semester hours in the core for the Master of Science Degree

CMPS 5143 - Advanced Operating Systems *or* CMPS 5133 – Advanced Computer Architecture (depending on which was not taken in the senior year)

CMPS 5113 - Advanced Programming Language Concepts

CMPS 5243 - Algorithm Analysis

and an additional 12-15 graduate semester credits, depending on whether the file paper or non-file paper option is chosen.

Degree Options

Each candidate must choose one of the following options:

1.File Paper Option 30 semester credit hours - Complete 12 additional hours of graduate computer science course work, excluding CMPS 5013 - Fundamentals of Computer Architecture, CMPS 5016 - Fundamentals of Computer Programming, CMPS 5773 - Graduate Internship in Computer Science, and write a substantial file paper meeting guidelines established by the department. CMPS 6903 Research Methods in Computer Science and three credit hours of CMPS 6901 - Independent Graduate Study in Computer Science (one hour in each of three semesters) must be taken in support of a file paper. Note

that students selecting the file paper option must take at least two courses either at the undergraduate or graduate level in the area of interest of their file paper as approved by their research advisor. The Master of Science file paper must be presented before a Computer Science Graduate Committee. The student's first enrollment in CMPS 6901 will be established by the student's research advisor in consultation with the Graduate Coordinator.

2.Non-File Paper 33 semester credit hours - Complete 15 additional hours of graduate computer science course work, exclusive of CMPS 6901 - Independent Graduate Study in Computer Science, CMPS 5013 - Fundamentals of Computer Architecture, CMPS 5016 - Fundamentals of Computer Programming, and CMPS 5773 - Graduate Internship in Computer Science.

Remaining in the Accelerated Program

In order to remain in good standing, an accelerated student must fulfill the following requirements.
1. Must maintain a GPA of at least 3.0 overall and at least 3.0 for graduate courses taken as an undergraduate accelerated student.
2. Must earn a grade of B or better in all graduate courses taken during their final undergraduate year.
3. Must not repeat more than three courses, and must not repeat any course more than once.

If, at any time these requirements are not fulfilled, the student will be dropped from the accelerated program.

Matriculating to the Master's Degree

Upon successful completion of the BS degree with a major in computer science, an accelerated student will continue with the MS degree with a major in computer science, if they are in good standing.

Taking a Break between the Two Degrees

The rules for re-admission apply to students that wish to take a break between the completion of the BS degree and continuation of their graduate studies. Students that take off one long semester need to reapply for admission to the graduate program.

Text for the Undergraduate Catalog

Accelerated Bachelor of Science/Master of Science with a major in Computer Science

The accelerated Bachelor of Science and Master of Science degree with a major in Computer Science program is designed to accelerate a student's education so that both BS and MS degrees can be earned in approximately five years of full-time study. The accelerated program enables well-qualified undergraduate students in their senior year to take approved master's level courses and to earn credit by examination for advanced undergraduate courses in their undergraduate degree plan. Students apply for the accelerated program and the graduate program before their senior year upon the recommendation of the Graduate Coordinator. Qualified students may earn up to 9 graduate semester credit hours their senior year that satisfy requirements for the master's degree. Students in the program will sign up to earn Credit by Examination for up to 9 undergraduate semester credit hours in approved courses. (Note: Credit by examination may not be used to satisfy the minimum residence requirements for degrees or for honors awarded at graduation.) Students must maintain grades of B or better in the graduate courses they take in their senior year to remain in the accelerated program. So, for example, an undergraduate in the accelerated program who passed 9 semester credit hours of approved graduate coursework would have only 21-24 semester credit hours of graduate coursework still needed to complete the MS degree.

Students accepted into the combined program begin the Master of Science coursework in their undergraduate senior year. Students are required to take CMPS 5153 – Advanced Software Engineering and *two* courses from below that count toward the MS degree and for which Credit by Examination may be earned:

> CMPS 5143 - Advanced Operating Systems
>
> CMPS 5133 – Advanced Computer Architecture
>
> One approved graduate CMPS course for 3 hours of an undergraduate advanced CMPS elective course.

If students take CMPS 4103 Introduction to Operating Systems, CMPS 4453 Computer Architecture or CMPS 4113 Software Engineering and count them toward their BS degree instead, they forfeit those hours as they will not count toward the MS. However, they may take an approved substitute graduate course in those areas to count toward the MS only. Each semester thereafter, accelerated undergraduate students must consult the Computer Science Graduate Coordinator on their graduate courses, which will follow the requirements for the traditional Master Degree with a major in Computer Science at Midwestern State University.

The qualifications necessary to enter the program, the requirements to complete the program, and the procedures to be followed by students in the accelerated program are described in the graduate catalog.

Midwestern State University
Fall 2021 CATALOG

BS in Computer Science Degree / Accelerated Master Program - Recommended 5-Year Plan

B.S. - 120 Credit Hours (25 Advanced UG Hours & 9 Graduate Hours Required)
Accelerated M.S. – Additional 21-24 Graduate Credit Hours

Fall Semester	Spring Semester
** 14-15 hours ** CMPS 1044 – Computer Science 1 MATH 1534 – Pre-Calculus ENGL 1143 – Academic Research and Writing Lab Science – 3-4 hours	** 14-15 hours ** CMPS 1063 – Data Structures & ADT CMPS 2084 – Introduction to Computer Architecture MATH 1634 – Calculus 1 Lab Science – 3-4 hours
** 16 hours ** CMPS 2143 – Object-Oriented Programming CMPS 2433 – Discrete Structures & Analysis MATH 1734 – Calculus 2 HIST 1133 – American History to 1865 Communications – 3 hours	** 15 hours ** CMPS 3013 – Advanced Structures & Algorithms CMPS 3023 – Logic Design Social & Behavioral Sciences – 3 hours HIST 1233 – American History since 1865 Cultural & Global Understanding – 3 hours
** 16 hours ** CMPS 4143 – Contemporary Programming Languages CMPS Elective – 3 hours PHYS 1624 – Mechanics, Wave Motion & Heat Language, Philosophy & Culture – 3 hours MATH 2753 or 3533 or 4243	** 16 hours ** CMPS 3233 – Theory of Computation CMPS Advanced Elective – 3 hours POLS 1433 – American Government PHYS 2644 – Electricity, Magnetism & Optics Creative Arts – 3 hours Student can apply for the accelerated program after meeting program requirements.
** 15 hours ** POLS 1333 – American Government CMPS Advanced Elective – 3 hours CMPS Advanced Elective – 3 hours **CMPS 5143 – Advanced Operating Systems** or **CMPS 5133 – Advanced Computer Architecture** **CMPS Graduate Elective** – 3 hours **or *CMPS 6903 Research Methods in CMPS** *The student starts file paper courses.	** 12-14 hours ** CMPS 4991 – Seminar CMPS Advanced Elective – 3 hours Electives – 3-5 hours **CMPS 5153 – Advanced Software Engineering** *CMPS 6901 Ind. Grad Study in CMPS *Student proposes the master project or thesis work
** 10-12 hours ** CMPS 5133 – Advanced Computer Architecture or CMPS 5143 – Advanced Operating Systems	** 10-12 hours ** CMPS 5243 – Algorithm Analysis CMPS Graduate Elective – 3 hours CMPS Graduate Elective – 3 hours

Fall Semester	Spring Semester
CMPS 5113 – Adv Prog Language Concepts CMPS Graduate Elective – 3 hours CMPS Graduate Elective – 3 hours or * CMPS 6901 Ind. Grad Study in CMPS *Student continues the master project or thesis work	CMPS Graduate Elective – 3 hours *or* *CMPS 6901 Ind. Grad Study in CMPS *Student presents final oral defense of master work

*Courses in bold are the ones that count towards the BS and the MS.

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

Dillard College of Business Administration

a. Master of Business Administration in Business Analytics Proposal: *Dr. Nguyen presented the following proposal for consideration, along with Course Inventory Forms and catalog changes pertinent to the proposal, effective fall 2021. Dr. Nguyen made a motion to adopt the proposal, Course Inventory Forms and the catalog changes. Dr. Vandehey seconded and the motion was unanimously adopted. (closed)*

The Master of Business Administration in Business Analytics provides students the depth of analytics expertise and broad business applications to tell the stories, identify opportunities and threats, and solve business problems by using data. The classes are led by professors from multi disciplines who are passionate about analytics. Students will learn from an intensive curriculum across a range of business functions and explore the latest technology and methods of transforming and translating data into meaningful information to make decisions.

Required Courses
ECON 5143 Data Modelling and Forecasting
This course teaches students to analyze and model time series data. Students will analyze data, create forecast models, assess forecast models, and forecast future data values. This includes learning about autoregressive models, autoregressive moving average models, the ARIMA model, conditional heteroscedasticity models, vector autoregressive models, and vector error correction models. These methodologies can be used to forecast business data and data from other areas.
MIS 5113 Introduction to Business Analytics
This course provides an overview of the business analytics ecosystem with introductions on three types of analytics: descriptive, predictive, and prescriptive. Applications and tools of business analytics are the focus. In addition, data foundations, as well as big data concepts, are also discussed.

BUAD 5603 Advanced Applied Business Statistics
The course is structured around the most commonly used SAS statistical procedures. Students will learn how to test the assumptions for all relevant statistical tests. Major topics include descriptive statistics, one-and two-sample tests, ANOVA, correlation, linear and multiple regression, and analysis of categorical data. The course focuses on the use and interpretation of SAS results while also demonstrating the logic, reasoning, and calculations that lie behind any statistical analysis. Furthermore, the course emphasizes the application of statistical tools to real-life business concerns.

Elective Courses
MIS 5603 Data Visualization
This course will introduce data visualization - the art and science of turning data into readable figures and graphics. Multiple techniques and algorithms for creating more effective and clearer visualization will be introduced. Students will go through the process includes data modeling, data preparation, mapping data attributes to graphical attributes, and visual encoding based on known properties of visual perception as well as the tasks at hand. Students will also learn the value of visualization and how to best leverage visualization methods. The learning process will emphasize design and practical business applications.
MIS 5613 Data Mining and Text Analytics in Business
The course will provide an overview of data mining, text analytics, and their applications to business problems. Details on the theories and algorithms will be discussed, together with their applications to real business solutions. Hands-on exposure to different data mining methods will be obtained through case studies using mainstream data mining tools. The modern text analytics framework will also be introduced.

BUAD 5623 Model-based Problem Solving
This course teaches students to use mathematical programming modeling to develop models that lead to making better decisions based on optimization given some constraints. This includes learning about linear programming models, dynamic programming models, integer linear programming models, and nonlinear programming models. Learning about these methodologies provides students a set of tools that can be used to make decisions about the optimal use and allocation of limited resources by businesses and government institutions.
BUAD 5633 Applied Analysis of Business Process
This course applies business process concepts, methodologies, and tools to solve real-world problems in business, government, and academic contexts. Students will develop and present solutions to problems they analyze, including business process software use, six sigma analysis, and statistical software. The course emphasizes analytical thinking in structuring problems, creating solutions, and effectively communicating those solutions to a broad audience.

Changes of course title, description, prerequisites, and lab/lec hrs. - Effective fall 2021

1. Dillard College of Business Administration

    a. **Business Administration:** *Dr. Nguyen presented the following course prerequisite, course description, and course title changes for consideration, effective fall 2021. Dr.*

Nguyen made a motion to adopt the Course Inventory Forms related to the course prerequisite, course description, and course title changes. Dr. Vandehey seconded, and the motion was unanimously adopted. (closed)

BUAD 5603: Advanced Applied Business Statistics
Description: ~~Computerized statistical analysis. Inferential statistics, estimation, and testing hypotheses with emphasis on ANOVA, multiple regression, and nonparametric statistics.~~ **The course is structured around the most commonly used SAS statistical procedures. Students will learn how to test the assumptions for all relevant statistical tests. Major topics include descriptive statistics, one-and two-sample tests, ANOVA, correlation, linear and multiple regression, and categorical data analysis. The course focuses on the use and interpretation of SAS results while also demonstrating the logic, reasoning, and calculations that lie behind any statistical analysis. Furthermore, the course emphasizes the application of statistical tools to real-life business concerns.** Prerequisite(s) ~~BUAD 5006 or BUAD 3033 or equivalent and~~ **Consent of the Graduate Coordinator**. Lecture 3(3-0)
Course Objectives:
A new course description is being proposed in order to provide students with business-oriented descriptions of the course.

ECON 5143: **Data Modeling and Forecasting**
Description: ~~Investigation of major theories used to determine and evaluate employment, output, prices, and growth. Various potential policies are identified and evaluated with respect to particular macroeconomic conditions.~~ **This course teaches students to analyze and model time series data. Students will analyze data, create forecast models, assess forecast models, and forecast future data values. This includes learning about autoregressive models, autoregressive moving average models, the ARIMA model, conditional heteroscedasticity models, vector autoregressive models, and vector error correction models. These methodologies can be used to forecast business data and data from other areas.**
Prerequisite(s) Consent of the Graduate Coordinator. Lecture 3(3-0)
Course Objectives:
   A new course description is being proposed in order to provide students with business-oriented descriptions of the course.

MIS 5113: ~~Information Technology Management~~ **Introduction to Business Analytics**

Description: ~~Overview of information technology and how it might provide a strategic advantage for management. The competitive, cultural, global, and political impact of all information technologies will be studied.~~ **This course provides an overview of the business analytics ecosystem with introductions on three types of analytics: descriptive, predictive, and prescriptive. Applications and tools of business analytics are the focus. In addition, data foundations, as well as big data concepts, are also discussed.**
Prerequisite(s) Consent of the Graduate Coordinator. Lecture 3(3-0)
Course Objectives:
   A new course description is being proposed in order to provide students with business-oriented descriptions of the course.

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 2021

1. Dillard College of Business Administration

a. **Business Administration:** *Dr. Nguyen presented the following new course changes for consideration, effective fall 2021. Dr. Nguyen made a motion to adopt the Course Inventory Forms for the new course changes. Dr. Wood seconded, and the motion was unanimously adopted. (closed)*

BUAD 5623: **Model-Based Problem Solving**

Description: **This course teaches students to use mathematical programming modeling to develop models that lead to making better decisions based on optimization given some constraints. This includes learning about linear programming models, dynamic programming models, integer linear programming models, and nonlinear programming models. Learning about these methodologies provides students a set of tools that can be used to make decisions about the optimal use and allocation of limited resources by businesses and government institutions.** Prerequisite(s) **Consent of the Graduate Coordinator**. Lecture 3(3-0)
Course Objectives:
  To adapt to the industry's and student's needs in using data to solve problems.

BUAD 5633: Applied Analysis of Business Processes

Description: **This course applies business process concepts, methodologies, and tools to solve real-world problems in business, government, and academic contexts. Students will develop and present solutions to problems they analyze, including business process software use, six sigma analysis, and statistical software. The course emphasizes analytical thinking in structuring problems, creating solutions, and effectively communicating those solutions to a broad audience**. Prerequisite(s) **Consent of the Graduate Coordinator**. Lecture 3(3-0)
Course Objectives:
  To adapt to the industry's and student's needs in using data to solve problems.

MIS 5603: Data Visualization

Description: **This course will introduce data visualization - the art and science of turning data into readable figures and graphics. Multiple techniques and algorithms for creating more effective and clearer visualization will be introduced. Students will go through the process includes data modeling, data preparation, mapping data attributes to graphical attributes, and visual encoding based on known properties of visual perception as well as the tasks at hand. Students will also learn the value of visualization and how to best leverage visualization methods. The learning process will emphasize design and practical business applications.** Prerequisite(s) **Consent of the Graduate Coordinator**. Lecture 3(3-0)
Course Objectives:
  To adapt to the industry's and student's needs in using data to solve problems.

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.

MIS 5613: Data Mining and Text Analytics in Business

Description: **The course will provide an overview of data mining, text analytics, and their applications to business problems. Details on the theories and algorithms will be discussed, together with their applications to real business solutions. Hands-on exposure to different data mining methods will be obtained through case studies using mainstream data mining tools. The modern text analytics framework will also be introduced.** Prerequisite(s) **Consent of the Graduate Coordinator**. Lecture 3(3-0)
Course Objectives:
     To adapt to the industry's and student's needs in using data to solve problems.

Catalog Changes - Effective Fall 2021

1. Dillard College of Business Administration

   a. **Business Administration:** *Dr. Nguyen presented the following catalog changes for consideration, effective fall 2021. Dr. Nguyen made a motion to adopt the following catalog changes related to the Course Inventory Forms. Dr. Vandehey seconded, and the motion was unanimously adopted. (closed)*

MBA

Each student will take 8 required graduate courses (24 semester hours) plus 3 graduate electives (9 semester hours) for a total of 33 semester hours.

ACCT 5213 - Cost Analysis and Control
BUAD 5603 - Advanced Applied Business Statistics
ECON 5113 - Managerial Economics **or** ECON 5143 - ~~Macroeconomics~~ **Data Modeling and Forecasting**
FINC 5713 - Financial Administration
MGMT 5443 - Current Issues in Organizational Behavior
MGMT 6883 - Graduate Seminar in Business Policy
MIS 5113 - ~~Information Technology Management~~ **Introduction to Business Analytics**
MKTG 5513 - Graduate Seminar in Marketing
Approved Graduate Level Electives - 9 hours*

Total - 33 hours

Note:

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.

* Students completing a thesis will take BUAD 6983, BUAD 6993, and one graduate elective course for a total of 9 hours. The Dillard College offers concentrations in Accounting**, Business Analytics,** and in Energy Management. Students completing a concentration will take three graduate electives in that concentration area as approved by the Graduate Coordinator for a total of 9 hours; the transcript will reflect the concentration. **Students must complete ECON 5143 to meet the Business Analytics concentration.**

Courses

Accounting
ACCT 5013 - Graduate Petroleum Accounting
ACCT 5093 - Federal Estate and Gift Tax
ACCT 5123 - Advanced Accounting
ACCT 5213 - Cost Analysis and Control
ACCT 5223 - Accounting Research and Communication
ACCT 5313 - Energy Accounting and Law
ACCT 5893 - Graduate Internship in Accounting
ACCT 6553 - Independent Graduate Study in Accounting
ACCT 6663 - Special Graduate Topics in Accounting
Business Administration
BUAD 5006 - Foundations for the MBA
BUAD 5603 - Advanced Applied Business Statistics
BUAD 5623 – Model-Based Problem Solving
BUAD 5633 – Applied Analysis of Business Processes
BUAD 5893 - Graduate Internship in Business Administration
BUAD 5993 - Graduate International Issues in Business
BUAD 6553 - Independent Graduate Study in Business Administration
BUAD 6663 - Special Graduate Topics in Business Administration
Economics
ECON 5113 - Managerial Economics
ECON 5143 - ~~Macroeconomics~~ **Data Modeling and Forecasting**
ECON 6553 - Independent Graduate Study in Economics
Finance
FINC 5313 - Energy Industry Finance
FINC 5713 - Financial Administration
FINC 5933 - Student Managed Investment Fund I
FINC 5943 - Student Managed Investment Fund II
FINC 6553 - Independent Graduate Study in Finance
Management
MGMT 5313 - Energy Management
MGMT 5413 - Contemporary Perspectives in Human Resource Management
MGMT 5443 - Current Issues in Organizational Behavior
MGMT 5453 - Graduate Seminar in Entrepreneurship
MGMT 5733 - Leadership and Teamwork
MGMT 6553 - Independent Graduate Study in Management
MGMT 6663 - Special Graduate Topics in Management
MGMT 6883 - Graduate Seminar in Business Policy

Management Information Systems
MIS 5113 - ~~Information Technology Management~~ **Introduction to Business Analytics**
MIS 5603 Data Visualization
MIS 5613 Data Mining and Text Analytics in Business
MIS 6553 - Independent Graduate Study in MIS
Marketing
MKTG 5513 - Graduate Seminar in Marketing
MKTG 6553 - Independent Graduate Study in Marketing
MKTG 6663 - Special Graduate Topics in Marketing

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

Gordon T. and Ellen West College of Education

a. Education – Ed.D. in EDLE: *Dr. Acuña presented the following course prerequisite, course description, course title and lec/lab hr changes for consideration, effective fall 2021. Dr. Acuña made a motion to adopt the Course Inventory Forms in bulk for the changes. Dr. Watts seconded, and the motion was unanimously adopted. (closed)*

Changes of course title, description, prerequisites, and lab/lec hrs. - Effective fall 2021

EDLE 6013: Politics and Community Relations
Description: **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.~~ Prerequisite(s) None. Lecture 3(3-0)

EDLE 6033: School Organization and Management

Description: **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~~. Prerequisite(s) None. Lecture 3(3-0)

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

EDLE 6053: Superintendent Practicum

Description: 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~~ **The** Texas State Superintendent's Exam will be reviewed **and 160 practicum hours will be completed.** Prerequisite(s) EDLE 6003, EDLE 6013, ~~EDLE 6023~~, EDLE 6033, EDLE 6043, **EDLE 6133**. Lecture **3(1-4)** Type of Course: ~~Lecture~~ **Practicum**

EDLE 6063: Advanced Education Law

Description: ~~Builds on the content of the prerequisite course by focusing~~ **Focuses** 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. Prerequisite(s) None. Lecture 3(3-0)

EDLE 6083: Evidence Informed Perspectives on Practice

Description: An introduction to the problems of practice, roles of scholarly practitioners, inquiry in the field, and the culminating experience of the Dissertation **in** ~~of~~ Practice. Prerequisite(s) None. Lecture 3(3-0)

EDLE 6103: Leading through Crisis
Description: This course focuses on methods for crisis leadership. The topic will flex to reflect current ~~society~~ **societal** and educational issues. Prerequisite(s) None. Lecture 3(3-0)

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

Catalog Changes - Effective fall 2021

Gordon T. and Ellen West College of Education

a.   **Education:** *Dr. Acuña presented the following catalog changes for consideration, effective fall 2021. Dr. Acuña made a motion to adopt the catalog changes related to the Course Inventory Forms. Dr. Watts seconded, and the motion was unanimously adopted. (closed)*

https://catalog.msutexas.edu/preview_program.php?catoid=27&poid=3770
Effective Fall 2021

Educational Leadership, M.Ed.

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

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

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

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

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

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

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

Core courses are:

> EDLE 5593 - Leadership and Communication Processes
> EDLE 5603 - Introduction to Leadership
> EDLE 5623 - School Law and Personnel

EDLE 5643 - School Business Management

EDLE 5683 - Instructional Improvement and Staff Development

Additional courses are:

EDLE 5583 - Curricular Supervision for School Leaders

EDLE 5653 - Building School Communities for Diverse Learners

EDLE 5663 - Community Politics and Public Relations

EDLE 5673 - Leadership in School Change

EDLE 5693 - Graduate Practicum in Educational Leadership

EDUC 5053 - Introduction to Research

EDUC 6753 - Applied Research

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

Core courses are:

EDLE 5703 - Personal Leadership for Education Professionals

EDLE 5713 - Leading through Effective Communication

EDLE 5723 - Understanding P-12 School Law

EDLE 5733 - Public School Financial Management

EDLE 5743 - Supervising Instruction and Instructor Development

Additional courses are:

EDLE 5583 - Curricular Supervision for School Leaders

EDLE 5653 - Building School Communities for Diverse Learners

EDLE 5663 - Community Politics and Public Relations

EDLE 5673 - Leadership in School Change

EDUC 5053 - Introduction to Research

EDUC 6753 - Applied Research

Electives:

3 hours of electives to be chose from the West College of Education Graduate Courses.

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

This program requires 42 semester credit hours.

Courses are:

EDBE 6223 - Current Issues in Bilingual/ELL Education

EDLE 5593 - Leadership and Communication Processes

EDLE 5603 - Introduction to Leadership

EDLE 5623 - School Law and Personnel
EDLE 5643 - School Business Management
EDLE 5673 - Leadership in School Change
EDLE 5683 - Instructional Improvement and Staff Development
EDLE 5693 - Graduate Practicum in Educational Leadership
EDUC 5053 - Introduction to Research

Additional courses:

Additional Approved Graduate Courses - 15 semester credit hours.

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

This program requires 42 semester credit hours.

Courses are:

EDLE 5593 - Leadership and Communication Processes
EDLE 5603 - Introduction to Leadership
EDLE 5623 - School Law and Personnel
EDLE 5643 - School Business Management
EDLE 5673 - Leadership in School Change
EDLE 5683 - Instructional Improvement and Staff Development
EDLE 5693 - Graduate Practicum in Educational Leadership
EDUC 5053 - Introduction to Research
SPED 5613 - Foundations of Special Education
SPED 6013 - Teaching Strategies for Affective Disorders
SPED 6913 - Special Education Law
SPED 6953 - Special Graduate Topics in Special Education
SPED 6963 - Foundations of Ethics and Practice Standards

Additional course:

An additional 3 hours of electives in Special Education.

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

This program requires 42 semester credit hours.

Courses are:

EDLE 5593 - Leadership and Communication Processes
EDLE 5603 - Introduction to Leadership

EDLE 5623 - School Law and Personnel
EDLE 5643 - School Business Management
EDLE 5673 - Leadership in School Change
EDLE 5683 - Instructional Improvement and Staff Development
EDLE 5693 - Graduate Practicum in Educational Leadership
EDUC 5053 - Introduction to Research
EDUC 6753 - Applied Research
SPAD 5033 - Ethics & Legal Issues in Sport Management
SPAD 5513 - Inclusion and Diversity in Sport
SPAD 5523 - Event & Facilities Management
SPAD 5623 - Media & Community Relations in Sport
SPAD 5723 - Sport Marketing & Finance

Higher Education Administration, M.Ed

Mission Statement: The Master of Education with a major in Educational Leadership and a Concentration in Higher Education focuses on broad-based areas of knowledge and study that examines the management and coordination of programs, policies, and processes pertaining to colleges and universities. Graduates with a master's may work in university housing, student affairs, admissions, enrollment management and retention, university advancement or many of the other non-academic areas of universities and colleges. Current practitioners in respective areas of university operations develop and deliver the curriculum, rather than theorists.

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

This program requires 36 semester credit hours

EDUC 5053   Introduction to Research
EDUC 6753   Applied Research
EDLE 5703   Personal Leadership for Education Professionals
EDLE 5713   Leading through Effective Communication
EDLE 5663   Community Politics and Public Relations
EDLE 5443   Higher Education Business & Finance
IDT 5103   Digital Literacies: Navigate, Evaluate, and Create
EDLE 5633   Administration of Higher Education
EDLE 5513   The College Student
COUN 6013   Human Relations
EDUC 6813   Graduate Capstone in Professional Studies
EDUC 6823   Graduate Practicum in Professional Studies

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

https://catalog.msutexas.edu/preview_program.php?catoid=27&poid=3773&returnto=1400
EFFECTIVE FALL 2021

Educational Leadership, EdD

◁ Return to: Gordon T. and Ellen West College of Education
Beginning Spring 2021:
Program Information:

The West College of Education at Midwestern State University has received accreditation through the Council for Accreditation of Educator Preparation (CAEP). The EdD program reflects National Educational Leadership Preparation 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 EdD program are eligible to apply for Texas Superintendent Certification upon satisfactory completion of relevant coursework, practicum and state examination.

All students must meet the admission standards for the University and the West College of Education. The EdD with a major in Educational Leadership requires 54 semester hours (57 for the superintendent certificate). The curriculum focuses on knowledge and skills necessary for district level roles and responsibilities. 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; and 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 in 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
Dr. Billie Doris McAda Graduate School admission criteria:

This program will seek to become nationally competitive by providing an affordable, quality EdD degree 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:

A bachelor's degree from a regionally accredited institution. 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. International graduate student applicants must submit a course-by-course credential evaluation with GPA that includes verified transcripts. MSU strongly prefers the WES ICAP evaluation, but will accept a comparable evaluation from a NACES member.

A cumulative undergraduate GPA of at least 3.0 from the student's graduating institution.

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.

An undergraduate background determined by the graduate faculty of the student's intended major to be adequate for success in the student's intended major.

Educational Leadership (EdD) doctoral program admission criteria:

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:

Graduate application and processing fee.
Official GRE scores (< 5 years old).
Official transcripts from all higher education institutions attended by the applicant.

For students pursuing Superintendent Certification:

Complete program application form and a copy of principal certification.
Curriculum Vitae
Three reference letters (One letter should be from a college or university professor.)
An essay describing candidate's career goals and how obtaining a doctoral degree will impact those goals.
A case study writing response.
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 information to assess the communication skills, professional knowledge, and level of motivation as indicators of student readiness. Candidates are selected for admission as a cohort. All students will be considered full-time students, as they will take two courses per semester/session (6 SCH) to stay on track with their cohort.

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 9 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

The dissertation is not a traditional five-chapter format but rather a dissertation of practice. The dissertation of practice is an opportunity for EdD program participants to bring to bear analytic abilities, professional understandings, contextual knowledge, and teamwork skills they have accumulated throughout the entire program and apply these skills to a focused management consulting project undertaken for a client in the community.

Dissertation Committee Requirements

A dissertation committee, appointed in conjunction with the student and graduate faculty, is determined before a doctoral student has accumulated 45 semester credit hours, including any transfer hours. The dissertation committee consists of at least three Graduate Faculty members.

All committee members must be either Graduate Faculty or Graduate Faculty Associates/Adjunct approved to perform specified Graduate Faculty duties.

The committee may include one Associate Graduate Faculty member external to the academic department or program but within Midwestern State University.

The committee may include one Adjunct Graduate Faculty member external to Midwestern State University.

Member Roles

An Appointment of Dissertation 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.

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.

Outside Representative: One member may be external to the student's major program but within Midwestern State University.

Courtesy Member: Faculty external to Midwestern State University may serve as 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.

Changes to the Committee

Changes may occur to a dissertation committee any time prior to the submission of the Application for

Final Oral Exam using a change request form. If the dissertation committee chair leaves the employ of the University, retires, or is otherwise unable to serve on the Committee, the graduate coordinator shall notify the Dr. Billie Doris McAda Graduate School 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 dissertation committee, with approval of the departmental Graduate Committee and the Dean of the Dr. Billie Doris McAda Graduate School. A resident Graduate Faculty member shall serve as co-chair.

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 student, graduate coordinator and dean of the Dr. Billie Doris McAda Graduate School.

If a member other than the chair leaves the employ of the University or retires, a replacement who is a resident graduate faculty member is appointed. When continuing expertise is needed and the faculty member is willing to continue serving, he/she may continue as an outside representative, with the approval of the Supervisory Committee Chair and the concurrence of the dean of the Dr. Billie Doris McAda Graduate School.

Continuous Registration

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

Failure to register may 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 the student will be an August graduate.

<u>Courses which contribute to Superintendent Certificate Eligibility</u>

<u>For EdD candidates seeking Superintendent Certification, satisfactory completion of the following courses will lead to eligibility to take the state Superintendent Certification Exam:</u>

<u>EDLE 6003 District Level Leadership</u>
<u>EDLE 6013 Politics and Community Relations</u>
<u>EDLE 6043 Understanding teachers and teaching</u>
<u>EDLE 6133 District Financial Leadership</u>
<u>EDLE 6033 School Organization and Management</u>
<u>EDLE 6053 Superintendent Practicum</u>

The EdD with a major in Educational Leadership requires 54 semester hours.

Required Core - 15 semester credit hours:

EDLE 6093 - Cultural Foundations in Educational Leadership
EDLE 6103 - Leading through Crisis
EDLE 6143 - Theories of Leadership, Administration, and Organizational Management
EDLE 6153 - District Financial Leadership
EDLE 6063 - Advanced Education Law

Research Courses - 12 semester credit hours:

EDLE 6073 - Data-Based Decision Making
EDLE 6083 - Evidence Informed Perspectives on Practice
EDLE 6123 - Qualitative Decision Analysis
EDLE 6133 - Writing and Research Design for Educational Leadership

District Leadership Core - 18 semester credit hours:

EDLE 6003 - District Level Leadership
EDLE 6013 - Politics and Community Relations
EDLE 6023 - Program Evaluation
EDLE 6033 - School Organization and Management
EDLE 6043 - Understanding Teachers & Teaching
EDLE 6113 - Educational Accountability and Student Assessment

Dissertation - 9 semester credit hours:

EDLE 6203 - Dissertation

The EdD with a major in Educational Leadership and superintendent certificate requires 57 semester hours. Students will take the courses as listed above and EDLE 6053.

EDLE 6053 - Superintendent Practicum

19. Dr. Zuckweiler made a motion to adopt the following graduate new courses in
Education. Dr. Killion seconded and the motion was adopted. (closed)

New Course Additions - Effective fall 2021

 Gordon T. and Ellen West College of Education

Education – M.Ed. in EDLE with concentration in Higher Education: *Dr. Acuña presented the following new course additions for consideration, effective fall 2021. Dr. Acuña made a motion to adopt the Course Inventory Forms for the new courses. Dr. Watts seconded, and the motion was unanimously adopted. (closed)*

EDLE 5443: Higher Education Business and Finance
Description: **Business management and financial aspects of administration in higher education; federal and state funding, institutional planning, budgeting and controlling, sources of financial support and business operations in higher education.** Prerequisite(s) None. Lecture 3(3-0)
Course Objectives:
  Understand how institutions of higher education are financed and the major sources of revenue.

  Become familiar with the administration and finance division of higher education, including accounting, budgeting, human resources and payroll, and operations and maintenance of plant.
  Understand the broad administrative functions in higher education including academic affairs, student affairs, enrollment management, advancement and public affairs and their relationship to higher education finance.
  Understand higher education operations and capital budget development and master planning.

  Consider the effects of economic, political, and social issues on higher education access, funding, and resource allocations. (e.g. the CB's TX60x30 campaign, "Closing the Gaps," the Nursing Shortage Reduction Program funding, "Year-round Pell," Diversity & Inclusion, FAFSA requirements, test optional, etc.)

EDLE 5513: The College Student
Description: **Nature, needs and characteristics of American college students; developmental tasks, peer group relations and impact of college environment on student development. Research from behavioral sciences.** Prerequisite(s) None. Lecture 3(3-0)
Course Objectives:
  Understand the demographics of the American college student by institution type.
  Understand and navigate competing student interests.
  Evaluate the impact of different college environments on student identity formation.
  Explain how student identity intersection affects peer relations.
  Explain how campus environments shape the experiences of students.
  Discuss how the implementation of institutional policies, processes, and programs affect the success of different student populations.

Understand how you are affected by the campus environments you operate within as a professional and reflect on how campus environments influenced your undergraduate experiences.

EDLE 5663: Administration of Higher Education
Description: **Survey of management principles in higher education; functions in delegation, direction, operation, governance and financing applied to postsecondary institutions.**
Prerequisite(s) None.
Lecture 3(3-0)
Course Objectives:

Understand models and types, and control of higher education; opportunities and challenges faced by higher education institutions; and strategies to successfully manage these institutions.
Understand federal and state policy environments.
Examine organizational theory and impact on institutional climate, change, and decision making.
Analyze different governance models.

Demonstrate familiarity with the complexity of colleges and universities as organizations by understanding:
(1) different internal actors involved in university administration and governance; (2) various external influences and factors that may impact colleges and universities; and (3) multiple cultures and norms that develop within and across organizations.
Explore different sources of revenue, including tuition, fees, state support, federal support, auxiliary, grants, and gifts.
Understand basic tenants of fund accounting and impact on different sources of revenue.

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

Catalog Changes - Effective fall 2021

 Gordon T. and Ellen West College of Education

Education - COUN: *Dr. Rutherford presented the following catalog changes for consideration, effective fall 2021. Dr. Rutherford made a motion to adopt the catalog changes. Dr. Vandehey seconded, and the motion was adopted with 13 in favor and 1 abstaining. (closed)*

https://catalog.msutexas.edu/preview_program.php?catoid=27&poid=3451&returnto=1400
Effective Fall 2021
Clinical Mental Health Requirements:

- COUN 5103 - Professional Orientation
- COUN 5203 - Introduction to Counseling

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.

- COUN 5213 - Human Development and Learning
- COUN 5223 - Career Development Counseling
- COUN 5243 - Group Counseling
- COUN 5253 - Assessment
- COUN 5263 - Diagnosis and Treatment Planning
- COUN 5273 - Theories and Techniques of Counseling
- COUN 5283 - Advanced Counseling Skills
- COUN 5293 - Practicum in Counseling
- COUN 5303 - Ethics and Issues in Counseling
- COUN 5323 - Marriage and Family Counseling
- **COUN 5343- Introduction to Reality Therapy**
- COUN 5363 - Multicultural Counseling
- **COUN 5513 Counseling Children for Clinical Mental Health**
- COUN 5803 - Substance Abuse Counseling
- COUN 6013 - Human Relations
- COUN 6043 - Graduate Internship (6 hours)
- ~~EDUC 5053 - Introduction to Research~~
- **COUN 5503 – Counseling Research and Program Evaluation**

~~Graduate Level Courses - 6 semester hours~~

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

- ~~COUN 5113 - Mediation and Conflict Resolution~~
- ~~COUN 5343 - Introduction to Reality Therapy~~
- ~~COUN 5803 - Substance Abuse Counseling~~

Clinical Mental Health with a concentration in School Counseling Requirements:

- COUN 5103 - Professional Orientation
- COUN 5213 - Human Development and Learning
- COUN 5223 - Career Development Counseling
- COUN 5233 - Comprehensive School Counseling Services
- COUN 5243 - Group Counseling
- COUN 5253 - Assessment
- COUN 5263 - Diagnosis and Treatment Planning
- COUN 5273 - Theories and Techniques of Counseling
- COUN 5283 - Advanced Counseling Skills
- ~~COUN 5293 - Practicum in Counseling~~
- **COUN 5343- Introduction to Reality Therapy**
- **COUN 5813 – Practicum in School Counseling**

- COUN 5303 - Ethics and Issues in Counseling
- COUN 5363 - Multicultural Counseling
- COUN 5403 - Introduction to School Counseling
- **COUN 5803 - Substance Abuse Counseling**
- ~~COUN 6013 - Human Relations~~
- COUN 6023 - Counseling Children
- ~~COUN 6043 - Graduate Internship (6 hours)~~
- **COUN 5823 – Graduate Internship School Counseling (6 hours)**
- ~~EDUC 5053 - Introduction to Research~~
- **COUN 5503 – Counseling Research and Program Evaluation**
- **SPED 5013 Exceptional Individuals – (for certification)**

~~Graduate Level Courses - 6 semester hours~~

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

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

https://catalog.msutexas.edu/preview_program.php?catoid=27&poid=3480&returnto=1400

Effective Fall 2021

Clinical Mental Health with a concentration in School Counseling Requirements:

- COUN 5103 - Professional Orientation
- COUN 5213 - Human Development and Learning
- COUN 5223 - Career Development Counseling
- COUN 5233 - Comprehensive School Counseling Services
- COUN 5243 - Group Counseling
- COUN 5253 - Assessment
- COUN 5263 - Diagnosis and Treatment Planning
- COUN 5273 - Theories and Techniques of Counseling
- COUN 5283 - Advanced Counseling Skills
- ~~COUN 5293 - Practicum in Counseling~~
- **COUN 5343- Introduction to Reality Therapy**
- **COUN 5813 – Practicum in School Counseling**
- COUN 5303 - Ethics and Issues in Counseling
- COUN 5363 - Multicultural Counseling

- COUN 5403 - Introduction to School Counseling
- **COUN 5803 - Substance Abuse Counseling**
- ~~COUN 6013 - Human Relations~~
- COUN 6023 - Counseling Children
- ~~COUN 6043 - Graduate Internship (6 hours)~~
- **COUN 5823 – Graduate Internship School Counseling (6 hours)**
- ~~EDUC 5053 - Introduction to Research~~
- **COUN 5503 – Counseling Research and Program Evaluation**
- **SPED 5013 Exceptional Individuals – (for certification)**

~~Graduate Level Courses - 6 semester hours~~

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

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

2. Gordon T. and Ellen West College of Education

   b. **Education:** *Dr. Acuña presented the following catalog changes for consideration, effective fall 2021. Dr. Acuña made a motion to adopt the catalog changes related to a department name change and reorganization. Dr. Watts seconded, and the motion was adopted with 13 in favor and 1 abstaining. (closed)*

Department Name Change

https://catalog.msutexas.edu/content.php?catoid=27&navoid=1400
Effective fall 2021
Gordon T. and Ellen West College of Education

Admission Requirements   Program Completion Requirements
Grades for Graduate Study   Departments, Programs and Courses
Student Fitness and Performance

Matthew Capps, Dean (Bridwell Hall 302)

~~Leann Curry~~
~~Chair, Curriculum and Learning Department~~
~~Stacia Miller~~ **Kym Acuña**
~~Interim~~ Chair, ~~Counseling, Kinesiology, and Special Education~~ Department **of Graduate and Adult Education**

Emily Rutherford
Graduate Coordinator, Counseling and Special Education
Kym Acuna
Graduate Coordinator, Educational Leadership and Curriculum and Instruction
Julie Wood
Graduate Coordinator, Sport Administration

Reorganization

Effective fall 2021
https://catalog.msutexas.edu/content.php?catoid=27&navoid=1400

Departments, Programs and Courses

~~Counseling, Kinesiology, and Special Education~~ **Department of Graduate and Adult Education**
~~Go to information for Counseling, Kinesiology, and Special Education.~~

Programs
Master of Arts
• 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.
Master of Education
• **Curriculum and Instruction, M.Ed.**
• **Educational Leadership, M.Ed.**
• Special Education, M.Ed.
• Sport Administration, M.Ed.
~~Display courses for Counseling, Kinesiology, and Special Education.~~
~~Curriculum and Learning~~
~~Go to information for Curriculum and Learning.~~
~~Programs~~
~~Master of Education~~
• ~~Curriculum and Instruction, M.Ed.~~
• ~~Educational Leadership, M.Ed.~~
Doctor of Education
• Educational Leadership, EdD

Minor
• Bilingual Education Minor
• Instructional Design and Technology Minor
• Language and Literacy Studies Minor - 12 hours
• Master Mathematics Teacher Program Minor
• Sport Administration Minor
• Superintendency Minor
• Teacher Leadership Minor
• Training and Development Minor
Display courses for ~~Curriculum and Learning.~~ **Graduate and Adult Education**

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

McCoy College of Science, Mathematics and Engineering

Geosciences: *Dr. Katumwehe presented the following proposal for consideration, effective fall 2021. Dr. Katumwehe made a motion to adopt the proposal. Dr. Watts seconded, and the motion was unanimously adopted. (closed)*

The Kimbell School of Geosciences will advertise a full-consideration deadline of March 1 for applications to its graduate program.

Details: This is an early deadline to permit the program to make a financial offer to desirable students for the following academic year. The program can then meet in early march to accept students and commit assistantships and scholarships from available funds (*i.e.* provide an acceptance offer to highly-qualified candidates).
This is an early deadline that guarantees consideration for support. The department will continue to accept applications until the general graduate school deadlines, as published. Applications received after the full-consideration deadline of March 1 will be offered support as available to qualified candidates.

Rationale: The full consideration deadline will make us competitive with other geoscience programs, permitting us to capture more candidates. Many other programs close applications on or before March 1, and provide acceptance and offers to candidates well before MSU's general application deadlines of May 15 (international) and August 1 (domestic). This leads students to apply and accept positions at other institutions before they apply to be considered by us. By providing an earlier full consideration deadline, we can encourage students to complete their application in a timely manner that permits our making a competitive offer.

Submitted by: Jonathan D. Price, Chair, Kimbell School of Geosciences
940.397.4288 | jonathan.price@msutexas.edu

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

Changes of course title, description, prerequisites, and lab/lec hrs. - effective fall 2021

McCoy College of Science, Mathematics and Engineering

Geosciences: *Dr. Katumwehe presented the following course description changes for consideration, effective fall 2021. Dr. Katumwehe made a motion to adopt course description changes. Dr. Watts seconded, and the motion was unanimously adopted. (closed)*

GEOS 5313: Carbonate Depositional Systems and Stratigraphy

Description: This course covers all aspects of marine carbonate depositional systems and stratigraphy. The course will discuss characteristics of geologic and modern systems across a range of environments (shorelines, tidal flats, reefs, open shelf, deep basin etc.). Students will develop an understanding of sequence stratigraphy, identifying cycles, and the various features of the carbonate factory. Other topics include: diagenetic fabrics, ramp profiles, bioherm and reef formation, ~~and~~ carbonate petrology **and petroleum reservoirs**. Lecture will be supplemented by applied learning with thin sections, core, and hand samples. Concepts will be reinforced with advanced readings and discussion of carbonate-related topics ~~including major carbonate petroleum reservoirs~~.
Prerequisite(s) None.

Catalog Changes - effective fall 2021

McCoy College of Science, Mathematics and Engineering

Geosciences: *Dr. Katumwehe presented the following catalog changes for consideration, effective fall 2021. Dr. Katumwehe made a motion to adopt catalog changes. Dr. Watts seconded, and the motion was unanimously adopted. (closed)*

Robert L. Bolin Graduate School of Petroleum Geology

⇐ Return to: McCoy College of Science, Mathematics and Engineering
      Distinguished Professorships
      Programs and Courses
Jonathan Price
Chair, Kimbell School of Geosciences

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.

Andrew Katumwehe
Graduate Coordinator
Graduate Faculty: Elsharafi, Katumwehe, Lisenby, Meddaugh, Price, **Weiss**
Emeritus Faculty: Dodge

The Master of Science with a major in Geosciences has two pathways for completion:

1.   Five year path leading to a combined Bachelor of Science/Master of Science with a major in Geosciences. This path allows academically focused students to earn both the Bachelor of Science and the Master of Science Degree with a major in Geosciences in 5 years of full-time study. Students who are admitted to the combined degree path in the Geosciences may opt out in their fourth year and receive the Bachelor of Science degree provided that all requirements for the Bachelor of Science degree in the Geosciences have been satisfactorily completed. Candidates that do not complete both degrees before their eleventh long semester may be reverted to the B.S. program until completion of that degree. Reverted students will need to be reinstated to the graduate program to pursue the M.S.

2.   A two-year, traditional Master of Science with a major in Geosciences for those with a Bachelor of Science degree in geology or related fields. Note that students with Bachelor of Science degree in fields other than geology may be admitted once course deficiencies are removed.

Admission Requirements

All applicants should have a satisfactory overall GPA of at least 3.00 and satisfactory scores on the GRE (e.g. Verbal ≥ 150; Quantitative ≥ 155). Three letters of recommendation by faculty members for admission to graduate studies are required. Students not meeting these requirements may be admitted on a conditional basis.

Students who wish to complete the combined degree (five-year path) must apply for admission to the Billie Doris McAda Graduate School and the Combined Bachelor of Science/Master of Science Degree with a major in Geosciences by the end of their junior year. One of these letters may be from faculty outside of the geosciences program. Students must complete all required academic core and non-GEOS program requirement courses prior to admission to the combined degree path. Students should have a satisfactory overall GPA of at least 3.00 and satisfactory scores on the GRE (e.g. Verbal ≥ 150; Quantitative ≥ 155). All applications are reviewed by the Admissions Committee of the Combined Bachelor of Science/Master of Science with a major in Geosciences and by the Dean of the Billie Doris McAda Graduate School. Students not meeting these requirements may be admitted on a conditional basis.

Completed applications will be distributed by the Geosciences Department Graduate Coordinator to the other members of the Geoscience Graduate Faculty for their consideration.

Applications for fall admission will be evaluated beginning March 1st. Should positions remain open after the March 1st evaluation, applications will be evaluated as received. Although applications received or completed after these deadlines will be considered, no guarantee can be made that processing will be finished in time for registration or that remaining positions will be available. Early applicants will receive first consideration for admission, competitive scholarships, out-of-state tuition waivers, as well as financial aid.

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.

Degree Completion Requirements

The minimum degree requirements for both pathways are identical: 31 semester hours of approved courses including GEOS 6983, GEOS 6993, 4 semester hours of GEOS 6001, and 21 semester hours of GEOS courses or other related courses approved by advisor (of which 6 semester hours may be approved 3000/4000 level courses taken for graduate credit). Graduate minors may be taken in conjunction with the M.S. with a major in geosciences, but the semester hours will not count towards both.

Thesis

Thesis must be of an appropriate length and depth detailing original research in an applicable subject area. The Master of Science thesis must be publically presented and "defended" before the Graduate Advisory Committee. It is anticipated that there would be several primary focus areas for graduate study. Based on current faculty areas of expertise, these foci include:

Petroleum geology
Igneous petrology and geochemistry
Sedimentology, stratigraphy, and paleontology
Environmental geosciences
Geophysics and tectonics

22. Dr. Zuckweiler made a motion to adopt the following graduate course and catalog changes in Health Services Administration. Dr. Killion seconded and the motion was adopted. (closed)

Gunn College of Health Sciences and Human Services

Health Services Administration: *Dr. Roberts presented the following new course additions for consideration, effective fall 2021. Dr. Roberts made a motion to adopt the Course Inventory Forms for the new courses. Dr. Acuña seconded, and the motion was unanimously adopted. (closed)*

HSAD 5153: **Managed Care Organizational Structure in the 21st Century**
Description: **A pragmatic examination of the theories for and uses of managed health in the legally complex society of the 21st century. Special emphasis is placed on the impact of the Affordable Care Act (ACA) on the structure of care delivery in hospitals, community health clinics and medical practices. Also the impact of the ACA on health insurance is reviewed**. Prerequisite(s) None. Lecture 3(3-0)

Course Objectives:

Be aware of the history of managed care and how it has been integrated into a variety of types of healthcare organizations;

Describe the impact of payment methods on the behavior of providers, payers, purchasers and patients.

Develop an understanding of payment and financing for healthcare services under managed care arrangements, and the strength and weaknesses of its various organizational structures;

Examine the performance of managed care organizations in the private sector.

Become familiar with contemporary management issues including capitation, risk sharing, utilization management, pharmaceutical benefit management, disease management, and behavioral health management.

HSAD 5173: Introduction to Public Health Administration
Description: **An examination of public and community health organizations with an emphasis placed on public sector organizational structures and the challenges they face given the political system they reside in. The course will examine unique management issues facing public health organizations such as leadership, communication, organization behavior, team development, organization design, evaluation, productivity, performance improvement.** Prerequisite(s) None. Lecture 3(3-0)
Course Objectives:

Understanding of the origin and influences on the development and current form of health departments in the United States

Explain how health departments are responsive to their community's perceived needs

Grasp the importance of skillful administration in maximizing the effectiveness of a community or public health organization

Understand the role of community partnerships in healthcare delivery

Understand the importance of both public policy and ethics upon the day to day operations of a public health organization

Additional information-

Dr. Camacho informed everyone that the Theatre department would be performing "Tartuffe" on March 5th and 6th.

Dr. Zuckweiler reminded everyone of the virtual Celebration of Scholarships on April 7th – 9th. Applications are due soon.

Ms. Inglish said the Registrar's office is working on the schedule of classes for early registration and the deadline for graduation has been extended thru February 23, 2021.

Adjournment-

There being no other business, the meeting was adjourned at 2:12p.m.

Respectfully submitted,

Lana L. Scates
Assistant to the Provost